

DOCUMENTARY HISTORY

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OF

EDUCATION  
IN UPPER CANADA  
(ONTARIO)



1875,-76



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# DOCUMENTARY HISTORY

OF

# Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION  
OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXVII., 1875-1876.

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

BY

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

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

PRINTED BY THE ORDER OF  
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## PREFATORY NOTE TO THE TWENTY-SEVENTH VOLUME.

The most notable event recorded in this Volume is the retirement of the Reverend Doctor Ryerson, who had so successfully originated the present School System of Upper Canada, (now Ontario), and who had so ably administered it during the long period of thirty-two years, during which he had held the highly responsible position as Chief Superintendent of Education. His parting Circulars, which are inserted in a special Chapter, will be read with interest, especially as, in his own review of his administration, in the thirty-fifth Chapter, the lights and shadows of that administration are brought out with clearness and precision. From my own intimate relation to the Chief Superintendent, as his chief Assistant, (from the beginning of his administration in 1844), I was able, in reply to an inquiry on the subject, to specifically point out in fuller outline what were the main features and striking characteristics of that administration.

Another event of importance, and as a sequel to that of the Reverend Doctor Ryerson's retirement, as recorded in this Volume, was the appointment of the Honourable Adam Crooks, one of the early Graduates of the University of Toronto, and a Member of the Bar, as the first Minister of Education for the Province of Ontario.

The Educational wants and requirements of the early Settlers in the new and remote portions of the Province were, for the first time, specially and personally inquired into, and provided for during the year. The results of that personal inquiry form an interesting episode, due to some extent, to the description of the striking scenery of these outlying sections of the Province.

The next most important event recorded in this Volume was the setting up at the Centennial Exhibition, held at Philadelphia, (to commemorate the one hundredth Anniversary of the Independence of the United States as a Nation,) of examples of an extensive "Exhibit" of the Educational Appliances and Results of our Provincial System of Education.

From the testimony of the United States and other national educational Experts at Philadelphia, who examined and reported upon that "Exhibit," it will be seen that they regarded that "Exhibit" as, in many respects, as superior, in fulness of detail, to any of the Exhibits of the several States of the Union, and as a practical "Object Lesson" for their Educationists.

Competitive Examinations of the Pupils of the several Schools in a Township, which, for the first time were successfully introduced into the Province during the year, were considered as a most desirable and potent means of awakening and keeping alive a personal interest in the Schools of both parents and children.

The subject of the Educational Depository occupies a considerable space in the records of this Volume, owing to the fact that the newly elected Members of the Council of Public Instruction obtained the consent of the Council to the institution of an inquiry into the object and operations of the Educational Depository of the Department. A Special Committee was

appointed to make this investigation. The results of this inquiry were afterwards called for by the House of Assembly. Full particulars on the subject will, therefore, be found in Chapter XIV of the Volume. The subject of the Revision of Text Books also occupied a large share of public attention, as the School Inspectors and Teachers of the Province had been invited to give an expression of their opinion, and to offer suggestions, on the subject.

The Educational Proceedings of the House of Assembly, as well as the Proceedings of the Senate of the University of Toronto, and those of the various Churches on University matters, are given in full detail, as also the Reports and Proceedings in other matters of educational interest.

J. GEORGE HODGINS,

Historiographer of the Education Department of Ontario.

TORONTO, 1st December, 1908.

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# CONTENTS OF THE TWENTY-SEVENTH VOLUME.

	PAGE.
<b>CHAPTER. I. PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1875.....</b>	<b>1</b>
<b>I. The Methodist Church, Representing Victoria University.....</b>	<b>1</b>
1. Proceedings of the Board of Victoria College .....	1
2. An Act to Amend the Acts Incorporating Victoria College.	5
<b>II. The Presbyterian Church (of Scotland,) Representing Queen's University .....</b>	<b>8</b>
1. Proceedings of the Board of Trustees of Queen's College...	8
2. Proceedings of the Synod of the Presbyterian Church (of Scotland) in Regard to Queen's College .....	11
3. Report of the Trustees of the University of Queen's University .....	12
4. Revenue and Expenditure of Queen's College, 1874-1875...	14
5. Report of the Scholarship and Bursary Committee.....	17
6. An Act Respecting the Union of Certain Presbyterian Churches therein named .....	17
7. An Act Respecting Queen's College at Kingston.....	19
8. Historical Sketch of Queen's College .....	22
<b>III. The Church of England, Representing Trinity University.....</b>	<b>25</b>
1. Proceedings of the Council of Trinity College .....	25
2. Sir John A. Macdonald made a D.C.L., at Trinity University .....	27
<b>IV. The (Free) Presbyterian Church of Canada, Representing Knox College .....</b>	<b>28</b>
1. Proceedings of the Synod of the (Free) Presbyterian Church of Canada in Regard to Knox College .....	28
2. Report of the Board of Management of Knox College.....	30
3. Report of the Senate of Knox College .....	32
4. Report of the Board of Examiners, Western Section.....	32
5. Receipts and Expenditure of Knox College, 1874-75.....	33
6. Opening of Knox College New Building, 1875 .....	34
<b>CHAPTER II. SEMI-OFFICIAL VISITS TO EDUCATIONAL INSTITUTIONS IN ONTARIO, 1875.</b>	<b>36</b>
1. The Lieutenant-Governor's Visit to the Institute for the Blind, Brantford .....	37
2. The Lieutenant-Governor's Visit to the Agricultural College, Guelph .....	38
3. Visit of the Premier to the Woodstock Literary Institute.....	38
4. Opening of the Anderson School House, London, Ontario.....	39
5. The Loretto Academy, Lindsay .....	41
<b>CHAPTER III. CONDITION OF SCHOOLS IN THE NEW AND REMOTE SETTLEMENTS OF ONTARIO .....</b>	<b>43</b>
1. Official Visits of the Deputy Superintendent of Education and of Inspectors Little and Miller .....	43
2. Settlers' Schools in the County of Nipissing.....	48
Report of the Inspector of Schools in the County of Renfrew.....	48
3. Further Report of the Inspector on Schools in Outlying Townships.	50
4. New Schools in Kaladar, Anglesea, etcetera .....	51
5. Visits to Schools in New Townships on the Colonization Roads.....	53
<b>CHAPTER IV. THE ONTARIO TEACHERS' CONVENTION, 1875 .....</b>	<b>53</b>
1. President Goldwin Smith's Address .....	56
2. The Reverend Doctor Ryerson on Changes in our School System...	59
3. Granting of Public School Teachers' Certificates .....	60

	PAGE.
4. An Equitable Principle of Taxation .....	61
5. The Reverend Doctor Cavan's Address on the Teacher's Love for his profession, Archbishop Lynch on the Importance of the Teacher's work .....	62
6. The Public School Programme—Relation between High and Public Schools .....	63
7. Necessity for a Teacher's High Literary Culture, by the Reverend H. J. Borthwick, M.A. ....	64
8. Canada Represented at the New York Teachers' Association .....	69
CHAPTER V. ONTARIO SCHOOLS TO BE REPRESENTED AT THE UNITED STATES' CENTENNIAL EXHIBITION, 1876 .....	70
1. United States' Circular on National Systems of Education to be Represented at the Centennial Exhibition .....	73
CHAPTER VI. VALUE OF COMPETITIVE SCHOOL EXAMINATIONS .....	74
1. Regulations for holding Competitive Examinations .....	75
2. County of Lanark's Competitive Examination .....	76
3. Kind of Prizes and Mode of Distributing them at Competitive Examinations in Public Schools .....	76
4. County of Carleton Competitive Examination .....	78
CHAPTER VII. CORRESPONDENCE RELATING TO THE EDUCATIONAL DEPOSITORY, 1875. ....	78
1. The Deputy Superintendent of Education to Attorney-General Mowat .....	78
2. Attorney-General Mowat to the Deputy Superintendent of Education .....	79
3. The Deputy Superintendent of Education to Attorney-General Mowat .....	79
4. The Reverend Doctor Ryerson to J. George Hodgins.....	80
5. The Chief Superintendent of Education to Attorney-General Mowat .....	80
6. The Chief Superintendent of Education to Attorney-General Mowat .....	82
7. The Reverend Doctor Ryerson to J. George Hodgins .....	82
CHAPTER VIII. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, 1875 .....	83
CHAPTER IX. REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, 1874-75 .....	84
1. Supplementary Report of the School of Practical Science, 1875... ..	86
2. Mr. William Armstrong's Report on the Drawing Classes.....	86
3. Professor Loudon's Report on the Engineering Classes .....	87
CHAPTER X. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1875, 1876. ....	90
1. Educational Estimates for the year 1876 .....	90
CHAPTER XI. EDUCATIONAL ACTS PASSED BY THE HOUSE OF ASSEMBLY, 1876.....	101
1. An Act to Amend the Act Relating to the Election of School Trustees in the City of Toronto .....	102
2. An Act to Vest Certain Lands in the Town of Lindsay in the Board of Education in Trust for Public Schools .....	103
CHAPTER XII. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE PUBLIC SCHOOLS OF ONTARIO, 1875 .....	105
CHAPTER XIII. ANNUAL REPORT OF UNIVERSITY COLLEGE, TORONTO, 1875.....	110
CHAPTER XIV. RETURN TO THE HOUSE OF ASSEMBLY ON THE SUBJECT OF THE EDUCATIONAL DEPOSITORY, AND THE SELECTION OF BOOKS FOR SCHOOL LIBRARIES AND PRIZES, 1872-75 .....	111
1. Correspondence in Regard to the Return .....	111
2. Part II., containing Proceedings of the Council of Public Instruction in Regard to the People's Depository during the years 1874-75, with Papers and Correspondence .....	112



	PAGE.
3. Part III., containing Report of Special Committee on the Working of the People's Depository .....	116
(1) Reply to Questions Proposed by this Committee.....	117
(2) Table showing Numbers of Prize and Library Books sent out from the People's Depository during 22 years.....	118
(3) Letter of the Chief Superintendent of Education to the Chairman of the Special Committee transmitting these Replies and Table .....	122
(4) Memorandum of the Deputy Superintendent of Education in Reply to Questions 9-16 of the Special Committee.....	126
(5) Draft Report of the Special Committee submitted to the Council of Public Instruction .....	140
(6) Letter to the Chairman of the Special Committee by the Chief Superintendent of Education .....	140
(NOTE. In this Letter reference is made to the "Book store" of the Privy Council Committee of England and the Reverend James Fraser's Estimate of our School and Depository System, as well as to the "healthy condition" of the Book Trade of Canada.)	
(7) Amended copy of the Draft Report of the Special Committee .....	156
(8) This Amended Report was submitted to the Council of Public Instruction and Rejected by a Vote of Nine to Four.....	163
(9) Memorandum of the Chief Superintendent of Education in Regard to some Matters arising out of the Proceedings of certain Members of the Council of Public Instruction.....	164
CHAPTER XV. THE RETURN OF THE HOUSE OF ASSEMBLY RELATING TO PART IV. ON THE REVISION OF TEXT BOOKS, 1875 .....	166
1. Correspondence in Regard to this part of the Return.....	166
2. Part IV. of the Return to the House of Assembly .....	168
(Proceedings of the Council of Public Instruction in Regard to this Part of the Return) .....	168
3. Copy of Text Books, already Sanctioned, submitted by the Chief Superintendent of Education to the Council .....	172
4. Detailed List of Text Books sanctioned .....	173
5. Books struck off the list of sanctioned Text Books .....	174
6. Correspondence on the subject of Text Books .....	176
CHAPTER XVI. PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, FOR 1874 .....	177
1. Resolution in Regard to the Affiliated Institutions in Medicine to the University of Toronto .....	179
2. Report on What Degrees might be conferred by the University of Toronto, with Minority Report also .....	180
3. Committee on a Revised Curriculum of the University of Toronto.	187
CHAPTER XVII. GENERAL REGULATIONS AND COURSE OF STUDY OF THE NORMAL SCHOOL, TORONTO .....	188
1. Practice of Students in the Model Schools, Toronto .....	189
2. Entrance Examination of Candidates for the Second Division of the Normal School, Toronto .....	189
3. Course of Study in the Junior Section of the Second Division.....	190
4. Course of Study in the Senior Section of the Second Division.....	190
5. Special Subjects for Entrance to the First Division.....	191
6. Course of Study in the First Division .....	191
7. Teachers' Certificates in New Townships .....	192
8. County and Provincial Teachers' Certificates .....	192

	PAGE.
CHAPTER XVIII. PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, IN 1875 .....	193
1. Appointment of a Committee to draft a detailed Curriculum for the University of Toronto .....	198
CHAPTER XIX. REPORT AND SUGGESTIONS WITH RESPECT TO THE COLLEGIATE INSTITUTES AND HIGH SCHOOLS OF ONTARIO FOR 1875, BY THE INSPECTORS OF HIGH SCHOOLS .....	198
1. The Year of 1875 was a Year of Transition .....	199
2. The Question of the Support of High Schools .....	200
3. The Necessity of Higher Qualifications of Grammar School Masters .....	200
4. Provision should be made for Science Teaching in the High Schools .....	201
5. Desirability of the Consolidation of Examinations of High Schools .....	202
CHAPTER XX. CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, HIGH AND PUBLIC SCHOOLS OF ONTARIO FOR THE YEAR 1875 .....	202
(NOTE. This Report was drafted by the Chief Superintendent of Education except the concluding part.)	
1. General Statistical Abstract of the Progress of Education in Ontario during the years 1842-1875 .....	213
CHAPTER XXI. REVISED PROGRAMME AND REGULATIONS FOR THE APPORTIONMENT OF THE PARLIAMENTARY GRANT TO HIGH SCHOOLS AND COLLEGIATE INSTITUTIONS, 1876 .....	216
(NOTE. Made to Apply to the Upper and Lower Schools.)	
CHAPTER XXII. BOOKSELLERS' PETITION TO THE LIEUTENANT-GOVERNOR AGAINST THE PEOPLE'S EDUCATIONAL DEPOSITORY, 1876 .....	220
1. Remarks on the Booksellers' Petition by the Deputy Minister of Education .....	222
2. Memorandum to the Minister of Education on the Booksellers' Petition by the Deputy Minister .....	223
3. The Honourable P. B. de Blaquiere on the value of the Educational Depository .....	225
4. Draft of Circular to the Signers of the Booksellers' Petition.....	226
5. Meeting of Booksellers in Regard to the Educational Depository, 1876 .....	227
6. The Methodist Book Steward on the Booksellers' Convention.....	228
CHAPTER XXIII. CORRESPONDENCE WITH ATTORNEY-GENERAL MOWAT BY THE CHIEF SUPERINTENDENT OF EDUCATION IN REGARD TO HIS RETIRING ALLOWANCE, 1876 .....	229
1. The Chief Superintendent of Education to Attorney-General Mowat .....	229
2. Attorney-General Mowat to the Chief Superintendent of Education .....	229
3. The Chief Superintendent of Education to Attorney-General Mowat .....	230
4. The Chief Superintendent of Education to Attorney-General Mowat .....	234
5. The Provincial Treasurer to the Chief Superintendent of Education .....	234
6. The Chief Superintendent of Education to the Provincial Secretary.	235
7. The Reverend Doctor Ryerson to the Minister of Education.....	236
8. The Reverend Doctor Ryerson to J. George Hodgins .....	236
9. J. George Hodgins to the Reverend Doctor Ryerson .....	236

	PAGE.
CHAPTER XXIV. PARTING CIRCULARS FROM THE REVEREND DOCTOR RYERSON, 1876.	237
1. To the Municipal Councils of Townships, Towns, Cities and Villages in Ontario .....	237
2. To the Boards of Public and High Schools in Ontario .....	241
3. To the Inspectors and Teachers of High and Public Schools in Ontario .....	243
A. Our Municipal System and its Educational Facilities .....	243
B. Official Changes in the Education Office of Ontario .....	245
CHAPTER XXV. REVIEW OF THIRTY-TWO YEARS' ADMINISTRATION OF THE EDUCATION DEPARTMENT BY THE CHIEF SUPERINTENDENT OF EDUCATION., 1844-1876, AND REFERENCES TO HIS RETIREMENT FROM OFFICE...	246
1. From the <i>Ontario Teacher</i> .....	246
2. From the <i>Toronto Daily News</i> .....	247
3. From the <i>Christian Guardian</i> .....	248
4. Personal Tribute from the School Board of Ottawa .....	249
5. Personal Tribute from the Teachers' Association of the County of Oxford .....	250
A. Practical Features of the Reverend Doctor Ryerson's Administration .....	250
1. Letter to the Editor of this Documentary History from Doctor Seath, Superintendent of Education for Ontario .....	250
2. Reply to the foregoing Letter .....	251
B. The Separate School Question, 1841-1876 .....	253
C. The Reverend Doctor Ryerson's own Review of his Administration of the Education Department, 1844-1876 .....	256
CHAPTER XXVI. APPOINTMENTS OF OFFICERS IN THE EDUCATION DEPARTMENT OF ONTARIO, 1876 .....	258
1. Commission to J. George Hodgins, LL.D., as Deputy Minister of Education .....	258
2. Appointment of Alexander Marling as Secretary of the Education Department .....	258
A. Regulations Sanctioned by the Minister of Education Relating to the Internal Management of the Education Department.....	258
CHAPTER XXVII. OFFICIAL DEPARTMENTAL NOTICES BY THE MINISTER OF EDUCATION, 1876 .....	260
CHAPTER XXVIII OFFICIAL PROCEEDINGS OF THE EDUCATION DEPARTMENT, 1876.	260
1. Appointment of Members of the Central Committee of Examiners .....	260
2. Third Class Teachers' Term of Service .....	260
3. School Census of 1875 the Basis of Apportionment of 1876.....	261
4. Proceedings and Regulations Respecting the Examination of Candidates for Public School Teachers' Certificates.....	261
5. Proceedings and Regulations Respecting the Intermediate Examinations in Collegiate Institutes and High Schools.....	262
6. Rules and Regulations Respecting the Intermediate High School Examinations .....	263
7. Publication of the Authorized Text Book on Arithmetic.....	265
8. Certain Teachers' Certificates Granted .....	265
9. Proceedings in the Case of the Reverend H. J. Borthwick, M.A., and Archibald Smirl, Examiner, County of Carleton.....	266
10. Report and Evidence of the Commissioners in this Case.....	266
CHAPTER XXIX. OFFICIAL PROCEEDINGS OF THE EDUCATION DEPARTMENT, 1876.....	268
1. Public School Teachers' Superannuation .....	268

---

	PAGE.
2. School Trustees, Supplementary Half Yearly Returns .....	268
3. Selection of a School House Site .....	269
4. Compulsory Sale of a School House Site in an Indian Reserve.....	270
5. Normal School Teachers' Examinations .....	270
6. Public School Teachers' Examinations .....	271
7. Public School Teachers' Examinations July, 1876 .....	271
<b>CHAPTER XXX. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE PUBLIC</b>	
SCHOOLS OF ONTARIO, 1876 .....	272
Appendix to the Twenty-Seventh Volume:	
1. Schools in the County of Perth, 1825-1902 .....	277
2. Report of the Common School in the Town of Goderich.....	

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## CHAPTER I.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS,  
1875.

## I. THE METHODIST CHURCH, REPRESENTING VICTORIA COLLEGE.

## PROCEEDINGS OF THE BOARD OF VICTORIA COLLEGE.

*March 24, 1875.* On motion of the Reverend Doctor Nelles, President of the University, seconded by Reverend Doctor Rice it was,—

*Resolved,* That, in addition to such ordinary examinations as the Faculty may impose from time to time, the Faculty of Victoria University be instructed to make arrangements for a Primary Examination at the end of the Second, or Sophomore, Year and a Final Examination at the end of the Senior Year, each of these Examinations to cover the work of the two years next preceding, and to be requisite for admission to the Degree of B.A.; and that an Examiner, outside of the Faculty, be, as far as possible, associated with the Professor of each Department in conducting these Primary and Final Examinations.

It was moved by John Beatty, M.D., seconded by the Reverend E. H. Dewart and,—

*Resolved,* That the Dean and Professors of the Toronto Medical Department of the University of Victoria College, having, since the last Meeting of the Board, closed that Department, the resignations of the Dean and Professors, tendered to the Board on the sixth of November last, are hereby accepted.

It was moved by the Reverend President of the College, seconded by the Reverend E. H. Dewart, and,—

*Resolved,* That the Dean and Professors of the Medical Department of the University of Victoria College, having tendered their resignations and closed that Department, and the Students in attendance, at the time, having connected themselves with the Toronto School of Medicine, the President of that School be respectfully requested to provide for the usual Examinations of such Students as desire to proceed to the Degree of M.D. in Victoria University, and to furnish the Senate, in May next with the necessary certification of attendance and examination at that School, and to receive the graduation Fees on behalf of this Board.

It was, on Motion being made.—

*Resolved,* That it be an instruction to the Trustees of the Endowment Fund to pay over to the Treasurers of the College all sums received as interest on unpaid subscriptions to the said Fund.

It was moved by Reverend R. Jones, seconded by Doctor John Beatty and,—

*Resolved,* That the salary of the Reverend Professor N. Burwash be Fifteen hundred dollars per annum.

It was, on Motion being made,—

*Resolved,* That the Committee, having charge of the Building and Property of the late Medical Department of the University of Victoria College, in Toronto be reappointed, with the addition of the Reverend Alexander Sutherland, with instructions to look after any legal claims against the property, and, if deemed advisable, to dispose of that property.

*May 25, 1875.* The Reverend Richard Jones presented the Financial Statement of the Treasurers, which was received, and, after discussion, was adopted.

It was on Motion made,—

*Ordered*, That, in future the Treasurers print their Report, and mail a copy to each Member of the Board one week prior to the Conference Annual Meeting, and that they also append to the Report the usual approximate Estimate of Income and Expenditure for the ensuing year.

The Reverend T. S. Keough read the Report of Reverend Samuel Rose, one of the Treasurers of the Endowment Fund, which was received.

A Letter was received from Doctor C. V. Berryman, tendering his resignation as Professor of Materia Medica in the Medical Department of the University of Victoria College. The resignation was formally accepted, and Doctor Berryman was reappointed to represent this University on the Medical Council for Ontario.

The Reverend T. S. Keough presented his Report as Financial Secretary. The Report, not having been audited, the Chairman, (the Reverend Alexander Sutherland), was instructed to have this done, by procuring the services of Mr. W. T. Mason, or some other competent person, and that the Report of the Auditor, thus appointed, be presented at the ensuing Meeting.

The Reverend Joshua H. Johnson, M.A., presented his Report as Agent of the College also that of the Reverend J. C. Ash. These Reports were received and adopted.

The Reverend Mr. Johnson, having stated to the Board that he did not understand that his salary of \$1,600 for the previous year had been fixed also for the year now ending, and that not less than \$2,000 would be adequate to his necessities, the following Resolutions were, after much discussion, adopted:—

*Resolved*, 1. That, in view of the important services rendered to the College by the Reverend J. H. Johnson, and also, in view of the heavy expenditure incurred by him, on account of sickness in his family, the sum of \$400 be added to his Salary for the year now closing.

*Resolved*, 2. That the Reverend Mr. Johnson be requested to act as Agent of the College for the ensuing year, and that his Annual Salary be fixed at \$2,000.

The Reverend President of the College presented a Report from the Theological Department, which was adopted.

A Letter was read from the Reverend Professor N. Burwash, setting forth the necessity of additional help in teaching the Theological Classes of the ensuing year.

In view of the financial circumstances of the University it was proposed by the Reverend President of the College that the work of its Theological Department should be provided for during the coming year by his giving additional help in the Department of Modern Languages, thus allowing the Reverend Professor Reynar to take a portion of the increased work in the Theological Department. This proposal was acceded to on the part of the Board, as the best present arrangement possible.

The Secretary read a Letter from the Executors at Hamilton of the Jackson Estate, informing the Board that the additional sum of Ten thousand dollars, (\$10,000), had been bequeathed by the late Mr. Edward Jackson of that city for the further Endowment of the Theological Department of Victoria University.

The Secretary was directed to acknowledge the receipt of the Letter and to express the gratitude of the Board for this munificent Bequest.

Mr. J. J. McLaren, LL.B., presented a scheme for the revision of the Curriculum for the degree of LL.B., which was referred to a Committee, consisting of the Reverend President of the University and the Examiners in Law.

It was moved by Mr. J. J. McLaren, seconded by Mr. Wm. Kerr, and,—

*Resolved*, That, in view of a vigorous prosecution of the scheme for the Endowment of Victoria College, this Board respectfully requests the Stationing Committee of the Toronto Conference to grant permission to the Board to retain the services of the Reverend J. H. Johnson as Agent of the College for the ensuing year.

1. It was, on Motion made,—

*Resolved*, 1. That the Solicitor of the University be instructed to take the necessary legal steps to get possession of the Marmora Lot.

*Resolved*, 2. That the Finance Committee be instructed to effect a sale of the said Lot, or to make such other disposition of it as they may deem best.

It was reported to the Board by the Reverend President of the University that, as the sum of Twelve Thousand dollars, (\$12,000), had been subscribed during the year by persons in Cobourg for the improvement of the College buildings there, the Committee of Finance had requested Mr. Wm. Storm, Architect, Toronto, to prepare some Sketches and Plans, which were submitted for the inspection of the Board. The importance of early improvement in this direction seemed to be generally felt by the Board, but further steps, in regard to the matter, were not deemed necessary to be taken at present.

*October 14, 1875.* The Treasurers of the College reported particulars, in reference to the Marmora Lot, when the following Resolution was adopted:

*Resolved*, That the Treasurers be instructed to offer the Lot at a fair price to the man who has the preemption right, if such a right there be, with the exception of the portion added to the Lot by the recent survey, and containing Buildings on it, and, in the event of this offer not being accepted by the said Occupant, that they offer the Lot for sale to the Person owning the Buildings on the reserved portion of it.

The Reverend President of the College informed the Board that a donation of Books had been made to the University by the Administrators of the Estate of the late Reverend William McClure. The President was instructed by the Board to transmit the cordial thanks of the Board to the Administrators of Mr. McClure for this handsome gift.

The Reverend President also informed the Board that Mr. Robert Wilkes of Toronto had established a Bursary in the College to be of the Annual value of Fifty dollars, to be open to all Members of the Class, or Classes, of each Session of the College in the subjects of Moral Philosophy and Christian Evidences; and he was directed to convey to Mr. Wilkes the hearty thanks of the Board for his act of generosity toward the University.

On motion of the Reverend President of the University, seconded by the Reverend Doctor Rice, Mr. Richard Wilson, M.A., was appointed Adjunct Classical Professor, with a Salary of \$800 per annum.

Some conversation took place in reference to the best mode of collecting those subscriptions to the Endowment Fund which were procured by former Agents of the College, and it was decided to gather them in as soon as possible, through the efforts of the Reverend J. H. Johnson, in those localities visited by him, and with the assistance of the Ministers and Preachers elsewhere. It was agreed to allow a commission of 25 per cent. to the Preachers and Ministers on all sums collected by them; and the Chairman of the Board was requested to have prepared and sent to each Minister "a brotherly Circular" on the subject, soliciting his hearty cooperation in this work.

On the suggestion of the Reverend Doctor Rice, it was agreed to make an effort to provide for the payment of the sum of \$2,500 expended for Apparatus, without drawing upon the ordinary resources of the University; and a Committee, consisting of the Treasurers, Doctor John Beatty and Mr. J. H. Dumble, with the Reverend President of the College, was appointed to apportion the amount among the Cities of Ontario and Quebec, and to give effect to the scheme.

The Reverend Alexander Sutherland was requested to report in reference to the matter entrusted to him at the previous Meeting, relating to the Auditing of the Accounts of the Endowment Fund. Mr. Sutherland reported that he was informed by the Reverend Samuel Rose that the Accounts had been duly and properly Audited.

*December 30, 1875.* The Reverend President of the College was authorised to arrange with Doctor W. T. Aikins for the Examination of Candidates for the Degree of M.D. A list of names having been subsequently received from Doctor Aikins, the names were submitted to the Board, and the gentlemen designated were approved as the Board of Examiners for the ensuing year. The following are their names: William T. Aikins, M.D., Examiner in Anatomy and Surgery; U. Ogden, M.D., Examiner in Midwifery and Diseases of Children; M. Barrett, M.A., M.D., in Physiology and Sanitary Science; R. A. Reeve, M.A., M.D., in Chemistry; W. W. Ogden, M.B., in Medical Jurisprudence and Toxicology; M. H. Aikins, B.A., M.B., M.R.C.S., in Principles and Practice of Medicine.

The Reverend President of the College brought before the Board the question of proceeding to the erection of some additional Buildings, and the Reverend Mr. Richard Jones was requested to read to the Board the heading of the subscriptions taken up in Cobourg for that object, with the list of the subscribers, the sum subscribed being Twelve thousand dollars, (\$12,000).

1. It was moved by the Reverend Doctor Nelles, seconded by Mr. W. H. Gibbs, and,—

*Resolved*, That, in the judgment of this Board, it is advisable to erect at an early day a new Building, on the present College Grounds at Cobourg, for the purpose of a Laboratory and Museum, including some provision for the Lectures in Astronomy, and the use of the Telescope.

*Resolved*, 2, That the cost of the above Building shall depend upon the amount subscribed for that object, and that the Building shall be commenced so soon as the subscription shall amount to the sum of Fifteen thousand dollars, (\$15,000), one-third having been paid in, and the balance satisfactorily secured.

*Resolved*, 3, That arrangements be made for the immediate collection of the \$12,000 already subscribed in the Town of Cobourg, the money, as collected, to be deposited in the Bank, and used only for the erection of the new Building, or such other improvements as are specified in the heading of the subscription list.

*Resolved*, 4, That the Members of the Board in Cobourg and Toronto be a Committee to take such steps, *ad interim*, as may be necessary to give effect to the foregoing Resolutions, and to report to the Board before finally giving out the Contract for the Building.

*Resolved*, 5. That the Reverend Richard Jones be requested to collect the amounts already subscribed in Cobourg, and that the Committee on Finance and Repairs be authorised, if found advisable, to arrange with the Reverend Joshua H. Johnson, M.A., to visit Cobourg and assist in this work.

The Reverend Thomas A. Ferguson and H. Keough, M.A., were appointed Auditors of the Treasurers' Accounts for the present year.

The Reverend Samuel Rose reported to the Board respecting the sale of the property lately used as the Victoria Medical School in Toronto. The Report was adopted by the Board, and instructions were given to have the Report furnished to the Secretary for insertion in the College Records. The Reverends Doctor Enoch Wood, Samuel Rose, Alexander Sutherland and Edward H. Dewart, were reappointed a Committee to dispose of the Mortgage given by the Toronto School of Medicine, and otherwise to close up the financial affairs of the late Medical Department of the University.

Mr. W. H. Wilkes, having given notice of a Motion to be introduced at the May Meeting of the Board to enlarge the powers of the Investing Committee, it was decided to leave it at the discretion of the Committee to invest, in the meantime, in other Securities than those specified in the previous Resolution of the Board. The following Members of the Board were constituted the Investing Committee, *videlicet*: the Reverend Samuel Rose, Mr. John Macdonald, the Reverends Doctors Wood, Green, Sutherland and Mr. W. H. Gibbs. The Reverend Samuel Rose, as Treasurer of the



Theological Fund, reported to the Board the state of the Fund, and explained that amounts accruing as interest on Bank deposits had been carried to the Capital Account and were not paid to the Treasurers at Cobourg, in accordance with the Resolution of the Board to that effect, as regards the General Endowment of the College.

It was agreed that, in future all interest on temporary deposits should be paid to meet current expenses, as well as interest on permanent investments and unpaid subscriptions, and that the sums accumulating from such deposits, up to the present date, should be withdrawn from the Capital Account, and transmitted to the Treasurers at Cobourg.

On motion of the Reverend Doctor Nelles, seconded by Doctor John Beatty, it was,—

*Resolved*, That the Reverend T. S. Keough, as Financial Secretary, be instructed to make a quarterly Report to the Treasurers at Cobourg, such Report to contain a Statement of all investments made during the then Quarter, and the amounts due to the Treasurers at Cobourg as interest both upon the Theological and General Endowment.

The Reverend Doctor Rice laid before the Board some sketches that had been prepared by the Committee on the Jackson Memorial of Tablets to be placed in the Hamilton Centenary Church. It was also reported that steps had been taken to secure portraits in oil of the late Mr. and Mrs. Jackson for the Chapel of Victoria College. The Board gave its general concurrence in what had thus far been done in relation to his matter.

38TH VICTORIA, CHAPTER LXXIX.

AN ACT TO CONSOLIDATE AND AMEND THE ACTS INCORPORATING VICTORIA COLLEGE AT COBOURG.

Received the Royal Assent on the 21st of December, 1874.

Whereas it has been represented by the Board of Victoria College at <sup>Preamble.</sup>  
 Cobourg, in a Memorial addressed to the Provincial Legislature, that the  
 said Victoria College was incorporated as The Upper Canada Academy by  
 Royal Charter in the Seventh year of the Reign of His late Majesty King <sup>Charter.</sup>  
 William the Fourth; that the said Charter was subsequently amended by an <sup>Amendment.</sup>  
 Act of the Parliament of Canada, passed in the Session held in the Fourth  
 and Fifth years of the Reign of Her Majesty Queen Victoria, constituting  
 the said The Upper Canada Academy a College, with University powers,  
 known as Victoria College at Cobourg; that the said Acts were further <sup>Amendment.</sup>  
 amended by an Act passed in the Twenty-second year of the Reign of her  
 said Majesty Queen Victoria by the Legislature of the said Province of  
 Canada, whereby the number of Trustees, Visitors and Members of the  
 Board were respectively increased; and it was shown that, by such Royal  
 Charter and subsequent Acts, the power of appointment and general super-  
 vision of Victoria College were vested in the Annual Meeting of the "Wes-  
 leyan Methodist Conference in Canada," and that by a Resolution of the <sup>Annual  
 Conference.</sup>  
 said Annual Meeting it was resolved that, (subject to Legislative Enact-  
 ment), the said jurisdiction and functions of the said Annual Meeting, so  
 far as relates to Victoria College, should vest in the General Conference of  
 the Methodist Church of Canada; And it was prayed that the foregoing  
 recited Acts be consolidated and amended whereby the said jurisdiction  
 and powers heretofore vested in the said Annual Meeting should become  
 vested in like manner in the said General Conference, and that the Board <sup>General  
 Conference.</sup>  
 of said Victoria College should consist of twelve Laymen and twelve Clergy-

Quorum.  
Senate.

Report,  
Financial  
Statement.

men, and that seven Members should constitute a quorum of the Board, and nine Members a quorum of the Senate, and that due notice of all Meetings should be given by mail, and that all Members of the Board should retire every four years, and that the Board should be required to furnish a Report accompanied by a duly audited financial statement to each General Conference; and that the Board should have power to fill vacancies *ad interim*, and that the present Board should be considered the first Board under this Act, and hold office until the year of our Lord, One thousand eight hundred and seventy-eight, and that the office of *ex-officio* Members of Board and Trustee should be abolished; and Whereas, it is expedient 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:—

Charter and  
Former Acts  
repealed.

1. That the said Charter so granted by His late Majesty King William the Fourth, and the said Act of the late Parliament of Canada, passed in the Session held in the fourth and fifth years of the Reign of Her Majesty Queen Victoria, intituled: An Act to incorporate the Upper Canada Academy under the name and style of Victoria College, and an Act of the said Parliament of Canada passed in the Twenty-second year of the Reign of Her Majesty Queen Victoria, intituled: An Act to amend the Charter of Victoria College are hereby repealed.

College  
continued.

2. That the College established by Royal Charter and the Acts, as aforesaid, shall be and continue to be known as Victoria College at Cobourg.

Science and  
Literature  
taught on  
Christian  
principles.

3. That the various branches of Science and Literature shall be taught in the said College on Christian principles, under the superintendence of a President, or other Head Professors and Tutors, or such Master, or Masters, or Instructors, as shall, from time to time, be appointed.

Composition  
and powers  
of board of  
management.

4. That the said Victoria College shall be under the management and administration of a Body Corporate, to be called "The Board of Victoria College at Cobourg," which shall consist of twenty-four Members, twelve of whom shall be Clergymen, and twelve Laymen, which Board shall have perpetual succession and a Common Seal, with power to hold Real and Personal Property, and to grant, demise, alien, mortgage, or lease, all, or any Real, or Personal, Property belonging to the said College, and shall have power to accept on behalf of said College any Gift and Endowment for promoting Education, Science and Literature, or otherwise, in aid of the general purposes of said College, on such terms and conditions as may be agreed upon between said Board and the Persons bestowing the same; and shall be capable of suing and being sued, pleading and being impleaded, by the same aforesaid, and shall have other and the usual powers of corporate bodies.

Property  
vested in the  
Board.

5. And all Real and Personal Property of any kind whatsoever belonging to the said College, whether held by the present Board, or College Trustees, or in trust for the College by any Person, shall become vested in the present Board, as aforesaid, and their Successors in office, for the use and benefit of the said Victoria College, and upon the Trusts, if any, on which such Property may now be held.

First Board  
under Act.

6. The Reverend Egerton Ryerson, D.D., LL.D., The Reverend Anson Green, D.D., The Reverend Richard Jones, The Reverend Enoch Wood, D.D., The Reverend S. S. Nelles, D.D., LL.D., The Reverend George R. Sanderson, The Reverend S. D. Rice, D.D., The Reverend S. Rose, The Reverend I. B. Howard, the Reverend E. H. Dewart, The Reverend W. S. Griffin, The Reverend A. Sutherland, John Beatty, M.D., W. W. Dean, B.A., William Kerr, M.A., John Macdonald, B. M. Britton, M.A., M. Lavell, M.D., J. H. Dumble, LL.B., William Beatty, M.A., W. Brouse,

M.D., Mr. W. H. Gibbs, J. J. MacLean, M.A., Mr. W. E. Sandford, being the Members of the present Board, shall be considered the first Board under this Act, and shall hold office until their Successors are appointed in the year of Our Lord One thousand eight hundred and seventy-eight, by the General Conference of the Methodist Church of Canada, as hereinafter provided.

7. The Board shall have full power, from time to time, to appoint and, as they shall see occasion, to remove the President, or other Head, the Professors, Tutors and Masters, and all Officers, Agents and Servants of said College; and the Board shall have full power, from time to time, to make and alter, or vary, any By-laws and Regulations, touching and concerning the time and place of holding Board Meetings, and notices thereof and for the good ordering and government of the said College; the performance of Divine Service therein; the Studies, Lectures, and Exercises of the Students, and all matters respecting the same; the number, residence, duties, salary, provision and emolument of the President, Professors, Tutors, Masters, Officers, Agents and Servants of the said College respectively; and all other matters and things which to them may seem good, fit and useful for the well ordering, governing and advancement of said College; and all such By-laws, when reduced into writing, and, after the Common Seal of the College hath been affixed thereto, shall be binding upon all Persons members thereof: Provided, that no such By-law shall be repugnant to the Laws of this Province, or of the Dominion of Canada: Provided also, that no Religious Test, or qualification, shall be required of, or appointed for any Person on his admission as a Student, or Scholar, into the said College.

Functions of Board as to management.

By-laws.

Religious test dispensed with.

8. It shall be the duty of the Board to keep proper Records and Minutes of all their proceedings, and to keep proper Books of account of the financial affairs of said College; and to present a Report of the said College, accompanied by a duly audited Financial Statement, to each General Conference of the Methodist Church of Canada.

Records to be kept.

Report to general conference.

9. The Members of the said Board shall retire from office every four years, but shall be eligible for re-election.

Board retires every four years

10. Seven Members shall constitute a Quorum of the Board, and nine Members a Quorum of the Senate.

Quorum of board and senate.

11. Vacancies in the Board shall be filled by the remaining Members of the Board, *ad interim*.

Vacancies, how filled.

12. All the powers and functions heretofore vested in the said Annual Meeting of the Wesleyan Methodist Conference in Canada, by virtue of the said Royal Charter and subsequent Acts of the late Parliament of Canada, in relation to Victoria College, shall vest in like manner in the General Conference of the Methodist Church of Canada.

Power of annual meeting vested in general conference.

13. The said General Conference shall, every four years, in Conference assembled, at such time as to them may deem fit, appoint twenty-four Members, constituting the College Board as aforesaid.

Appointment of board.

14. The Board shall elect one of their number to preside as Chairman over all Meetings and to affix the College Seal and sign all Deeds, Papers and Instruments in writing, and on behalf of, such Body Corporate, as may be necessary.

Chairman shall preside, sign and seal deeds.

15. All questions shall be decided by the majority of Members present at Board Meetings, the Chairman to have a second, or casting, vote.

Majority shall decide.

16. The Members of the College Board and the President and Professors of the various Faculties of the said College shall constitute the Senate of the University of Victoria College, and shall have power and authority to confer the Degree of Bachelor, Master and Doctor, in the several Faculties of Arts, Science, Law, Divinity and Medicine, and shall have the man-

Senate, composition and powers of.

agement and supervision of such affairs of the University as shall, from time to time, be assigned to them by the College Board.

President of college shall preside.

17. The President of the College shall call and preside at all the Meetings of the Senate, and, in his absence, a Chairman shall be chosen by the Members present.

Majority shall decide.

18. All questions which may come before the Senate shall be decided by a majority of the Members present, but, in case of equality of votes, the President, or Chairman, shall have a second or casting vote.

## II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY.

### PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE.

*April 29th, 1875.* Moved by the very Reverend the Principal, seconded by the Reverend Doctor John Jenkins, and unanimously resolved that the following Minute be recorded:—

*Resolved,* That the Board, having heard of the death of Mr. Alexander McLean, of Cornwall, one of its Members, takes the opportunity which this Meeting,—the first since his death,—affords, of recording its deep sense of the long and faithful services of this early friend of Queen's College, who, from the date of the Royal Charter, discharged with marked earnestness and regularity, his duties as a Trustee, and of the loss which the College has sustained by his decease.

The Secretary was instructed to communicate an extract of this Minute to the family of the late Mr. McLean.

The Draft of the Annual Report to the Colonial Committee of the General Assembly of the Church of Scotland was read and approved.

Moved by the Very Reverend the Principal, seconded by the Reverend D. J. Macdonnell, that Doctor Bethune, of Glanford, be re-elected to represent this University and College in the Medical Council of Ontario. Carried unanimously.

Moved by the Very Reverend the Principal, seconded by the Reverend Doctor John Jenkins, that Mr. John Carnegie, of Peterboro, be elected, and he is hereby elected, to be a Member of this Board in the room of the late Mr. Alexander McLean, of Cornwall.

The Treasurer submitted the Annual Financial Statements for the year ending on the 10th of April, 1875, numbered one to four, inclusive, with the Auditors' Report, which were read.

Moved by Mr. G. M. Macdonnell, seconded by the Reverend Doctor Bell, and,—

*Resolved,* That the Trustees, having heard read the Auditors' Report and the Financial Statements of the Treasurer, consisting of Accounts numbered one, two, three and four, receive the same and approve them,—thank the Auditors for their services and request them to act in the same capacity for the present year. They also instruct the Treasurer to have the Accounts printed in the usual form for the Synod.

The Very Reverend the Principal submitted some changes in the Calendar, recommended by the Senate the consideration of which was deferred.

*April 30th, 1875.* It was moved by the Reverend R. MacLennan, seconded by the Reverend Doctor Jenkins, and,—

*Resolved,* That the proposed alterations in the Calendar, including Regulations as to the Curriculum, Graduation and Honours in Arts, be sanctioned, and that, as to the proposed institution of the Degree of Bachelor of Science, it is agreed to reserve the matter for consideration at the next meeting of the Board.

*June 8th, 1875.* There being no Lay Trustees present, no election of Lay Trustees took place in the room of those who retire at the present Meeting, videlicet:—

Messieurs George M. Macdonnell James A. Grant, M.D., the Honourable John Hamilton, and the James Michie.

The Honourable John Hamilton was unanimously re-appointed Chairman of the Board for the current year.

Messieurs George Davidson and George M. Macdonnell, the retiring Members of the Finance and Estate Committee were re-elected for the current year.

*June 10th, 1875.* The question of continuing the Triennial Returns, from congregations, of Persons eligible to be Trustees, was considered, and it was agreed that, in consequence of the terms of the Act of the Ontario Legislature, relating to the College, passed at its last Session, the continuance of making the said Returns is unnecessary.

The Very Reverend the Principal, having suggested the desirableness of improving, in as far as might be practicable, the allowance now paid to the Secretary-Treasurer, and having spoken in very high terms of the devotion which the Treasurer shows in the work of his office, and of the valuable character of the services rendered to the Institution for which the allowance now received by him is no adequate acknowledgment, it was moved by the Reverend Doctor Bell, and, seconded by the Reverend Doctor McNish and agreed to, that the Board, having taken into consideration the valuable and devoted service of Mr. Ireland, as Secretary-Treasurer of the College, and the great increase of responsibility and labour imposed upon him in connection with the management of the Endowment Fund, hereby agree to increase his Salary to the rate of Six hundred dollars per annum, including the current half year.

*June 12th, 1875.* The Board resumed consideration of the Regulation framed by the Senate in reference to the institution of the degree of Bachelor of Science.

It was moved by the Very Reverend the Principal, and seconded by the Reverend Doctor Bell that the Regulations, now under consideration, in reference to the institution of the Degree of Bachelor of Science be approved. Carried.

*October 26th, 1875.* The Treasurer reported that on the 13th of August last he had received from Doctor G. H. Boulter of Stirling, Ontario, the sum of Three thousand dollars, (\$3,000,) being a bequest to Queen's College by the Reverend Alexander Buchan, late Minister of Stirling, and that he as Treasurer had acknowledged the receipt of the same.

Doctor Boulter, being present, produced the Probate of Mr. Buchan's will and a Letter, purporting to have been written by Mr. Buchan subsequently to the execution of his Will and explanatory thereof, both of which were read. Doctor Boulter, for himself and his Co-executor, Mr. James Milne, requested a discharge in the form of a Resolution passed by the Board for the payment made by him. Whereupon it was moved by the Very Reverend the Principal, seconded by Mr. G. M. Macdonnell that, whereas the Treasurer of Queen's College has received from Doctor George H. Boulter, of Stirling, one of the Executors of the late Reverend Alexander Buchan, Minister at Stirling, Ontario, the sum of Three thousand dollars, (\$3,000), the said sum having been paid by the said Doctor Boulter, in compliance with what appear to have been the wishes and intentions of the said Mr. Buchan, in making the bequest, as set forth in the following words in the Probate of his Will now produced, namely: "Unto the Faculty of Queen's College, Kingston, to be applied by the Trustees thereof in assisting young men's studying at the said Institution for the Ministry of the Presbyterian Church in acquiring their education and fitting them for the University." Therefore be it,—

*Resolved*, that this Board hold, and does hereby hold, the said Doctor Boulter and Mr. James Milne, by the said payment, to have satisfied the claims of Queen's College to participate in the Estate of the said Mr. Buchan, and that it give, and does hereby give, to the said Doctor Boulter and Mr. James Milne, a discharge in full of the Execution of their Trust as Executors of the said Mr. Buchan, so far as Queen's College is in my wise concerned.

A vote having been taken on this Resolution it was carried by a majority of five yeas, the Reverend Doctor Davidson, Doctor Boulter, the Reverend Doctor Ross, Mr. G. M. Macdonnell, and the Very Reverend the Principal,—6. Nays—the Reverend K. MacLennan,—1

Moved by the Very Reverend the Principal, seconded by the Reverend Donald Ross, and passed unanimously, that the Board record, and does hereby record, its deep sense of the interest taken by the late Reverend Alexander Buchan, Minister at Stirling, Ontario, in the welfare of Queen's College, especially in connection with the training of young men for the Ministry, its appreciation of the liberality he was enabled to exemplify in bequeathing Three thousand dollars, (\$3,000,) towards assisting Students for the Ministry in acquiring their education, and its hope that his Bequest will suggest to other friends the importance, and the opportunity, of strengthening, by their benefactions, the various departments of educational work in which the College is engaged, in some one, or other, of the many ways in which that work admits of being promoted.

Moved by the Very Reverend the Principal, seconded by Mr. G. M. Macdonnell, and,—

*Resolved*, Unanimously, That the thanks of the Board are due and are hereby tendered to Doctor George H. Boulter and Mr. James Milne, Executors of the late Reverend Alexander Buchan, for their promptness in making payment to the Treasurer of Queen's College of the sum of Three thousand dollars, (\$3,000,) out of Mr. Buchan's Estate for the assistance of young men, studying for the Ministry in the College.

Moved by the Very Reverend the Principal, seconded by Doctor Boulter, and passed unanimously—That whereas, under the authority vested in the Trustees, in terms of the Will of the late Reverend Alexander Buchan, Minister at Stirling, Ontario, they are empowered to apply his Bequest for the assisting of young men studying for the Ministry, "In such way and manner as they may think expedient for the ends in view." be it,—

*Resolved*, That the amount of the Bequest, namely, \$3,000, be invested in Dominion Stock, or some other safe Security, exclusive of premium and charges which shall be paid out of the balance at the credit of Theological Scholarships, that the interest which shall accrue from the investments be applied annually to the payment of two Scholarships, to be named the "Buchan Scholarships," one in the Faculty of Theology and the other in the Faculty of Arts; and that all matters pertaining to the awarding and holding of these Scholarships and the amounts of them be referred to the Senate, with power to take such action in reference thereto as to it may seem meet.

The Treasurer reported that since the last Meeting of the Board, he had received from the Colonial Committee of the General Assembly of the Church of Scotland, per the Treasurer of the Committee, a supplementary grant of £200 sterling, whereupon it was moved by the Very Reverend the Principal, seconded by Doctor Boulter and unanimously,—

*Resolved*, that the supplementary Grant of £200 sterling, which for some years the Colonial Committee have voted annually in aid of the Funds of Queen's College, has, in the financial difficulties by which the Institution is embarrassed, and under the regime of rigid economy, which it has been necessary to maintain, proved to be a most seasonable and valuable assistance, inasmuch as it has prevented a recourse to borrowing in order to meet unavoidable expenditure, and that the Board of Trustees take, as it hereby takes, the opportunity afforded by this Meeting, of very specially thanking the Members of the Colonial Committee for their renewed liberality.

The Treasurer reported that he had, since the last Meeting of the Board, received from Mr. John Watkins, of Kingston, a donation of \$140, for the use of the College, whereupon it was moved by the Very Reverend the Principal, seconded by Mr. Davidson and unanimously,—

*Resolved*, That Queen's College owes a great deal to the hearty interest which Mr. Watkins has long taken in its welfare, and to the liberal support he has for many

years awarded it, and this Board is much gratified at having another opportunity of gratefully acknowledging, as it hereby gratefully acknowledges, his beneficence, and of assuring him of its warm appreciation of his continued liberality and encouragement.

Moved by the Very Reverend the Principal, seconded by the Reverend K. Maclennan, and unanimously,—

*Resolved*, That the Statute numbered Forty-five be altered by deleting the words "but shall not have power to alter, or interfere with, any investment without the express sanction of the Board," occurring in lines twenty-eight, twenty-nine and thirty, and inserting the words: "and shall have power, from time to time, to make and alter investments, but the Committee shall take the first opportunity of reporting to a Meeting of the Board all the acts done by them in the exercise of this power."

Moved by Mr. G. M. Macdonnell, seconded by Doctor Boulter, and,—

*Resolved*, That the Finance and Estate Committee be, and they are hereby, authorized to dispose of all, or any Bank Stock held on behalf of the College, upon such terms, and at such time, or times, as they may deem expedient, and that the Chairman and Secretary be, and they are hereby, authorized to duly execute all Instruments which they may think necessary to dispose of any such Stock.

Moved by the Reverend Mr. Ross, seconded by Mr. G. M. Macdonnell, and unanimously,—

*Resolved*, That the Principal be requested to endeavour to secure the services of the Reverend Patrick Gray as a Lecturer in the Theological Hall during the present Session.

The Board resumed the consideration of the Memorial submitted at the last meeting on the subject of raising the Salaries of the Professors, and took up the whole question of the Professorial Salaries, whereupon it was moved by the Reverend Doctor John Jenkins, seconded by Mr. James Michie and resolved:—

1. That the Salaries of Professors Mackerras and Dupuis shall be hereafter \$1,800, (eighteen hundred dollars), each per annum, and that they shall have, besides this sum the use of the Houses on the College property, hitherto occupied by them, rent free.

2. That the Salaries of Professors Williamson, Mowat, Ferguson, and Watson shall be \$2,000, (two thousand dollars) each per annum.

3. That the Salary of the Very Reverend the Principal shall be \$2,500, (two thousand and five hundred dollars), per annum, and that he shall have, in addition, the use of the House now occupied by him, rent free.

4. That the aforesaid increased Salaries shall be payable in advance half yearly, in two equal parts, on the first days of October and April, including the current half year, and the Treasurer is hereby instructed to pay the Very Reverend Principal and each of the Professors the amounts required to make the Salaries which have been already paid to them for the current half year equal to those to which, by the foregoing Resolutions they are severally entitled.

5. That the Finance and Estate Committee shall, if need be, and until they shall receive further instructions, from the Board, take steps to borrow, on the security of the College property, or otherwise, what money may be required in order to give effect to the foregoing Resolutions.

6. That, in the event of the Synod agreeing to place the Principal, or any Professor, on the list of Ministers entitled to receive allowance from the Temporalities Fund, their Salaries, as now augmented, shall be diminished by the amount of the allowance that may be made in each case.

PROCEEDINGS OF THE SYNOD OF THE PRESBYTERIAN CHURCH (OF SCOTLAND), IN REGARD TO QUEEN'S COLLEGE.

June 9th, 1875. The Annual Report of the Board of Trustees of the University of Queen's College was presented and read by the Reverend Doctor John Jenkins, on



behalf of the Trustees. Whereupon it was moved by Mr. Campbell, (Macnab and Horton), seconded by Mr. Andrew Drummond, and unanimously agreed to, That the Synod receive the Report now read; renew the expression of their confidence in the management of the educational department, and in the administration of the financial affairs of the College, and record their great gratification at the evidence that has been submitted, showing that the prosperity, which has of late marked the history of the Institution, has been fully sustained during the past year, especially as regards the increasing attendance of Students; approve of the action of the Board of Trustees, in augmenting the Salaries of the Principal and Professors, and resolve to aid the Board in its efforts to obtain a larger Revenue, and in carrying out this resolution to give careful and, if possible, favourable consideration to any proposal that may be submitted with a view to this end; recognize the great importance of founding, at the earliest possible moment, a new Professorship in the Faculty of Theology; and, further, deem the present a fitting occasion on which to acknowledge the great benefits conferred, by means of the College, upon the Church and the Country since its incorporation in 1841; and to commend, as the Synod hereby earnestly commends, it to the prayerful support of the Church, as an Institution which has special claims upon the liberality of such friends as have it in their power to assist in strengthening its position, and extending its usefulness.

*June 14th, 1875.* The Annual Report of the Committee on the Scholarship and Bursary Scheme, having been called for, was presented and read by the Reverend Doctor James Williamson, Convener, whereupon it was moved by the Reverend Donald Fraser, seconded by Mr. Alexander Campbell, and passed, that the Synod receive the Report, thank the Committee, solicit anew the liberality of the Church in support of the Scheme, and recommend that, on the day appointed by the Synod for this Collection, special Prayer be offered up throughout the Church for the increase of the number of Candidates for the Holy Ministry, and reappoint the Committee, the Reverend Doctor Williamson, Convener.

#### REPORT OF THE TRUSTEES OF THE UNIVERSITY OF QUEEN'S COLLEGE, 1874.

In presenting what may be their last Report to the Synod, the Trustees have pleasure in addressing to your Reverend Court words of encouragement and hope respecting the important educational Institution committed to their care,—an Institution which, during the thirty-four years of its existence, has contributed not a little to the extension, stability, and efficiency of the Church, while, on several occasions of great trial and difficulty, it has shown itself to be both tenacious of life and superior to adversity.

The attendance of Students is steadily increasing. Last Session the number registered was sixty. The year before it was fifty; and in the Session of 1871-72, it was thirty-nine. This Session it is sixty-six. In four years, therefore, there has been an aggregate increase of twenty-seven. The total number of Students this year in the two Faculties of Arts and Theology is greater by two than the largest number ever enrolled for any one Session; Intrants numbered twenty, Students in Arts fifty-nine, and in Theology seven. Of those in Arts twenty-nine entered with a view to the Ministry, including three who belong to other Presbyterian Churches.

Copies of the College Calendar for next Session are herewith submitted. The attention of the Synod is specially called to the new Regulations, prepared by the Senate and approved of by the Board, respecting the ordinary Curriculum in Arts and courses for Honours. Of late years the number of subjects taught has greatly increased, and the attempt to overtake them all, as parts of a compulsory Course of Study, has been attended with considerable disadvantage. It has, therefore, appeared desirable, by the introduction of some changes, which will neither lower the standard, nor interfere with the essential features of the system hitherto followed, so to alter the Curriculum as that it shall be better adapted to the qualifications with which



Students enter the College, their predilection and capacity for particular subjects, and their convenience as respects attendance, whether throughout the whole course, or during any single Session. With this important object in view, the Regulations have been carefully framed, and it is hoped that they will receive the favourable consideration of the Synod.

Much to the regret of the Trustees, the College was, during the past Session, deprived of the valuable services of the Reverend Professor Mackerras, who, having gone to Britain last Summer for the benefit of his health, fully expected to resume the duties of his Professorship as usual, but, to his own great disappointment, found that, in order to do so, he would be under the necessity of acting contrary to eminent medical advice. It is the sincere hope of the Trustees and all connected with the College that his prolonged residence in Europe will have the desired effect of completely restoring his health, and that he will long be spared to discharge, with his well-known ability and enthusiasm, the duties of the Classical Department. The necessity of finding a substitute was met by the Reverend Donald Ross, B.D., consenting, at the request of the Board, to act in that capacity, and what the Trustees hope is but a temporary vacancy has by him been ably filled, although at great inconvenience to himself, and with much forbearance on the part of his large and important pastoral charge.

The Treasurer's financial statements for the year ending on the 1<sup>st</sup> instant, duly audited, are herewith submitted. The sum of the discharge, as appears from Statement Number One, is \$14,112.17, the expense of management, in addition to Salaries being \$1,332.17, inclusive of extra outlay for improvements and repairs, amounting to very nearly \$400. Among the Receipts for Revenue is \$140 from Mr. John Watkins, of Kingston, for many years a liberal friend of the College, and a supplementary grant of \$973.33, (£200 Sterling), from the Colonial Committee of the Church of Scotland.

The Annual Receipts for the Endowment Fund are now so small,—last year amounting to only \$561.85,—and the year before to \$2,164.90, that it is considered unnecessary to continue any longer the separate account respecting it, which, for six years, has formed one of the Treasurer's Financial Statements. The total amount received, in connection with the Fund, since January, 1869, is \$103,127.21. From this has to be deducted \$839.90 for expenses, \$6,809.84 for transfers to Revenue, being interest on subscriptions and contributions expressly given for Current Expenditure, and \$7,807.90 for deficits in Revenue, 1869-71. That is to say, a total of \$15,457.64. The remainder, namely, \$87,669.57 is the whole sum realized from the Endowment Scheme, now transferred to the credit of profit and loss, and, therefore, included in the general Assets as Capital. It will thus be seen that the proposal, to which the Synod agreed when it met at Kingston in January, 1869, namely, that the College should be endowed to the extent of at least \$100,000 has not been completed, although a little more than that sum has been collected in connection with the scheme. If subscribers who owe the Fund would only cease deferring the payment of their subscriptions, the full attainment of the Synod's object would be greatly promoted.

In the opinion of the Board the time for augmenting the Salaries of the Professors had fully come. What was considered only a competency upwards of twenty years ago cannot be adequate now, the great increase which has taken place in the expense of living being taken into account, and it is too much to expect a continuance of the more than exemplary patience with which, during a period of great financial difficulty, the Professors have submitted to the insufficient incomes they have been receiving. It has accordingly been resolved to raise their Salaries to \$2,000 each, and that of the Very Reverend the Principal to \$2,500, with the use of the House now occupied by him, the increase to begin with the current half year. \$2,000 in Kingston will not be deemed more than equivalent to \$2,500 in Montreal, or Toronto, and, should the Synod approve of the action of the Board in this matter, it will only follow the example set by the General Assembly of the Canada Presbyterian Church, at its meeting in June last. The Board will have difficulty in providing for this additional Expenditure unless steps are taken to increase the Revenue of the College. The Synod is, therefore, earnestly

entreated to consider favourably any proposal that may be submitted for its sanction, with the view of assisting the Trustees to give permanent effect to their Resolution to increase the Salaries of the Principal and Professors of the University.

The Trustees invite the attention of the Synod to the importance of founding a new Professorship in the Faculty of Theology. The present arrangement assigns an excessive number of subjects to each of the two existing departments. A third department would enable the work of the Faculty to be much more fully and efficiently overtaken, while the equipment, even then, would scarcely be equal to that of other Theological Institutions. Is it too much to expect that some generous friend of the Church and the College will find, in such a proposal, a fitting object for his liberality? Were this Professorship instituted and one of the Chairs in the Faculty of Arts, say that of the Reverend Professor Mackerras, (the Chair of Classical Literature), endowed to the extent of \$25,000, the College would be both educationally and financially in good condition.

The draft Legislative Act, approved of by the Synod at Toronto, in November last, containing slight amendment of the Royal Charter, in view of the formation of the "Presbyterian Church in Canada," and conferring some important additional powers and privileges on the University, was passed by the Legislature of Ontario with only a few verbal changes suggested by the promoters of it. The Trustees are hopeful that it will tend to increase the efficiency, and extend the usefulness, of the College.

Last year the Trustees resolved to invite Graduates and Undergraduates of the University to a Banquet at the close of the Session, and in accordance with their resolution, an invitation was addressed to all Graduates and Undergraduates known to be resident in the Dominion and the United States. The Meeting took place in the Convocation Hall on the evening preceding the date of this Report, was well attended, and passed off very agreeably. Good results have followed, and will continue to follow, this reunion. The suggestion that a similar gathering should take place triennially, under the auspices of the University Council, and, in connection with the election, or installation, of the Chancellor of the University, will, it is hoped, be carried out.

To all friends, who, during the past year, have rendered good offices to the Institution, by donations of money for Scholarships and Prizes, Books to the Library, and Articles to the Museum, the Trustees tender their grateful acknowledgments. All of which is respectfully submitted, in the name and by the appointment of the Board of Trustees.

KINGSTON, 29th April, 1875.

JOHN HAMILTON, Chairman.

NUMBER 1.—STATEMENT OF ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1875.

REVENUE.

	\$	cts.
Grant from Colonial Committee of the Church of Scotland .....	1,460	00
Temporalities' Board .....	2,000	00
Dividends on Bank Stock .....	3,835	00
Kingston Observatory .....	500	00
Fees, Class and Graduation .....	190	00
Interest on Mortgages, Government Securities, Debentures and Deposits	5,515	86
Donations, videlicet:—	\$	cts.
Colonial Committee of the Church of Scotland, £200 Sterling	973	33
Mr. John Watkins, of Kingston, Canada .....	140	00
	1,113	33
	\$14,614	19

EXPENDITURE.		\$ cts.
Salaries .....		12,780 00
Miscellaneous .....		1,332 17
Balance .....		592 02
		\$14,614 19

KINGSTON, 26th April, 1875.

W. IRELAND, Secretary-Treasurer.

Certified correct, as per separate report.

JOHN KERR,  
JOHN CREIGHTON, } Auditors.

KINGSTON, 26th April, 1875.

NUMBER 2.—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF QUEEN'S COLLEGE  
AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1875.

RECEIPTS.		\$ cts.
Balance of College Funds in Merchants' Bank, on the 10th of April, 1874, as per Statement .....		2,046 62
Cash on hand .....		210 00
		\$2,256 62
		\$ cts.
Grant from Colonial Committee, Church of Scotland .....		1,460 00
Temporalities Board .....		2,000 00
Dividends on Bank Stock .....		3,835 00
Interest .....		5,229 92
Fees,—Registration, Class and Graduation .....		570 00
Kingston Observatory .....		500 00
Donations .....		1,113 33
Scholarships and Prize Essays, as per Statement Number 4 .....		1,392 45
Mortgages .....		4,175 00
Payments on Subscriptions to Endowment Fund .....		561 85
Debentures, "Mono," \$3,000 at 99½% .....		2,985 00
Archibald Livingston, arrears .....		332 50
County of Drummond on account of arrears .....		90 00
George Raworth .....		45 00
Campbell and Macdonnell .....		2,000 00
		\$26,290 05

DISBURSEMENTS.		\$ cts.
Salaries, as per Statement Number One .....		12,780 00
Disbursements, as per Statement Number One .....	\$1,332 17	
Less unpaid .....	29 25	
		1,302 92
		14,082 92

		\$ cts.
Fees—Registration, paid to the Treasurer of the Library .....		264 00
Apparatus, paid to the Professor Natural Philosophy ...		58 00
Apparatus, paid to the Professor of Chemistry .....		58 00
		380 00
Students of Divinity,—Class Fees returned .....		30 00
Scholarships paid, as per Statement Number Four .....		1,443 90
Investments,—		\$ cts.
Mortgage, Emily D. Rutherford .....		2,000 00
Mortgage, Thomas Raworth .....		450 00
		2,450 00

Last instalment on 130 Shares of the Merchants' Bank Stock .....	1,300 00
City of Kingston Debentures .....	5,554 60
F. McLennan, repaid .....	60
College Premises .....	36 00
Furniture .....	10 10
Merchants' Bank, on deposit .....	3,258 55

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\$28,546 67

KINGSTON, 26th April, 1875.

W. IRELAND, Secretary-Treasurer.

Certified correct, as per separate report.

JOHN KERR,

KINGSTON, 26th April, 1875.

JOHN CREIGHTON,

} Auditors.

NUMBER THREE.—BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE AT KINGSTON, ON THE 10TH OF APRIL, 1875.

DEBTOR.	\$	cts.
Royal Charter, cost of .....	3,107	37
Class Apparatus .....	3,633	92
Library, Expenditure on .....	3,399	68
Furniture Account .....	1,449	19
College Premises .....	41,955	11
Bank Stock .....	41,000	00
Debentures .....	30,500	00
Bills Receivable .....	500	00
Canadian Dominion Stock .....	12,900	00
Montreal Property Stock .....	10,010	00
Lands .....	600	00
Mortgages .....	27,361	55
Archibald Livingston .....	22	17
Bursary Endowment Stock,—	\$	cts.
Toronto Ladies' School, three Shares of Bank Stock .....	300	00
Kingston Ladies' School, three Shares of Bank Stock .....	300	00
	600	00
County of Drummond .....	273	77
Emily D. Rutherford .....	80	00
Merchants' Bank .....	3,258	55

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\$180,651 31

CREDIT.	\$	cts.
Endowment of the New Chair in Theology .....	1,163	22
The Michie Bequest .....	2,000	00
Henry Glass Memorial Scholarship .....	500	00
The Reverend A. Lewis .....	400	00
Funds for investment .....	1,622	96
Bursary Endowments .....	2,309	75
The Leitch Memorial Funds .....	2,462	03
Students in Divinity .....	120	00
Mr. William Robinson .....	29	25
Scholarships and Prize Essays .....	1,531	01
Profit and Loss .....	168,513	09

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\$180,651 31

KINGSTON, 26th April, 1875.

W. IRELAND, Secretary-Treasurer.

Certified correct, as per separate report.

JOHN KERR,

KINGSTON, 26th April, 1875.

JOHN CREIGHTON,

} Auditors.

## REPORT OF SCHOLARSHIP AND BURSARY COMMITTEE.

Your Committee beg leave to submit the following Report:—

It appears from the accompanying Statement by the Treasurer, that thirty-five Congregations have, during the past year, contributed to the Scheme. The amount received from Collections and Donations is \$596.42, being \$50.33 less than the Receipts of the previous year. The Expenditure, including \$30 paid since the Financial Statement was drawn up, has been \$517.07.

Your Committee have to acknowledge the repayment of \$40 by the Reverend John May, M.A., and of \$100 by Mr. Archibald P. Knight, being the amount of the Scholarships received by them from the Fund during their stay at Queen's College. Such honourable conduct on the part of these two Gentlemen has appeared to your Committee deserving of especial notice and commendation.

The experience of the past has shown that the Bursary Scheme has been productive of the utmost benefit in assisting young men in their preparation for the work of the Ministry, and your Committee deem it necessary that for a year, or two, at least, after the proposed Union of Churches takes place, or until the same object is otherwise secured, Collections and Donations should be contributed in the same manner as heretofore by the Congregations at present belonging to our Church.

Your Committee, therefore, trust that the Synod will again recommend this important Scheme to their sympathy and support, and will renew its recommendation, that on the day appointed for the Collection, Prayer be offered up for our Colleges in all our Congregations, and the attention of Ministers and Members be directed to the claims of the Christian Ministry upon young men of piety and talent.

All which is respectfully submitted in name and on behalf of the Committee by

KINGSTON, April, 1875.

JAMES WILLIAMSON, Convener.

## 38TH VICTORIA, CHAPTER LXXV.

## AN ACT RESPECTING THE UNION OF CERTAIN PRESBYTERIAN CHURCHES THEREIN NAMED.

Received the Royal Assent on the 21st of December, 1874.

Whereas the Canada Presbyterian Church, the Presbyterian Church of Canada in connection with the Church of Scotland, the Church of the Maritime Provinces in connection with the Church of Scotland, and the Presbyterian Church of the Lower Provinces, have severally agreed to unite together and form one Body, or Denomination of Christians, under the name of "The Presbyterian Church in Canada;" and the Moderators of the General Assembly of the Canada Presbyterian Church, and of the Synods of the Presbyterian Church of Canada in connection with the Church of Scotland, and the Church of the Maritime Provinces in connection with the Church of Scotland, and the Presbyterian Church of the Lower Provinces, respectively, by and with the consent of the said General Assembly and Synods, have, by their Petitions, stating such agreement to unite as aforesaid, prayed that for the furtherance of this their purpose, and to remove any obstructions to such union which may arise out of the present form and designation of the several Trusts, or Acts of Incorporation, by which the property of the said Churches, and of the Colleges and Congregations connected with the said Churches, or any of them respectively, are held and administered, or otherwise, certain legislative provisions may be made in reference to the Property of the said Churches, Colleges and Congregations situate within the Province of Ontario, and other matters affecting the same in view of the said union;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. As soon as the union takes place, all Property, Real, or Personal, within the Province of Ontario, now belonging to, or held in trust for, or to the use of any Congregation in connection, or communion, with any of the said Churches, shall

thenceforth be held, used and administered for the benefit of the same Congregation in connection, or communion, with the united body, under the name of "The Presbyterian Church in Canada."

2. Provided always, that, if any Congregation in connection, or communion, with any of the said Churches, shall, at a Meeting of the said Congregation regularly called, according to the Constitution of the said Congregation, or the practice of the Church with which it is connected, and held within six months after the said union takes place, decide by a majority of the votes of those who, by the Constitution of the said Congregation, or the practice of the said Church with which it is connected, are entitled to vote at such a Meeting, determine not to enter into the said union, but to dissent therefrom, then, and in such case the Congregational Property of the said Congregation shall remain unaffected by this Act, or by any of the provisions thereof; but, in the event of any Congregation so dissenting as aforesaid at any future time, resolving to enter into and adhere to the said united Church, then from the time of such Resolution being come to, this Act and the provisions thereof shall apply to the property of such Congregation.

3. Congregations may, from time to time, alter, or vary, any of the provisions contained in the Trust Deeds under which their Property is held, or in their Constitutions, which relate to the mode in which their affairs and Property shall be managed, or regulated, and to the Persons who shall be entitled to take part in such management, or to vote at Meetings of the Congregation on questions affecting the Affairs and Property of the Congregation, or the management thereof; but the sanction of the Presbytery, under whose care such Congregation is placed, shall be obtained before any such alteration, or variation shall take effect.

4. The several clauses and provisions of the Act of the Legislature of Ontario passed in the Thirty-sixth year of the Reign of Her Majesty Queen Victoria, Chaptered 135, and intituled:—"An Act respecting the Property of Religious Institutions in the Province of Ontario," and the amendments thereto, shall apply to the various Congregations in Ontario in connection, or communion, with the Presbyterian Church in Canada; Providing always, that, before any of the powers of leasing, if for a period exceeding seven years, or selling, exchanging, or mortgaging, be exercised by any Congregation, or by the Trustees thereof, the sanction of the Presbytery, within whose bounds such Congregation is placed, shall be obtained.

5. All other property, real, or personal, belonging to, or held in trust, for the use of any of the said Churches, or Religious Bodies, or for any College, or Educational, or other Institution, or for any Trust in connection with any of the said Churches, or Religious Bodies, either generally, or for any special purpose, or object, shall, from the time the said contemplated union takes place, and thenceforth, belong to, and be held in trust for, and to the use in like manner of "The Presbyterian Church in Canada," or for, or to the use, in like manner of the said College, Educational, or other Institution, or Trust, in connection therewith.

6. But all such Property, Real, or Personal, as is affected by this Act, shall, in all respects, save as aforesaid, be held and administered as nearly as may be in the same manner, and subject to the same conditions, as provided by the Deeds of Trust, Acts of Incorporation, or any other Instrument, or Authority, under which the same is now held, or administered.

7. As soon as the said union takes place, the Corporation of Knox College shall stand in the same relation to the Presbyterian Church in Canada in which it now stands to the Canada Presbyterian Church; and all the provisions of the Act of the late Province, passed in the Twenty-second year of the Reign of Her Majesty Queen Victoria, Chaptered Sixty-nine, and intituled:—"An Act to incorporate Knox College," shall continue to apply to said College and Corporation; and all the rights, powers, and authorities by the said Act vested in the Synod of the then Presbyterian Church of Canada shall be vested in, apply to, and be exercised by, the Supreme Court of the

Presbyterian Church in Canada. And the Corporations of Queen's College shall, in like manner, stand in the same relation to the Presbyterian Church in Canada, in which it now stands to the Presbyterian Church of Canada in connection with the Church of Scotland, and all the powers, rights and privileges hitherto exercised and enjoyed by the Ministers and Members of the Presbyterian Church of Canada in connection with the Church of Scotland, as Corporators of the said College, and by the Synod of the said Presbyterian Church of Canada in connection with the Church of Scotland, in virtue of their relations respectively to Queen's College at Kingston, shall be exercised and enjoyed by the Ministers and Members of the Presbyterian Church in Canada, and by the Supreme Court of the said Presbyterian Church in Canada; Provided always, that the said united Church shall not be required to elect Trustees for any Arts Department in Queen's College aforesaid. And the Corporation of the Presbyterian College of Montreal shall, in like manner, stand in the same relation to the Presbyterian Church in Canada as it now stands to the Canada Presbyterian Church; and provisions of the Act of the late Province of Canada passed in the Twenty-eighth year of the Reign of Her said Majesty, Chaptered Sixty-three, and intituled:—"An Act to Incorporate the Presbyterian College of Montreal," shall continue to apply to said College and Corporation; and all the rights, powers and authorities by the said Act, vested in the Synod of the Canada Presbyterian Church, shall be vested in, apply to, and be exercised by, the Supreme Court of the Presbyterian Church in Canada. And, in like manner, the Corporation of Morrin College shall stand in the same relation to the Presbyterian Church in Canada as it now stands to the Presbyterian Church of Canada in connection with the Church of Scotland; and all the provisions of the Act of the late Province of Canada, passed in the Twenty-fourth year of the Reign of Her said Majesty, Chaptered One hundred and nine, and intituled—"An Act to Incorporate Morrin College, at Quebec," shall continue to apply to said College; and all the rights of the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland shall be vested in the Supreme Court of the Presbyterian Church in Canada; and all the rights, powers and authorities vested by the said Act in the Minister and Congregation of Saint Andrew's Church, Quebec, shall continue to be held and exercised by said Minister and Congregation in connection with the Presbyterian Church in Canada; Provided always, that the said united Church shall not be required to elect Trustees for any Arts Department in Morrin College aforesaid.

### 38TH VICTORIA, CHAPTER LXXVI.

#### AN ACT RESPECTING QUEEN'S COLLEGE, AT KINGSTON.

Received the Royal Assent on the 21st of December, 1874.

Whereas "Queen's College, at Kingston," in the Province of Ontario, was founded under and by virtue of Royal Letters Patent, bearing date at Windsor, the Sixteenth day of October in the Fifth year of Her Majesty's Reign; and whereas the said Letters Patent constitute the Ministers of the Presbyterian Church of Canada in connection with the Church of Scotland, together with the Members of the said Church in full communion therewith, the Corporation of "Queen's College at Kingston," aforesaid, and appoint for the said Corporation a Board of Trustees, consisting of so many of the aforesaid Ministers and Laymen, and provide for the retiring annually of a certain number of Ministers on the first day of the Annual Meeting of the Synod of the said Church, and for the election by the said Synod of an equal number of Ministers of the said Church to be their Successors; and, whereas the Trustees of the said Corporation have, by their Chairman, represented that the said Presbyterian Church of Canada in connection with the Church of Scotland, proposed to unite with certain other Presbyterian Churches, to wit, "The Canada Presbyterian Church," "The Church of the Maritime Provinces in connection with the Church of Scotland," and "The Presbyterian



Church of the Lower Provinces," for the purpose of forming one Church, to be called "The Presbyterian Church in Canada," and have prayed for an Act to enable the said College to stand towards the said Presbyterian Church in Canada in relations similar to those which it now holds to the Presbyterian Church of Canada in connection with the Church of Scotland, and to enable the Board of Trustees of said College and their Successors to continue the administration of its affairs, and the said College to continue its functions, on terms and conditions like to those which now exist, and have further prayed for additional powers and privileges with the view of increasing the efficiency and of extending the usefulness of the said College, and it is desirable to grant the prayer of the said Trustees; Therefore Her Majesty, by and with the advice and consent to the Legislative Assembly of the Province of Ontario enacts as follows:—

1. So soon as this Act shall come into force, all the provisions in the said Letters Patent which now apply to the Church of Scotland, or to the Presbyterian Church of Canada in connection with the Church of Scotland, shall apply to the Presbyterian Church in Canada, and shall be applicable thereto in the same sense, for the same purposes, and to the same extent as they are now applicable to the said Church of Scotland, or the said Presbyterian Church of Canada in connection with the Church of Scotland; and all the powers, rights and privileges hitherto exercised and enjoyed by the Ministers and Members of the Presbyterian Church of Canada in connection with the Church of Scotland, as Corporations of the said College, and by the Synod of the said Presbyterian Church of Canada in connection with the Church of Scotland, in virtue of their relations respectively to Queen's College at Kingston, shall be exercised and enjoyed by the Ministers and Members of the Presbyterian Church in Canada, and by the General Assembly, or other Supreme Court, of the said Presbyterian Church in Canada, respectively, except as hereinafter provided.

2. The number of Trustees, both of Ministers and Laymen, who by the said Letters Patent are required to retire annually on the first day of the Annual Meeting of the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland, shall retire annually on a day which the Trustees shall have power, from time to time, to appoint for the purpose, and on the same day the Board of Trustees, duly convened and met, shall elect Successors to the Members so retiring, whether said Members be Ministers, or Laymen.

3. When, at any time after this Act shall come into force, the Chairman of the Board of Trustees, or, in his absence, the Senior Trustee, shall receive a notice in writing from three Members of the Board, requesting him to summon a Meeting of the Trustees, such Meeting shall be legally convened by the Chairman, or said Senior Trustee, causing the Secretary of the Board to notify every Member of the Board of the time, place and purpose of such Meeting, by the said Secretary mailing notices of the Meeting at least fifteen days before it shall take place.

4. The Board of Trustees may appoint a Vice-Principal of the said College, and such Vice-Principal shall, in the absence of the Principal, take the place and discharge the duties of the Principal.

5. The Chairman of the Board of Trustees shall have the right to vote the same as other Members of the Board on all motions submitted to any Meeting of the Trustees; and, in case of an equality of votes upon any motion, he shall also have the right of a casting vote.

6. The power hitherto vested in the Corporation of Queen's College, to take, purchase, acquire, have, hold, enjoy, receive, possess and maintain in Law, to and for the use of the said College, any Messuages, Lands, Tenements and Hereditaments, Goods, Chattels, Moneys, Stocks, Charitable, or other contributions, Gifts, Benefactions, or Bequests, whatsoever, shall not be limited, from and after the date hereof by any Statute, or Statutes of Mortmain.

7. The College Senate shall have power to pass By-laws touching any matter, or thing, pertaining to the conditions on which Degrees in the several Arts and Faculties



may be conferred, whether the said Degrees be such as are gained in course, or such as are Honorary, or whether they be conferred on Matriculants of Queen's College, or other Persons; but any such By-law shall be reported to the first Meeting of the Board of Trustees after being passed, and shall cease to be in force, if disapproved of by the Board.

8. The Trustees, Lecturers, Tutors, Fellows, Graduates, and Alumni, or Students, being Under-graduates of the said College, shall have power and authority to meet in Convocation for the public conferring of Degrees and other Honours and distinctions awarded, or granted, by the College Senate, for the installation of the Chancellor hereinafter mentioned, Principal, or any Professor, duly elected, or appointed, according to the provisions of the aforesaid Letters Patent, and for such other purposes as the University Council, constituted as hereinafter provided, shall, from time to time, determine.

9. There shall be, in connection with the said Queen's College, a Council, which shall be called the University Council of Queen's College, and the said Council shall, as to membership, consist of all the Trustees of the said College, for the time being and their Successors, and of all the Members of the College Senate, for the time being, and their Successors, and of as many Graduates, or Alumni, as shall be equal in number to these aforesaid Members taken together; and the Members of the Council, other than the Trustees and Members of the College Senate, shall be appointed, in the first instance, by the Trustees and Members of the College Senate, at a Meeting thereof to be convened by the Chairman of the Board of Trustees causing a written, or a printed, notice to be mailed to each of them at least fifteen days before the Meeting, and within one year after this Act shall have come into force; but the Successors of the Graduates and Alumni, so appointed, shall be elective Members of the Council, and shall be elected in the manner following, that is to say:—Within one year after the holding of the aforesaid Meeting, and appointing of the aforesaid Members, the Chairman of the Board of Trustees shall convene a Meeting of the Council constituted in the manner aforesaid, by causing a written, or printed notice to be mailed to each Member at least fifteen days before the Meeting, and at the said Meeting, or any Meeting adjourned therefrom, or held subsequent thereto, the Members present, provided their number be not less than fifteen, shall have power and authority to frame and pass By-laws for the following purposes, that is to say:—

(1) For the obtaining of a registration of such Graduates and Alumni of Queen's College as may desire to vote for elective Members of the Council and for a Chancellor of the University of Queen's College, as hereinafter provided, and to be considered eligible for election to membership in the Council, and such Registration shall be a condition of any Graduate, or Alumnus voting, or being elected; provided always that the Council shall not admit to such registration any Alumnus actually attending Classes in Queen's College, or any Alumnus who may have left Queen's College without being a Matriculant of two years' standing, or any Graduate who has not matriculated at least once as an Alumnus, or Student, of Queen's College, or any Alumnus who shall matriculate after the year 1879, until such Alumnus shall become a Graduate of said College.

(2) For the retiring annually of a certain number, not being less than five nor more than eight of the elective Members, and for the election of their Successors by Graduates and Alumni duly registered, as hereinbefore provided, and also for the election of Persons to fill vacancies that may occur from time to time by death, resignation, or otherwise.

(3) For the appointment and removal of a Secretary and such other Officers as the Council may deem necessary, or expedient.

(4) For the election of a Chancellor, who shall be chosen without reference to his ecclesiastical connection, except that he must be a Protestant, who shall be designated the Chancellor of Queen's University, who shall be the highest Officer of the University and College, who, as such highest Officer, shall preside at all Meetings of Convocation

and of the University Council, and at all Statutory Meetings of the College Senate at which he may be present, who shall have both a deliberative and a casting vote on all Motions submitted to any such Meetings, and who shall hold office for three years from the date of his election and longer if need be, until his Successor be chosen; provided always that, if two, or more, Candidates for the office of Chancellor be, at any time, nominated at the Meeting of the Council called for the nomination of a Chancellor, the election of one of the Candidates shall be referred to the Graduates and Alumni registered as aforesaid, and shall be decided by a majority of their votes taken according to such By-laws as may be framed and passed by the Council.

10. The University Council, constituted in the manner hereinbefore provided, shall have and may exercise the powers following, that is to say:—(1) The power of discussing any matter whatsoever relating to the said College, and of declaring the opinion of the Council on any such matter; (2) The power of taking into consideration all questions affecting the well-being and prosperity of the said College, and of making representations, from time to time, on such questions to the Board of Trustees and the College Senate, or to either of the said Bodies, who shall consider the same and return to the Council their conclusions thereon; (3), The power of deciding upon such terms as the Board of Trustees shall propose in writing as to the affiliation of any College, or School, with the University of Queen's College aforesaid; (4), The power of determining all matters pertaining to the calling of Meetings of the Council and of Convocation, whether the same be annual, adjourned, or special, Meetings, of fixing the number of Members that shall be a quorum for the despatch of business at all such Meetings, or any, or either of them, and of deciding upon and regulating the mode of conducting its own proceedings and the proceedings of Convocation, (5), The power of framing a declaration of fidelity to his office on the part of the Chancellor, and of determining what shall be the form of his assent thereto, and also of appointing the ceremonies to be observed at his installation and the manner of their observance; (6), The power of requiring Fees to be paid by Members of the Council as a condition of membership, and by Graduates and Alumni as a condition of registration, or voting, as hereinbefore provided; and (7), The power of framing and passing By-laws touching and concerning all matters whatsoever appertaining to the powers and functions of the Council and the lawful exercise thereof, and also, from time to time, by new By-laws to revoke, renew, augment, or alter, any of the said By-laws as to the Council shall seem meet and expedient; provided always, that any such By-laws shall not be repugnant to the provisions of the Letters Patent aforesaid, or of this Act, or of the Laws of the Province of Ontario, or of the Dominion of Canada; provided always, that, except as in this Act expressly provided, the Council shall not be entitled to interfere in, or have any control over, the affairs of the University, or College.

11. All provisions whatsoever contained in the aforesaid Letters Patent, except so far as any of them are modified, or changed, by the provisions of this Act, shall continue in force the same as if this Act had not been passed.

12. The Principal shall be Vice-Chancellor of the University, and, in the absence of the Chancellor, shall take his place and discharge his duties.

13. This Act shall come into force so soon as the union of the four Churches named in the Preamble of this Act shall have been consummated, and the Articles of said Union shall have been signed by the Moderators of the said respective Churches.

#### HISTORICAL SKETCH OF QUEEN'S COLLEGE.

Very soon after the formation of the Canada Presbyterian Synod, the importance to the Church of Scotland in Canada of a Theological School began to be felt and acted upon, and it was considered advisable, that it should embrace the general objects of a Collegiate Institution, and thus be the means of affording a liberal education to the youth of Canada.

Donations for this purpose were received in December, 1839, to the amount of \$44,955. In 1840 the College was incorporated by an Act of the Parliament of Upper Canada as the "University of Kingston." This Act was afterwards *pro forma* disallowed in order that the College might be constituted by Royal Charter, which was granted in the following year, and bears date at Westminster on the 16th day of October. The Charter constitutes all the Ministers and Members in full communion with the Presbyterian Church of Canada, in connection with the Church of Scotland, one body corporate by the name and style of "Queen's College at Kingston," and provides that this Corporation shall have perpetual succession "with the style and privileges of an University." Classes in Arts and Divinity were opened in 1842, and were taught for a number of years in Buildings rented for the purpose. In 1853 purchase was made of the Summer-Hill property in the City of Kingston, consisting of six acres of Land, on which was a large and substantial Stone edifice, to which the Classes were transferred. Shortly, therefore, a Building Fund was formed, which in April, 1858, amounted to \$12,622. With this sum and reserved funds of the original foundation, the property was entirely relieved from debt, the whole cost being \$35,993. Additional accommodation having been found necessary, another Building was erected at an expenditure of upwards of ten thousand dollars. The Faculty of Medicine was organized soon afterwards. In 1861 there was organized a Faculty of Law. Three Lecturers were appointed, but as it was found impossible to provide Salaries from the funds of the College, after a year or two, it was discontinued.

In 1866 the Medical Department of the College ceased to exist, and its Professors obtained a Charter establishing the Royal College of Physicians and Surgeons, which became affiliated with the University. The union of the Presbyterian Churches of Canada necessitated the alteration of the College Charter to suit the new circumstances. Accordingly, at the last Session of the Legislatures of Ontario and Quebec, Acts were passed to give effect to the desired changes. The first Principal of the College was the Very Reverend Doctor Liddell, appointed in October, 1841, who resigned in July, 1846. The late Reverend Doctor Machar then acted as Principal from the last named date until July, 1853. The late Doctor George was Vice-Principal for several years. In July, 1848, the Reverend Doctor Cook, now of Morin College, Quebec, became Principal temporarily. In November, 1859, the late Reverend Doctor Leitch was appointed Principal, which position he held until his death in May, 1864. He was succeeded by the Reverend Doctor Snodgrass, then pastor of St. Paul's Church, Montreal, who still continues to fill the position of Principal most worthily. Since the establishment of the College 871 Students' names have been registered on the College roll, and 562 Degrees have been conferred. Upon the withdrawal of the annual Government Grant in 1869, it was determined to raise an Endowment fund for the sustenance of the College. Doctor Snodgrass and the Reverend Professor McKerras visited several Cities and Towns throughout the Country, and the result of their effort has been that the sum of \$101,696.60 has been collected towards this object, of which \$10,096 was contributed by Graduates, and of the latter amount \$8,521 by Graduates in the faculties of Arts and Theology.

The Trustees of the University issued invitations to the Graduates and Undergraduates to attend a Banquet to be given in connection with the thirty-fourth College Session. At that gathering the Very Reverend Principal, Doctor Snodgrass, gave a very cordial welcome, on behalf of the Trustees, to the Graduates and Alumni of Queen's University. The ties which were formed in College days were valued associations, were most interesting, and the richest memories surrounding College life; and the companionships of that time were the happiest that could be formed. That meeting was for the purpose of allowing the sons of Queen's to resume their acquaintanceship and give an opportunity to meet in happy fellowship; to compare notes and to wish each other God speed in the great battle of active life. Queen's University had reached an interesting stage in its history. The Presbyterian Bodies in Canada had agreed to unite

and to be under one Supreme Court. Great benefits were expected to arise from this union, and he hoped that Queen's would come in for a share of these benefits. She had met with many trials, and formidable difficulties had come in her way, but such was the tenacity of life displayed by the University that she had bravely surmounted all the difficulties, and stood to-day more prosperous than ever. He hoped she would continue to manifest that tenacity. So far as he was personally concerned, he was perfectly satisfied with the College as it now stood, and Kingston made an excellent seat. Principal Tulloch, of St. Andrew's University, Scotland, when he was in Kingston, said he thought that it was the best place that could be had for a seat of learning. The University question had now assumed a new phase, and an agitation had been the result, the end of which it was difficult to foresee; but he did not see why there should not be more than one University City in the Country, and he had no doubt that the time was coming when they should have several Universities in Ontario alone. The variety of educational institutions spoke very fairly for Kingston. First, there was Queen's University; then there was the Royal College of Physicians and Surgeons, and the Military College, and we were promised a Normal School. The University may in future be the means of extending these to a much greater degree than they can now have. He was happy to be able to state that the prospects of the University were better now than they had been for many years, the number of Students was larger, and he augured a bright future for Queen's. The Reverend Robert Campbell, M.A., Montreal, spoke of the feelings of awe with which Students generally were overcome when they entered College. He was quite sure he and others did well to come and revisit their Alma Mater. Some of them had come from long distances,—one all the way from Australia. It was a pleasant thing after a long absence to come home again, and so it was with the Alma Mater. One of the advantages of having a small College was that everyone was obliged to give an account of himself every day, and sometimes oftener, which could not be done in larger Colleges. Mr. Campbell gave some humorous reminiscences of his early School days, and said that sometimes they were taught by ignorance and sometimes by education. There was one name connected with his College days, which he would mention,—that of the Reverend Doctor Williamson, the Professor of Mathematics. He gave them perplexing questions to work out, and he saw that they were thoroughly done. Seventeen years ago, he (Mr. Campbell), and a few others thought of having meetings of this sort, and out of this the Alma Mater Society originated; but he never dreamt that they would meet under such auspices as they had done that evening. Five years ago he had the honour of presenting a document asking that the Graduates should have a voice in the government of the College, and now that that had been conceded, he had no doubt it would be followed by a great measure of prosperity. No doubt the Chancellor and Council whom they would be called upon to elect a few months hence would do all in their power to help forward Alma Mater. He believed that Kingston was the best place for a University to be. It was the St. Andrews of Canada, and he hoped the College would be continued there. Mr. James McLennan, B.A., Toronto, also responded to the sentiments of welcome uttered by the Principal. As one of the oldest graduates he took a very great interest in the College, and could not hold feeling deep gratitude that the College had advanced and is still advancing. He was pleased to see that the first Student matriculating at Queen's had a seat on the platform that evening. He had no doubt that he spoke the feelings of every one present when he said that he and they would do all they could to spread the influence of Queen's over the land. He fully corroborated Mr. Campbell's statements in reference to Professor Williamson, and also spoke of the honoured dead, who were in every way worthy of what may be a great institution. Great credit was due to the Board of Trustees for the very pleasant meeting they had, and he hoped they would occur more frequently. It was now for the Graduates to do all they could to make their Alma Mater prosper.

Doctor Bell, of Montreal, also responded. There was no doubt this Meeting would do an immense amount of good, and would be the means of promoting the welfare of

Alma Mater. The Reverend D. J. Macdonnell, B.D., of Toronto, proposed the next toast, "Alma Mater." Ladies were of uncertain age, but this particular lady was not of uncertain age,—she was past one-third of a century old. On the 16th of October, 1841, she was born in a small house on Princess Street. Her Parents were well known,—Piety and Learning. She grew and made considerable progress, was now entitled to be called respectable, and up to this time she had 871 sons, of whom 501 were Graduates about equally divided between Arts and Medicine.

### III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

#### PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE.

*January 13th, 1875.* The Bursar reported that Mr. Christopher Robinson, one of the elected Members of the Council, had vacated his Seat,—and that all the Members from the Dioceses of Ontario and Huron had also vacated their Seats.

Letters were read from the Bishop of Ontario, nominating, as Members from his Dioceses, Mr. James A. Henderson, D.C.L., Kingston; the Venerable T. A. Parnell, Kingston; the Reverend Canon Bleasdel, M.A., Trenton; and the Reverend Canon Preston, M.A., Cornwall.

*Resolved,* That the Fees for Matriculation and for all Degrees be henceforth appropriated to the Library Fund; the appropriation to be made by the Provost and Professors of Classics and Mathematics collectively, it being understood that the appropriation shall include Books and Apparatus for the Classical and Mathematical Lecture Rooms. All Books to be entered, when purchased, on the Catalogue of the Library, and to be returned to the Library during the long Vacation.

*Resolved,* That the Corporation of Trinity College do hereby tender their best thanks to Mrs. Forster for the valuable present of an illustrated Edition of Luther's German version of the Bible, which they have great satisfaction in placing on the Shelves of the College Library.

*Resolved,* That the Committee on the College Statutes for the year 1875 do consist of the Chancellor, the Provost, the Reverends Professors Ambery and Jones, Messieurs S. B. Harman and G. W. Allan.

*Resolved,* That the Committee on Discipline for the year 1875 do consist of the Bishop of Toronto, the Chancellor, Doctor Hodder, Messieurs C. J. Campbell and P. Vankoughnet.

*Resolved,* That the Bursar is hereby instructed to pay over to the Finance Committee the balance due to the Chapel Account from the General Funds of the College, to be by the Committee invested in such a way as they may think fit, as a Building Fund for a College Chapel.

NOTE. Some Meetings of the Trinity College Council in January, 1875, were taken up with proceedings and discussions on statements made by the Very Reverend Henry James Grasett, M.A., Dean of Toronto, as Chairman of the Church Association, while a Member of Trinity College Council, in a publication signed by him, in reference to Trinity College, videlicet: "It is impossible for them to assist in maintaining a Students' Fund for the support of young Men, who are carefully trained to look with aversion on our Church as a Church of the Reformation, and to abhor the name of Protestant."

As these proceedings and discussions took place on a purely controversial church subject, I make no record of them in this Documentary History.

*February 2nd, 1875.* No business of importance was transacted at this Meeting.

*May 3rd, 1875.* The Chancellor announced, that, pursuant to the power vested in him in that behalf, he had accepted the resignation of the Reverend Professor Ambery and moved that the said resignation be hereby accepted. (Carried).

The Chancellor gives notice that at the next Meeting of the Council this month, the Committee on the University Statutes will move an amendment to Section four of Chapter Three of these Statutes, by introducing, after the words:—"Ontario," "Niagara," the names of any other divisions which may hereafter be constituted out of any part of the original Diocese of Toronto, and omitting the word "and," between Huron and Ontario; and also by adding, in the third Section, the following words:—"and on the creation of any new Diocese out of any part of the original Diocese of Toronto, the number of Twenty-six Members shall be increased by the appointment of five Members from each of such new Dioceses."

*Resolved,* That the Chancellor, the Chief Justice and Mr. Clarke Gamble be a Committee to confer with the Provost on the steps to be taken for the selection of a Gentleman to succeed the Reverend John Ambery as Professor of Classics.

*July 14th, 1875.* The Bishop of Huron nominated the Reverend Dean Boomer as a Member of the Corporation from his Diocese.

The Chancellor moved, seconded by the Provost, that Sections three and four of Statute, Chapter Three, be amended in the words of the notice given by him at the last Meeting. (Carried).

*Resolved,* That Doctor Hodder be re-appointed a Representative of Trinity College on the Board of the Medical College of Ontario.

*Resolved,* That the Corporation of Trinity College, accepts the resignation of the Venerable the Archdeacon of Toronto, recognizing with pleasure his past services rendered as a Member of their Body, and greatly regretting the cause which renders his resignation necessary.

*Resolved,* That the Corporation of Trinity College invite the Venerable the Archdeacon of Toronto on leaving Canada for England to authorize them to present his name to the Convocation of the University of Trinity College for the honorary Degree of D.C.L.

*Resolved,* That the Honourable G. W. Allan, Chancellor, and the Provost be a Committee to prepare Regulations for the internal management of the College, and to report at the General Meeting in November.

*Resolved,* That the Referees appointed in England be authorized to proceed to the appointment of a Classical Professor; and that the Provost shall send a Telegram to his Son to that effect.

The Land and Finance Committee beg leave to report as follows:—

They submit the Bursar's Annual Statement, showing the Receipts and Expenditure for the year 1874, and estimated Receipts and Expenditure for the year 1875. They also submit the two Account Books, showing the state of the Capital Account, and the General Account, that the Bursar's Accounts for the year ending on the 1st of April, 1875 have been audited and found correct. Since the Report of the Committee was made on the 11th of November last, Lands have been sold to the amount of \$7,700.00. The Committee sold in March last Land for \$5,000, in the Township of Collingwood. Debentures, at par,—and invested in City of Toronto Debentures to the amount of \$10,000, purchased at 95½%. There are Lands yet unsold, (2,738 acres), and 35 Town and Village Lots.

TORONTO, 1875.

LEWIS MOFFATT, Chairman.

The Report was adopted.

*November 1st, 1875.* No business of public interest was transacted at this Meeting.

*November 10th, 1875.* The Bursar laid on the Table the two Account Books, showing the half-yearly Statement of the Capital Account and the Income Account.

A Letter was read from the Bishop of Niagara, nominating as Members of the Corporation from his Diocese, videlicet, the Very Reverend Dean Geddes of Hamilton, the Venerable William McMurray, Archdeacon of Niagara, the Reverend D. J. F. McLeod, M.A., Mr. I. B. Plumb, M.P., and Mr. J. C. Chadwick.

*Resolved*, That this Corporation do now confirm the steps taken at the Meetings of Corporation held on the 3rd of May, and on the 14th of July last, respecting the appointment of a Classical Professor.

*Resolved*, That this Corporation accepts the selection made by the Referees in England, of the Reverend H. E. Maddock, M.A., and do now formally confirm his appointment as Professor of Classics in Trinity College.

*Resolved*, That Mr. H. Cameron be re-appointed Instructor in Music, and Choir Master, for the current year.

*Resolved*, That \$30 be paid to Mr. J. A. Worrell as Examiner in Classics in October.

*Resolved*, That the Bursar be authorized to pay the sum of £100 Sterling to the Reverend Mr. Maddock as outfit on his appointment as Classical Professor, and to pay the Hotel expenses which Mr. Maddock was obliged to incur on his arrival here, in consequence of his House at the College not being ready for his reception.

*Resolved*, That the thanks of the Corporation are hereby given to the Reverend E. K. Kendall for his very valuable gift of the Hesaglott Bible, and the Corporation desire to assure the Donor of their very grateful sense of his kindly interest in the College with which he was formerly connected.

*Resolved*, That the Provost be requested to express to the Reverend the Master of the Temple, the Reverend Canon Playter, the Reverend Professor Mayor, and the Reverend George Whitaker, the cordial thanks of the Corporation for the trouble so kindly undertaken by them as Referees in the appointment of a Classical Professor.

*Resolved*, That the Salary of the Professor of Mathematics be increased to £300 Sterling, so soon as the Bursar reports that the Funds of the College warrant the increase,—to date from the 1st of October, 1875.

*Resolved*, That an allowance be made to those Students who attended the Camp at Niagara in June last for such absence.

*December 9th, 1875. Resolved*, That the Honorary Degree of Doctor of Civil Law be conferred on the Very Reverend J. G. Geddes, M.A., Dean of Niagara.

#### SIR JOHN A. MACDONALD MADE A D.C.L. AT TRINITY UNIVERSITY, 1875.

At a Convocation held at Trinity University in November, 1875, the honorary Degree of D.C.L. was conferred on Sir John A. Macdonald. The ceremony is thus described:—

In presenting Sir John to the Vice-Chancellor for the Degree, Mr. S. J. Vaukoughnet took Sir John by the right hand, and raising his cap to the Bishop and Vice-Chancellor, he said:—

*“Dignissime Domine Procancellarie et tota Universitas, Presento vobis egregium hunc Virum ut admittatur in gradum Doctoris in jure civili honoris causá.”* The Chancellor received Sir John, holding him by the hand and saying, *“Admitto te in gradum Doctoris in jure civili honoris causá.”* After the ceremony Sir John then took his seat on the right of the Bishop of Toronto.

The Provost, then, in a cordial manner, asked Sir John Macdonald to address the assemblage, remarking that he regretted the absence of the Honourable J. H. Cameron, the Chancellor, who would have deemed it a great honour to extend the invitation, which it was the pleasure of the speaker to do.

Sir John Macdonald said—Mr. Provost, and Ladies and Gentlemen—This call upon me has been quite unexpected, I having only been informed a moment or two ago that I was expected to address a few words to you. However, I am the more



emboldened to respond to the call, from the consideration that I am no longer a stranger to Trinity Halls. The very great honour conferred upon me to-day makes me feel at home, Mr. Provost. Although I have been in one sense a stranger to Trinity College, I can scarcely say that I have been an entire stranger, as it has been my duty to watch the progress of this Institution, and indeed of all similar Institutions in the old Province of Canada and in the present Dominion. And among all those, (and there were several which did great credit to this young Country) there is no Educational Institution, no Seminary of learning, that has taken a higher position, than Trinity College. From its very earliest commencement it has some disadvantages, because it was apparently overshadowed by a large and wealthy Seminary of learning, which had all the strength, and power, and influence which large revenues and State support could give it; yet from the very commencement of this Institution it has been one success—one uninterrupted success from its commencement until now. And from the very cheering accounts afforded me to-day of the present position of Trinity College, I am happy to find that at no period of this Institution did it stand so high, both in the number of the *Alumni* and in its prospects from a pecuniary point of view, and that its success is more assured than ever it has been at any former time. It has been my pleasing duty also to observe the course in life of many of the young gentlemen who have been educated at Trinity College; and I find they have done honour to the Institution from which they received their earliest and latest education, before they went out into the battle of life. I am quite sure that those who are now present, and who are now enjoying the inestimable advantages of being under you, Mr. Provost, and under those who assist you in your great and important duties, will continue to do credit and honour to the Institution in the same way as those who have preceded them. I have every reason to know and believe not only that the advantages gained here by the young men who become Students of Trinity College are those of education, but that in moral and social trainings they are fitted for those exigencies and trials of life which they will meet in a Country like this; and in fact, that the system of training has been little short of perfection. I believe that the true sound feeling—the English feeling, that exists among the *Alumni* of Trinity College, is one great cause of their success in life. I believe there is a real feeling of loyalty among the Students of Trinity College. I am satisfied that the solemn oath taken so readily by the Students at the Table here to-day and on several other occasions, in which they pledged their allegiance to our Sovereign Lady Queen Victoria,—whom God long preserve—is not a mere lip loyalty, but that they leave Trinity College fully impressed with the idea, and with the design, that they will continue to be, under all circumstances, good and loyal Subjects to Her Majesty, and that the great nationality which is before Canada, is to be a nationality connected with the greater nationality of England, with the greater nationality of the Empire of Great Britain; and that while we are all “Canada First,” we are also “Empire First.” Sir, you were good enough to say that I have conferred an honour on Trinity College by my presence here to-day; but the honour is altogether conferred upon me. I feel it a very great honour, that in an Institution of this kind, I can be reckoned as one of its Graduates; and no doubt the very severe examination that I underwent in civil law was the reason that I have had the honour conferred upon me. Allow me to thank you, sir, for the honour conferred upon me, and also to thank those who have listened to my very imperfect remarks in such a kind way.

#### IV. THE FREE PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE.

PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH OF CANADA.

June 9th, 1875. There was taken up and read a Petition from certain Directors of the Brantford Young Ladies' College, setting forth in substance that it was desir-



able, as a guarantee for the educational and moral training of the Pupils in such Colleges, that they should be in connection with some one of the Evangelical Denominations, and that, in particular this College should be in connection with the Canada Presbyterian Church; that the College is incorporated under Letters Patent embodying a clause in terms as follows:—

The General Assembly, or Supreme Court, of the Canada Presbyterian Church, or any Ecclesiastical Body with which the said Canada Presbyterian may unite, and under any title, or name, united Body may assume at any of its regular Meetings shall have the right to nominate annually twelve of the Shareholders, under such By-laws as the Directors, with the sanction of the Shareholders, may pass, to give due and proper effect to this provision,—

and praying the General Assembly, in accordance with the Charter, to nominate twelve of the shareholders from the list hereto annexed, out of whom six may be chosen at the Annual Meeting, to serve as Directors for the ensuing year. The petition was supported by the Reverend William Cochrane.

It was moved by the Reverend John McTavish, seconded by the Reverend James K. Smith, and agreed to as follows: That the petition of the Directors of the Brantford Ladies' College be granted; that the General Assembly express its satisfaction with the intimation that such an Institution has been established; that they commend it to the cordial support of the Members of the Church, and appoint the following Committee to nominate twelve Presbyterian Shareholders, out of which number six Persons shall be elected to serve on the Board of Directors of the College for the ensuing year. The Committee to consist of the following persons:—Mr. Thomas Macpherson, Convener; the Reverend Messieurs W. Cochrane, J. K. Smith, Ministers; and Mr. James Henderson, Elder.

There was taken up and read, an Overture from the Synod of Hamilton, setting forth in substance that, as a knowledge of the Bible is of the utmost importance to the welfare of men in both worlds, all proper means should be taken to instruct our children in the same; that for this purpose it should be introduced and regularly used in the Public and High Schools and Collegiate Institutions of our land, and that, as according to the Regulations of the Council of Public Instruction it is not enjoined, but only recommended to be used in the Devotional Exercises of each day; and praying the General Assembly to take steps to apply to the Legislature of the land to have it placed among those Books prescribed to be read in the Institutions afore mentioned.

The Reverend Messieurs McTavish, Ball and Laing, Ministers; and Messieurs Hudson and McCrea, Elders. were appointed by the Synod of Hamilton to support the Overture before the Assembly. Messieurs McTavish and McCrea were heard in support of the Overture.

After the discussion, it was moved by the Reverend Professor McLaren, seconded by the Reverend Walter Inglis, and agreed to as follows: That the Assembly receive the Overture, and cordially sympathizing with the object contemplated, refer it to a Committee consisting of the Reverend Professor McLaren, Convener; the Reverends Doctors Topp and Macvicar, the Reverend Messieurs J. McTavish, Walter Inglis, A. Wilson, J. Pringle, Ministers; Messieurs Thomas McCrea, George Hay and Doctor Aberdein, Elders; to consider the practical steps which should be taken to secure the use of the Bible in the Public Schools of Ontario, to report at an early Sederunt.

*June 10, 1875.* The Assembly called for the Report of the Board of Management of Knox College. The Report was read by the Reverend Doctor Proudfoot, the Chairman of the Board.

The Report of the Senate was read for the Chairman by the Reverend William Reid.

The Report of the Board of Examiners, in the absence of the Chairman, the Reverend J. M. King, was read by the Reverend Professor Gregg.

On motion of the Reverend Doctor Topp, seconded by the Reverend Robert Hamilton, the Assembly resolved as follows:—That the Assembly receive the Report of the

Board of Management of Knox College, with the accompanying Documents, and adopt the same, expressing its thankfulness for the large liberality which has been manifested towards the erection of the new College, and earnestly recommending that strenuous efforts be made by the Congregations of the Church that the regular Income of the College may be sufficient to meet the ordinary expenditure.

*June 11, 1875.* The Committee appointed to nominate twelve of the Shareholders of the Young Ladies' College, in Brantford, as persons qualified to act on the Board of Directors of the said College, for the ensuing year, gave in a Report, which was read. The Report was received and adopted, and the Assembly nominated the Gentlemen named in said Report, in terms of the application before the Assembly.

*June 14, 1875.* The Assembly called for the Report of the Committee to whom was referred the Memorial of the Synod of Hamilton in relation to the Bible in the Public Schools, to frame a deliverance. The Report was handed in and read, recommending as follows:—

That in view of the near approach of Union with the other Presbyterian Churches in the Dominion, the Reverends Messieurs MacTavish, McLaren and McCrea be requested to bring this subject under the notice of the General Assembly of the Presbyterian Church in Canada, with the view of securing such action as may be deemed expedient. The Report was received and its recommendations adopted.

*June 15th, 1875.* On this day the General Assembly of the Canada Presbyterian Church, the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland, the Synod of the Presbyterian Church of the Lower Provinces, and the Synod of the Presbyterian Church of the Maritime Provinces in connection with the Church of Scotland, met according to appointment for the purpose of consummating the union of their respective Churches. The following Resolutions were adopted:.

The aforesaid Churches shall enter into union with the Theological and Literary Institutions which they now have; and application shall be made to Parliament for such legislation as shall bring Queen's University and College, Knox College, the Presbyterian College, Montreal, Morrin College, and the Theological Hall at Halifax, into relations to the United Church similar to those which they now hold to their respective Churches, and to preserve their corporate existence, government and functions, on terms and conditions like to those under which they now exist; but the united Church shall not be required to elect Trustees for an Arts' Department in any of the Colleges above named.

In the united Church the fullest forbearance shall be allowed as to any difference of opinion which may exist respecting the question of State Grants to Educational Establishments of a Denominational character.

A reference from the late General Assembly of the Canada Presbyterian Church, regarding the Bible as a Text Book in the schools of the Province of Ontario, was brought before the House. It was unanimously agreed to refer this subject to a Committee.

#### REPORT OF THE BOARD OF MANAGEMENT OF KNOX COLLEGE.

The Board of Management of Knox College have to report that the number of Students in the Theological Department last Session was thirty-two,—twelve of the first year, twelve of the second year, and eight of the third year. The attendance and deportment of the Students, and their diligence in study, were most satisfactory. Mr. Taverner gave instruction in Elocution, as he did during the previous Session.

There were in the Preparatory Department, twelve Students,—three of the first year, two of the second, and seven of the third. The classes in this department were conducted by Messieurs P. Straith, M.A., and A. M. Hamilton, B.A., Tutors. It is satisfactory to know that the smallness of the number in this department is not due to any

falling off in the number of those who have the Ministry in view, but to the facts that some have left this department to enter on a full University Course of Study, and that the proportion of those attending the University is yearly increasing, thus encouraging the hope that in a short time this department may be entirely dispensed with. But while making these explanations it is painful to have the knowledge, year after year, that the number of those aspiring to the Ministry is not at all commensurate with the wants of the Church, and with the Home and Foreign Mission work on which we have entered, and the still more extensive work of this kind, which our material resources, our high privileges, and our love to the souls of men, and to Christ, should stimulate us to undertake.

From the accompanying Financial Statement, it will be seen that the Income of the year amounts to \$8,123.55, and that the current expenses, including \$375 as proportion of general expenses and Agent's Salary, and \$425 for the Reverend Doctor Willis' retiring allowance, amounted to \$10,091.53, leaving a deficiency for the year, of \$1,956.98, which, with the balance due at the close of previous year, amounting to \$1,802.88, leaves a total balance of \$3,770.86 now due.

The Board, whilst regretting that so large a deficiency now exists in the ordinary Fund of the College, yet feel that this may be accounted for on the ground of the large liberality which has been manifested by Members of the Church towards the erection of the New College; and the hope is entertained that, as the Church has shewn its deep interest in the prosperity of the College, the Members of the Church will feel themselves called upon to see that the ordinary work shall not be impeded in any way by a continued debt on the regular Revenue. The Board, therefore, trust that, by increased contributions during the present year, the indebtedness may be wiped out, or very much diminished.

The amount received during the year for the Bursary Fund, was \$2,702, including \$1,400 received from the estate of the late Doctor Boyd, Mr. John Alexander, and Mr. A. Smith. Of this amount, \$1,250 have been paid for Scholarships and Bursaries, and \$1,003.75 have been invested. There is a balance of \$401.37 in the Treasurer's hands. The whole investment now amounts to \$7,250. The Endowment Fund now amounts to \$6,292.10.

The Board has pleasure in stating that the College Buildings are now almost completed, and will be ready for occupation at the commencement of next Session, and that, in the meantime, arrangements are being made to celebrate in a suitable manner the opening of it. It is gratifying to report, that, although one hundred and thirteen settled Congregations, and twenty vacancies, have not yet been canvassed, the subscriptions to the Building Fund now amount to \$110,000, and that of this sum, \$50,961.34 have been paid. The total amount expended on the new Building to this date, is \$93,737.24. For the large increase in the subscription to the Building Fund since last Assembly, we are deeply indebted to the diligence with which the Professors canvassed last summer, and also to the labours of the Reverend R. H. Warden, whom the Board engaged as its canvassing Agent for one year, from November 1st, 1874, at a Salary of \$1,300, with travelling expenses.

The Board is convinced that all the Congregations should be canvassed. This is due to the Congregations which have already subscribed. It will also be needed to meet the large liabilities already incurred, the interest constantly running on, the Expenditure which will still be required to complete and furnish the Buildings, and any failure which may reasonably be expected to occur in collecting subscriptions so numerous and large.

It is proposed to devote the surplus which may be expected to remain, if the canvass is properly carried out, after paying all expenses on the Buildings, to the erection of suitable Houses for the Professors. This will greatly conduce to their comfort, and at the same time be equivalent to an increase in their Salaries, without imposing any additional burden on the ordinary revenue of the College. Although the Professors may canvass a little during the present Summer, yet it would be unrea-

sonable to expect them to do the whole work; hence it may be necessary to engage the Reverend Mr. Warden's services for another year.

The Board, after mature deliberation, aided by Correspondence with Theological and Literary Institutions, both in Canada and the United States, have decided in reference to the Boarding establishment, that the Student's Rooms shall be completely furnished by the Church, and lighted with Gas, free of charge; that Students occupying Rooms in the College shall also board in it, and that the rate of Board, including attendance, shall not exceed \$3 per week; further, that none except Students in their Theological Course, or Students preparing for their Theological Course, whether studying in Knox College, or in some other Educational Institution in Toronto, and, in the event of the Rooms not being all occupied by Students, Ministers, or Probationers of the Church temporarily resident in Toronto, with the consent of the Principal, shall be admitted to Board in the College. While residence in the College will be optional on the part of Students, it is expected that the internal arrangements of the College will be such as to make it both desirable and advantageous for them to do so. All of which is most respectfully submitted.

TORONTO June, 1875.

J. J. A. PROUDFOOT, Chairman.

#### REPORT OF THE SENATE OF KNOX COLLEGE.

The Senate of Knox College has to report that the number of Students in the Theological Department during the last Session was thirty-two.

The Reverend Professor Gregg conducted, during the past Session, the Classes of Apologetics and of Church History.

The Reverend Professor McLaren reports that he conducted two Classes in Systematic Theology.

The Reverend Doctor Proudfoot reports that he taught the Homiletical Class, composed of the second and third year's Students, during the first half of the Session.

All the Professors report satisfaction with the attendance and deportment of the Students, and with their diligence in study.

In the Preparatory Department of the College, Mr. P. Straith, M.A., was re-engaged by the Senate as Tutor in Greek, and Mr. A. M. Hamilton, B.A., was appointed Tutor in Latin.

#### REPORT OF THE BOARD OF EXAMINERS. WESTERN SECTION.

The Board of Examiners beg to submit the following Report of its operations during the year.

##### 1. *Students Attending University College.*

Students of this class come before the Board, only in so far as they enter into competition for a limited number of Scholarships offered to Students, who propose entering the Ministry of the Canada Presbyterian Church.

Eight Students presented themselves for examination on the 5th of October, and, as the result of the examination, the Board were awarded Scholarships.

The Board entertains a growing conviction of the beneficial effects of this scheme, now in successful operation for so many years, and would gladly see it more liberally sustained by the stronger Congregations and the wealthier Members of the Church.

##### II. *Students in the Preparatory Course of Knox College.*

The number of Students who presented themselves for examination in the beginning of October with a view of entering the Preparatory Classes in Knox College was five.

All the Students in the Preparatory Course were examined by the Board in Latin and Greek at the close of the Session. The result of the examination testified favour-

ably alike to the efficiency of the teaching in this department and to the diligence of the Students.

III. *Students in the Theological Course.*

Of the twelve Students entering on the study of Theology in October, nearly all were entitled to exemption from examination, either as possessing the degree of B.A., or M.A., or as having completed the Preparatory Course at Knox College, and passed the Terminal Examinations connected therewith.

The closing Examinations in the Theological Course were conducted as in former years by the Senate and the Board acting conjointly; a Member of the Board being, in each case, associated with the Professor in the department in which the examination took place.

*Knox College—Ordinary Fund Receipts, 1874-75.*

	\$	cts.	
Received from all sources .....	8,123	55	
Balance at Debtor on the 1st of May, 1875 .....	3,770	86	
			\$11,849 41

*Payments.*

	\$	cts.	
Balance at Debtor at the beginning of the year .....	1,802	88	
Salaries, including proportion of the Reverend Doctor Willis' retiring Salary .....	8,425	00	
Various Accounts .....	1,660	53	
			\$11,849 41

*Endowment Fund. Receipts.*

	\$	cts.	
Balance at the beginning of the year .....	6,192	10	
Received .....	100	00	
Interest .....	433	44	
			\$6,725 54

*Payments.*

	\$	cts.	
Interest credited to the College Ordinary Fund .....	433	44	
Balance .....	6,292	10	
			\$6,725 54

*Knox-College—Bursary Fund, 1874-5. Receipts.*

	\$	cts.	
Balance on the 1st of May, 1874 .....	53	12	
Received from all sources .....	2,702	00	
			\$2,755 12

*Payments.*

	\$	cts.	
Bursaries and Scholarships paid .....	1,250	00	
Invested .....	1,003	75	
Paid on account of Mr. Taverner, Lecturer in Elocution.....	50	00	
Proportion of General Expenses .....	50	00	
Balance .....	401	37	
			\$2,755 12

*Knox College—New Building. Receipts.*

	\$	cts.
Subscriptions received from the 1st of May, 1874, until the 1st of May, 1875 .....	24,482	72
Loaned from the Canada Landed Credit Company .....	20,000	00
Interest from the same, less charges on the Loan .....	69	83
Notes discounted .....	12,000	00
	\$56,552	55

*Payments.*

	\$	cts.
Balance due on the 1st of May, 1874 .....	882	04
W. J. Hughes, Brickwork .....	16,300	00
J. Plenderleith, Carpenter .....	11,068	75
John Esson, Stone Work, etcetera .....	6,906	75
J. Farrell, Plasterer .....	5,400	00
Messieurs Wheeler and Bain, Iron Work .....	967	00
J. Rennie, Slater .....	2,700	00
J. McCausland, Painting and Glazing .....	2,000	00
Messieurs Keith and Company, Steam Fitters .....	3,350	00
H. Follis, on account of laying out Grounds .....	200	00
C. Shipway, Locksmith .....	40	00
Messieurs Smith and Gemmell, Architects .....	900	00
	\$	cts.
Interest on mortgage for lot.....	630	00
Interest, loans and advances .....	3,056	72
	\$3,686	72
	\$	cts.
Printing, advertising, etcetera .....	106	75
Sundry charges, including conveyancing, copying Deeds, etcetera .....	217	55
Expenses connected with canvassing congregations .....	916	22
Proportion of general expenses, Office work, etcetera.....	200	00
Balance .....	175	97
	\$56,552	55

## OPENING OF KNOX COLLEGE NEW BUILDING, 1875.

The very handsome Building for the Theological Institution of Knox College was opened in October, 1875. The Very Reverends Principal Cook of Morin College, Quebec, Principal Snodgrass of Queen's University, Kingston, the Reverend Doctor McCaul of Toronto University, and the Reverend J. Scrimiger were present. The Reverend Doctor Cook, as Moderator, presided.

The history of the College in brief is as follows:—

About thirty years ago the College commenced in a most humble way, the Institution has increased with the advance of Presbyterianism in Canada, until it has now a handsome Building and able Professors. The date of its origin is October 14th, 1844, when the Synod of "The Presbyterian Church of Canada" adopted a Minute in favour of appointing a Professor of Divinity and a Professor of Literature and Science for conducting the studies of young men desiring to enter the Ministry, Toronto being made the home of the incipient educational Institution. The first Session was attended by fourteen Students, four of whom had been students at Queen's, Kingston, before the disruption. The Classes were conducted by the Reverend Andrew King, a Deputy from the Free Church of Scotland, and the Reverend Henry Esson, of Gabriel-st. Church, Montreal, Professors of Divinity and of Literature respectively, in a modest apartment in Mr. Esson's house in James Street. The staff was, however, almost

immediately supplemented by the addition of the Reverend Robert Burns, of Paisley, Pastor of the newly organized Knox Church, Toronto, who was appointed to fill the chair of Theology. The Classes continued their work without an event of interest occurring until two years afterwards, when the Synod appointed a Committee to consider the desirability of incorporating the College and to report a scheme for its establishment on a broader and permanent basis. The result of this action was that the Institution was named Knox College, and an Academy, or High School, was added, the latter being placed under the charge of Reverend Alexander Gale, formerly of Hamilton, assisted by Reverend T. Wightman, formerly of Camden. The Institution found a home in Ontario Terrace, in premises since enlarged and now forming the Queen's Hotel. Valuable assistance in the work of teaching was rendered about this time by Reverend R. McCorkless, of St. Ninians, Scotland, and Reverend W. Rintoul, the latter conducting the classes in Hebrew and in Biblical criticism. In 1847, the Synod, in consideration of the increased number of Students requiring the undivided services of a Professor, resolved to separate the Professorship of Theology in Knox College from the Pastorship of Knox Church in this City, the two positions having been held by the Reverend Doctor Burns. A deputation was sent to Scotland to confer with the Colonial Committee of the Free Church, and secure, if possible the appointment of a Theological Professor. The result was the appointment of the Reverend Doctor Willis, who continued to teach Theology with distinguished success during twenty-three years. With a view of promoting the efficiency of the College, the Synod appointed during the following year the Reverend Wm. Rintoul as Professor of Hebrew, the permanency of the appointment being made dependent upon the provision that might be made for Oriental literature in what was then King's College, now the Toronto University. Mr. Rintoul occupied the position with credit during several years, when, in consequence of changes in the University, it was considered no longer necessary to maintain a Professorship of Hebrew in Knox College. Among the many Ministers who rendered important service to the Institution from time to time at this period of its history, may be mentioned the Reverend Wm. Lyall, afterwards connected with the Divinity Hall at Halifax, N.S., and Reverend Ralph Robb, of Hamilton. The death of Professor Esson, in 1853, was followed by the appointment of the Reverend George Paxton Young, of Knox Church, Hamilton, to the vacant post. In the following Session it became necessary to remove from Ontario Terrace, and according Elmsley Villa, formerly occupied by the Earl of Elgin when Governor-General, was acquired, and enlarged so as to afford accommodation for the Classes and Boarding department. The staff was also enlarged by the appointment of Reverend Doctor Burns to the department of Church History and Evidences, while that of Exegetical Theology was assigned to Professor Young. An Act of Incorporation was obtained from the Legislature in 1858. From the first establishment of the College it was not intended that permanent provision should be made for instruction in the literary branches. After Professor Gale's retirement and death, which took place in 1854, the Reverend John Laing and subsequently Mr. James Smith, acted as Teachers in the Preparatory Department. Instruction in this Department has since been given by senior Students, except during three Sessions when Professor Young, who had resigned his position on the College staff in 1864, took charge of the literary Classes by desire of the Synod. After Professor Young's retirement, the Reverend W. Gregg, of Cooke's Church, and Reverend W. Cavan, of St. Mary's, acted as Lecturers on Exegetical Theology during two years, when the latter was placed in charge of that department. The Reverend Doctor Burns having resigned his position as Professor of Church History in 1864, became Emeritus Professor but continued to render service in the Classes until his death, in 1869. During the following year the Reverend Doctor Willis resigned his position, and was followed by Reverend Doctor Inglis, of Hamilton, and Reverend Wm. Gregg, of Cooke's Church, Toronto, the latter of whom now fills the chair of Apologetics. The Reverend Wm. Maclaren, of Knox Church, Ottawa, was assigned the Professorship of Systematic Theology, thereby completing the staff of Professors.



Knox College embraces the Theological Institution of the United Presbyterian Church as well as that of the Presbyterian Church of Canada, the two Colleges being merged into one at the union in 1861. A few words respecting Theological Education as conducted in the United Presbyterian Church previous to the union will, therefore, be opportune. In 1845 the "Missionary Presbytery of the Canadas," recognising the importance of providing for a native trained Ministry, adopted a scheme for the establishment of a Theological Institution, and the Reverend Wm. Proudfoot, of London, was appointed first Professor of Theology. The Curriculum of the Institution which was located at London, embraced Classics, Mental and Moral Philosophy, Logic and Rhetoric, as well as Systematic Theology, Church History, and Biblical Literature. Commencing in the fall of 1845, the entire work of teaching devolved upon Mr. Proudfoot for two years, at the expiration of which time Reverend A. Mackenzie, of Goderich,, was appointed to teach Hebrew. After the lapse of two more years, the Institution was removed to Toronto, and, owing to King's College being erected into a Provincial institution, it was resolved to limit the teaching given at the institution to theology. Mr. Proudfoot died shortly afterwards. He was succeeded by the Reverend Doctor John Taylor, of Auchtermuchty, Scotland, who discharged the duties of Theological Professor during the eight succeeding years, when he returned to his native Country. When the Union was effected, in 1861, ten Students were taking their Theological Course in connection with the United Presbyterian Church, and these all entered Knox College. This representative Institution has continued the work of affording Theological training with vigour and success. About four hundred young men have passed through its Classes since its opening, and of these about two hundred are working in the cause of the Canadian Presbyterian Church. With the increasing prosperity of the College under the Reverend Principal Cavan, the necessity of commodious and suitable Buildings for College purposes became manifest. Two years ago the College Board, with the consent of the Assembly, made an appeal to the friends of Presbyterianism for aid in the erection of a new home for the College, which appeal was shortly responded to, and the work soon afterwards entered upon. The result of the energy of the College Board and Professors, and of the liberality of friends of the cause, is seen in the handsome edifice which has just been opened.

The College Building occupies a Site on the Crescent, which occupies the centre of Spadina Avenue, just north of College Street.

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## CHAPTER II.

### SEMI-OFFICIAL VISITS TO EDUCATIONAL INSTITUTIONS IN ONTARIO, 1875.

At the meeting of the Toronto University Convocation in October, 1875, the Honourable D. A. Macdonald, the Lieutenant-Governor, was present. The proceedings of the Convocation opened with the presentation of the Prizes by His Honour. The recipients were presented to His Honour by the Professors of their respective Classes, and as each came forward, His Honour greeted them with a few kind words of congratulation: On the conclusion of the distribution of prizes, the President, the Reverend Doctor McCaul, said it was usual for the Presiding Officer to deliver an Address at the close of the proceedings. It was not his intention to conform to the custom on that occasion, because there was an Officer of higher rank than himself present, and because they all wished to hear the inaugural lecture of Professor Loudon. He would not deny himself the pleasure of expressing to His Honour, how much gratification his presence there afforded them, as it showed His Honour took a deep interest in the progress of the College, and in the advancement of education as an important



element in national greatness. Next to the righteousness which exalteth a nation, he considered the spread of education of vital importance, especially in such a Country as this, where, owing to the existence of the utmost political liberty, it was absolutely imperative that the people should be educated in order that they might exercise their right of franchise with intelligence. The System of Education established in this Province, free and unfettered, he believed to be the best adapted to such a Country as Canada, because out of the public funds it supplied the means whereby the son of the humblest man, whatever his politics, religion, or nationality, could pass from the Common Schools to the Grammar Schools, thence to the Colleges and Universities, and perhaps fill the highest office in the land,—even as high as that of His Honour, the Lieutenant-Governor—and be enabled to discharge the duties of that exalted station with credit to himself, honour to the place where he was educated, and with benefit to the community.

His Honour, who was warmly greeted rose to acknowledge the enthusiastic welcome he had received. He assured those present that never in his whole life had he felt so embarrassed. Surrounded by men of the highest culture and refinement, he felt that he not had the advantages they possessed. If, in order to discharge the duties of Lieutenant-Governor it had been necessary to have received a University education, he would not have occupied the position he did. The Students whom he saw before him were happy in having secured the services of men who could impart to them that knowledge that would be the best passport for their future progress in almost any position they would be called upon to fill. Not having obtained a University Education he was the better able to judge of what was required by those who appeared there that day, in order to fit them for offices of public trust. For himself, he might say that when he accepted the position of Lieutenant-Governor, he and politics parted company, and he should discharge the duties of the office without prejudice, or favour. In conclusion, he assured them that no one had more at heart the educational and general interests of the Country than himself. The proceedings then terminated.

#### THE LIEUTENANT-GOVERNOR'S VISIT TO THE INSTITUTE FOR THE BLIND.

During his recent tour in the Western Counties, the Honourable D. A. Macdonald, Lieutenant-Governor, visited the Institute for the Blind, at Brantford. After receiving an Address from the Corporation, the Lieutenant-Governor visited the Institute for the Blind. Here he was shown over the Building by the courteous Officials, and minutely inspected the many improvements made for the comfort and convenience of the Inmates, expressing himself highly pleased with its excellent arrangements. Afterwards, he was conveyed to the Young Ladies' College. He was received by the Directors, and they, in company with the Faculty and Students, presented him with an Address, as follows: "In the name of the Directors, Faculty and Students of the Young Ladies' College, we heartily welcome your Honour to this College, both as Representative of our most Gracious Queen in this Province, and as occupying a high place in the esteem and affections of its People. We recognise your deep interest in and your earnest desire to promote the welfare of all our educational institutions. We believe that you will countenance and encourage, by every means which your high station permits, the furtherance of collegiate learning in the Province. Not less will you, we trust, give the weight of your influence to such efforts as ours to promote the higher education of Women. For this end this College obtained a Charter of Incorporation from the Legislature. Its avowed aim is to provide that opportunity for the young women of our land. We are happy to say that our College received the approval of His Excellency the Earl of Dufferin, Governor-General of the Dominion, and that the Dedication Stone was laid by Her Excellency the Countess. We have much pleasure in calling your Honour's attention to the beauty of the location and the surroundings of the College, and to the elegance and arrangements of the

Buildings. These make it a beautiful and attractive home for young women while pursuing their studies within its walls. While the College is under the guardianship of the Presbyterian Church in Canada, it is yet, in its course of instruction, in the fullest sense unsectarian. Since its opening last year it has met with so much favour from the community at large, as to warrant the conviction that its success is now beyond a doubt. Your Honour is now surrounded by a band of intelligent young ladies, whose desire to obtain the higher learning and accomplishments which this College affords to its Students is itself an evidence that such Institutions as this are both wanted and appreciated in this Province. We sincerely thank your Honour for your gracious visit to our College. We wish you great prosperity in the administration of the public affairs entrusted to your care. We earnestly hope that the Divine Blessing may rest on your Honour's Government, Person, and Household." After making a suitable reply, His Honour retired.

#### THE LIEUTENANT-GOVERNOR'S VISIT TO THE AGRICULTURAL COLLEGE.

At Guelph the Lieutenant-Governor visited the Agricultural College. The College is at present full, having about thirty resident Students, but when the increased accommodation is provided there will be room for at least twenty more. The Agriculture and Arts Association is building a Veterinary School adjacent to the College Building. On reaching the Study Hall, His Honour was received by the assembled Students, one of whom, Mr. J. A. Campbell, presented him with the following Address:—"We, the Students of the Ontario School of Agriculture, take the liberty of addressing you on the occasion of this visit to our Farmers' College, the youngest of our Public Institutions. We are proud, on the one hand, of having the privilege of welcoming a distinguished Canadian as the Representative of our Sovereign, and on the other, of our connection with an educational Institution which, in our humble opinion, is one of the most important the Province possesses. Established as it was for the purpose of training such as we are in the science and practice of Agriculture, and conducting experiments at the public expense, which, single handed, no one in this new land could undertake, we are enabled to testify that in our humble judgment it will speedily attain that end, and thus, by indirectly increasing the quantity and quality of agricultural products, greatly augment the material wealth of our Country. Whilst your Honour may observe the results of our physical labours in the improvements in which we have assisted, we well know that years must elapse ere the results of our technical training can be appreciably felt. Taking this visit as a pledge of your interest in our Institution, we would respectfully ask you to remember us in your yearly appropriation by a liberal provision. And although it may be the rosy dawn read by youth's eyes on the cloud of the future, we nevertheless firmly believe that the objects for which this Institution was established will be attained, and can only promise that every action of ours will be directed towards the attainments of so desirable an end." His Honour said he was exceedingly obliged to the Students for their Address. This was the first visit he had ever paid to an Institution of this kind, and he hoped that if required others would be established throughout the Country. He should assist as far as possible in making them successful. He was not quite a stranger to Agricultural pursuits, and so would be able to form an opinion on what he should see on the Farm. He should be always ready to sign any Document which was designed to carry out the wishes expressed by the Students.

#### VISIT OF THE PREMIER TO THE WOODSTOCK LITERARY INSTITUTE.

During the recent visit of the Premier of Ontario to Woodstock, at the opening of the Port Dover and Lake Huron Railroad, the following Address was presented to him by the Authorities of the Literary Institute there.

"The Professors and Teachers of the Canadian Literary Institute most cordially welcome you on this your first visit to the Institute, and most sincerely thank you for

the honour you have done to the School under their charge. We are here laying the foundations of a good education, as broadly and strongly as we are able, and are confidently anticipating as the demands before us increase, that the means of carrying the structure yet higher, and of perfecting its details, will be provided. We depend entirely upon voluntary contributions, and we have never asked, or received, Government aid in any form. As citizens of this great Country we simply ask "Fair play and no favours." We are prompted to make this brief confession of our faith on this occasion by the conviction that we are addressing one who not only strongly sympathizes in our work, but who cordially supports the principles upon which it is conducted. We are enjoying a privilege in being permitted to address a Gentleman so highly distinguished, not only by position, or by his great general services rendered to this Country, but by signal services rendered to the cause of education, to which our lives are pledged. And should the Honourable Adam Crooks become Minister of Education, as currently reported, we are fully persuaded that yet greater service will be rendered to that cause which lies at the foundation of our Country's welfare. In addressing you upon an occasion like this we cannot forget that our lot is cast in "old Oxford," which proudly claims to be central in position, to be accessible from all quarters, to be healthy in climate, liberal in sentiment and progressive in spirit. In conclusion, as Teachers of the Institute, we strongly sympathise with our fellow-townsmen in their unanimous desire to have the Normal School for the western part of Ontario located in this Town,—as a permanent source of good to the Town and County at large.

"Expressing our highest esteem for and confidence in you as a public man, and again thanking you for the honour you have done us, we subscribe ourselves, on behalf of the Faculty of the Canadian Literary Institute."

The Honourable Oliver Mowat replied in general terms, and on behalf of his Colleague, Mr. Crooks, and for himself, he returned hearty thanks for the words of goodwill contained in the Address. He spoke of the great progress the Institute has made since its commencement, and hoped it would go on and prosper in the future as in the past,—a wish in which he was sure all true Canadians, who had the welfare and proper training of the young at heart, would share. He, in conclusion, paid a high compliment to the Faculty of the Institute.

#### OPENING OF THE ANDERSON SCHOOL HOUSE, LONDON.

##### VISIT OF MAYOR CRONYN.—SCHOOL REMINISCENCES OF FORMER DAYS.

In October, 1875, the New School House in London East was opened under the most favourable auspices. On the motion of Mr. Murray Anderson, Chairman of the School Trustees, the Reeve of the Village (Mr. A. M. Ross), was called on to preside.

The Chairman, congratulated the villagers on the acquirement of such an excellent School-house; the Trustees certainly deserve great credit for the taste they had displayed in the style of the Building. He was in favour of taxes for Schools, and for the provision of a good education for their children. That was a tax, when judiciously laid on, as in the present case, he never regretted. It is but right to educate our children thoroughly, and thus to prepare them for their being able to battle with the world, and take their proper part in it. He then referred to the large sum required by the County of Middlesex for the Administration of Justice,—a sum about equal to that required for educational purposes—and maintained that with plenty of education for the rising generation, that sum might soon be greatly reduced, and the cells in the prison become tenantless. He trusted that such a consummation was not far distant. But a School-house like this is not only an advantage to education—it has a tendency to elevate the tastes of the young, tending to their refinement, and preventing that slovenliness which an untidy, ill-kept School House was always sure to promote.

There was a great difference between the Schools of Canada now-a-days, and those to which he was accustomed in his early days. While he was very young his Father settled in the Township of Adelaide, then an almost unknown district. That was in 1832, and for 10 years after there was not a single School House in the neighbourhood. In 1843 the Speaker was sent to a School. It was a simple Building, not like that in which they were now assembled; but one constructed of round Logs, piled above one another, and from roof to ceiling was only some 6½ feet in height. The floor was of bass wood logs, hewn down, cut in two, and, in their rough state, laid. The seats were made of the same material, and were set round the sides of the Building, the faces of the children to the wall, their backs to the Schoolmaster. He did not believe there was a dozen nails used in the entire construction. There was no Government, or County, aid to education then; and the Teachers made a living in rather a novel way; they went round from one family to another, boarding a week at each place. He related several laughable incidents of School life in those days; and gave a description of the rather primitive Text-books then used, and whilst Lord Metcalfe was Governor. In 1844, things were changed. The Reverend Doctor Ryerson in that year, seeing the necessity for an improvement in this rather backward state of matters, visited the State of Massachusetts, in order to produce a better System of Education for the children of the Country. He was not pleased with his investigations there, and he afterwards visited Ireland and Germany; on his return he recommended one series of Lesson Books,—a proposal which was adopted, and afterwards, through his efforts, the Normal School at Toronto was erected, and a subsidy granted by the Government of the day for the promotion of education. From that day to this the educational facilities of the Country had gone on increasing, and were likely to do so for the future. The Speaker credited Doctor Ryerson with being the means of introducing the Free system of education into the Country, of which system he spoke in glowing terms. So much had the Mother Country thought of it, that they had in 1866, when the Committee on Education was sitting in England, consulted Doctor Ryerson to get his advice in reference to the best system of National Education for Britain. Mr. Ross impressed on the Parents present the necessity of giving their children not only a good secular education, but to imbue their minds with Religious principles, and thus prepare them worthily to fill the place of their Fathers. If they went on in their work of building School Houses, providing them with good Teachers, and thus securing to their children the heritage of a good sound education, there was no fear of the future of London East.

Mr. Ross then introduced His Worship, Mayor Cronyn, who expressing himself happy at being present, congratulated the Trustees on their energy in erecting such an excellent Building. It was certainly an achievement, considering the comparatively short time which had elapsed since the entire district surrounding the edifice was a forest and a wilderness. From the good which would likely accrue from the erection of the School, he was sure they would be willing to bear their share of the taxation, even although it might press rather hard upon some of them for a time. They had great reason to be proud of their Municipality, and of the Gentlemen who so ably represented them, as well as of their School-house. But where many Schools were found, it was also necessary that there should be trained Teachers; and he expressed a hope that, with this purpose in view, the council in London East would do all in their power to assist the City Council to have the proposed Normal School for the West located in London. For many years, education was the delight of his beloved Father; and it would certainly have amazed and pleased him to have seen the Building in which they were now met erected in what in comparatively recent times was a wilderness, and the locality in its neighbourhood settled. It certainly showed great enterprise on the part of the inhabitants. Mr. Manville, Chairman of the City School Trustees, next spoke, remarking that he was deeply interested in anything which had the promotion of the education of the mass as its aim. He argued that to make men intelligent is to make them good; the question is not whether man will

be led blindly on in despotism, but whether he will be capable of taking an intelligent, solid, logical view of a subject and having done so, not to shrink from it. Let the young mind be brought under the influence of proper training, and it brings its proper influence to bear on the world and on time. He impressed on Parents the duty of doing all they could to help the Teachers, by home training their children. They had all need to rejoice that the policy of the Country was the diffusion of the greatest possible knowledge amongst the greatest possible number; and that, they had a System of Education destined to raise our Country to such a state of culture as will permit of few Countries being like this Canada of ours. Councillor Waterman next spoke. He enlarged on the excellence of their National System of Education. This is a Country, said he, in which every one can give his child a fortune, and that fortune is a good education. If he has a good training, no matter where he goes, he is sure to be able to make his way in the world, and secure a livelihood. He impressed on Parents the necessity of compelling their children to attend regularly at School, and of giving them a Religious training. He referred to laxity in attendance, and the Prussian compulsory system, of making the Parents responsible for the attendance of the child every day, except when sick; such an arrangement might be profitably adopted here, judging by the many children whom he saw running about the streets during School hours. He congratulated the villagers on the School now opened, and trusted they would soon be able, through the increase of their population, to have a Central School in the Village, where the higher branches would be taught. The Reverend Messieurs Gordon and Parker followed, giving short addresses in a similar vein to those who preceded them. Mr. Murray Anderson, Chairman of the Village School Trustees, next spoke, confining himself principally to giving an account of the proceedings taken to get the School now opened erected, and concluding by remarking that he thought their School House, as furnished, was second to none of the kind in the Province. The Reverend Mr. English made a few remarks on the progress made by London since he went to School. 45 years ago, the only School in London was an old Log House, which not only served that purpose but was made to do duty as Church, Town hall, and temporary Prison. Things had greatly improved since then, and their Meeting to-night was another evidence of that. After some further remarks, he concluded by stating that their new School was the neatest and best furnished School he had seen in the Dominion, and he had travelled a good deal. Councillor Gough made a very seasonable address, in which he touched on the many privileges now enjoyed by the community, compared with the early days of the Pioneers, concluding with a number of well-timed hints to Parents. He moved a vote of thanks to the Trustees for the energy and economy displayed by them in erecting the Building, which was seconded by Mr. Waterman, and unanimously agreed to. At this stage a collection was made for the purpose of procuring a Bell to the Building. The sum was more than made up. It was afterwards agreed that the Building should be named "The Anderson School House," as a memento of the Chairman's arduous labours.—*London Free Press*.

#### THE LORETTO ACADEMY, LINDSAY.

A very handsome educational Building has been recently erected at Lindsay, under the direction of the Reverend M. Stafford, one of the most enlightened and indefatigable friends of education in Ontario. The Separate Schools of Lindsay have long been reported to the Education Department as among the best and most efficient in the Province. From the enterprise and ability of Mr. Stafford, who has their interests so deeply at heart, these Schools reflect great credit upon his zeal and judicious supervision of them. The following description of the Academy is from the *Lindsay Canadian Post*:—

In the Academy just opened by the Ladies of Loretto for the education of young ladies, Lindsay can justly boast of having one of the finest of the kind in the Province.

in the complete and tasteful equipment of the spacious Building that has just been erected. This handsome edifice has been erected from Plans prepared by Mr. Wm. Duffus, Architect of this Town, under the direction of the Reverend M. Stafford. Great care has been displayed in providing every requisite for the health and comfort of the inmates; and that vexed question of ventilation has been solved by simple and efficient machinery. The hall divides the main building into two portions—the eastern being devoted to instruction and the western is mainly reserved for the residents. The Room is decorated with an admirable series of Object Lessons. There are two hundred and thirteen of these Object Lessons; each giving a very careful representation of some member of the Animal kingdom with a few lines of descriptive, or explanatory letter press. No better method could be devised of imparting a knowledge of the important, or wonderful, or curious, among the Birds, or Beasts, or Fishes. Ascending to the second story are the Class Rooms for the young ladies,—two spacious apartments also decorated with all the most modern and approved appliances for objective teaching—a terrestrial Globe, an admirable series of Astronomical Charts, with Charts shewing the Climatology of the Earth—Mountains, Animal ranges, and also historical and Biblical Charts. In the north-eastern room are Johnson's illustrated series of Object Lessons in Natural History, Physics, etcetera. The educational facilities of the Institution are of the best; nothing, indeed, has been spared to render the Studies clear and pleasing and attractive, as, indeed must be the objective method of teaching with first-class Apparatus, as compared with the old plan of memorising abstract definitions.

Perhaps the most distinctive feature of the building is the system of Ventilation, which is, if not perfect, much nearer perfection than any yet devised. The Builders set out with the intention of securing perfect ventilation, and all plans were subordinate to this one idea. From the basement two large iron shafts are carried to the roof, and enclosed in a brick wall, so as to allow considerable space round the shaft. Numerous registers near the floor and near the ceiling in each Room, communicate more or less directly with these shafts. The same principle is carried out independently in Rooms not connected with the shafts, and in the wings. In the basement is simple yet powerful machinery for controlling the air supply. Here also are two large furnaces. A portion of the heat from the furnace goes up the long shafts, which also enclose the smoke-pipe, and the air in the shaft being rarified, ascends, the air from the different Rooms rushes in, and its place is taken by fresh air. Thus the respirated air is regularly drawn off and a pure supply brought in so quietly that there are no drafts felt in the room, and there is no possibility of catching cold from an open window. (Both in the heating and ventilating arrangements the quantity can be regulated to the nicest shade. Every Room is provided with a Thermometer; and the mercury is kept at 60°; a temperature that, with the excellent supply of pure fresh air, is mild and agreeable. Each Class Room is designed to accommodate about fifty Pupils—and no more—but if the Rooms were packed to "their utmost capacity," the air supply would maintain an atmosphere as pure and fresh as ever. The ventilating system of this building is the same as that in the New Normal School at Ottawa.

"The building complete costs about \$30,000; and with Outbuildings, Grounds and Fencing will cost about \$50,000. The dimensions are:—main building, 34 feet by 50 feet; extension, 30 feet by 41 feet; Laundry and Storehouse, two stories high, 25 feet by 50 feet."



## CHAPTER III.

## CONDITION OF THE SCHOOLS IN THE NEW AND REMOTE SETTLEMENTS OF ONTARIO, 1875.

## OFFICIAL VISITS OF THE DEPUTY SUPERINTENDENT OF EDUCATION AND PUBLIC SCHOOL INSPECTORS LITTLE AND MILLER.

In order to ascertain the actual state of the Schools in the remote parts of the Province, the Chief Superintendent of Education deputed me in company with Public School Inspectors Little and Miller to visit certain portion of the outlying Districts of Ontario, and thus to learn what was the actual state of the Schools in these remote settlements, and also personally to encourage the Settlers in their efforts to establish and support their Schools.

To the Inspectors was deputed the duty to each visit certain portions of the districts, while the Deputy Superintendent acted as Counsellor and Adviser in difficult and doubtful cases.

In the Parry Sound District, one of the divisions of the Muskoka region which stretches from the Severn River to the French River, our inquiries extended to fourteen Townships, twelve of which were visited. In this district there are twenty-two School Sections. In the Algoma District, extending from the mouth of the French River to Pigeon River, there are twenty School Sections, eight of which are on the north shores of Lakes Huron and Superior, and twelve in the islands of Manitoulin and St. Joseph. In these two districts we visited forty-one of the forty-two School Sections, (fifteen of which we organized), inspected the Schools in operation, and examined fifteen Candidates for Teacher's Certificates. In the performance of these duties we travelled 2,500 miles.

We left Collingwood on the 14th of August, by steamer "Waubuno," and after a run of about eight hours arrived at the Village of Parry Sound. The scenery surrounding the entrance to the channel is magnificent. As our Vessel rounded "Bob Island," which lies between the large and small Bay, we saw two lads rowing in a boat. One of them waved his hat to us, having recognized his old Schoolmaster. On the wharf we were greeted by another Pupil, the wife of the Reverend J. Cookman. We found we were not so far from home as we expected. A former Pupil and his Companion rowed us across the Bay to the residence of an old friend, Mr. Charles Symon. A warm and hearty reception made us feel at home at once. A lovely view is obtained from the house of our host. Directly opposite is Bob Island, to the west of which are Oak and Rosette Islands, lying in front of Parry Island. The latter is twenty-seven miles long and belongs to the Indians, many of whom are pagans.

Parry Sound is a Village of about 800 inhabitants, situated in the Township of McDougall, at the mouth of the Saugeen River. It is the County Town for the district. It supports the "North Star" weekly Newspaper. The chief industry is the manufacture of lumber. About 35 million feet are prepared for the market every year. There are three Saw-mills, one owned by Mr. Beatty, another by the Parry Sound Lumber Company, and a third by the Guelph Lumber Company.

In the evening we attended a Camp-meeting of whites and Indians. The scene was very impressive. The large Camp Fires lit up the leafy canopy, and shed a brightness on the faces of the attentive audience as they listened to the earnest appeals of the Speakers. In different tongues, but in unison of heart, the two races worshipping the same God.

After visiting Mr. P. McCurry, Stipendiary Magistrate of the district, and Mr. Beatty, from both of whom we received valuable information respecting the educational wants of the people, we spent the greater part of Monday in tracing Maps of the Townships to be visited. Mr. McMurray, Crown Land Agent, having kindly

placed those in his Office at our service. This work was continued till nearly midnight. After packing our "impediments," consisting chiefly of Educational Documents for distribution on our journey, we had an early start on the following morning. On Tuesday, the 17th August, we visited the Schools in the Township of Foley. The first eleven miles we journeyed on foot, the last five on the Stage, which runs on alternate days between Parry Sound and Rousseau. For about ten miles from Parry Sound the road is good; the rest, except from Ashdown to Rousseau, is the reverse of good. Next day was spent by my Colleague in organizing School Sections in the Township of Christie. After a hard day's work we reached a camp late in the evening, having walked twenty-three miles. The Writer visited the Schools in Humphrey. Next morning my Colleague started from Ashdown for Maganetawan, distant 31½ miles, on the Nipissing Colonization Road. At Seguin Falls, 15 miles from Rousseau, my Colleague met me, having crossed from Christie into the Township of Monteith. He had obtained the requisite number of signatures for a United School Section between Monteith and Spence. The Country in general is rough in Monteith. The soil is productive, but there is too little of it. In passing through the Township I gathered two stalks of corn; each of them measured about six feet. One of the heads contained 135 grains. Two miles from Seguin Falls, in the Township of Spence, is the "Half-way House," where we rested an hour and a half, and made an attempt to organize a School Section. Seven miles further, and we come to Spence, at the junction of the Nipissing Road and a Road running eastward from McKellar Falls to Doe Lake in the Township of Ryerson. Here we were delayed by a heavy rain-storm, and employed the time in revising the boundaries of United School Section Number One Spence, and Ryerson. Seven miles more over the roughest part of the road, and we reach Maganetawan, a small Village midway between Rousseau and Lake Nipissing. Including stoppages, we had been twelve hours in going 31½ miles. Next day we visited "Distress Valley" in the Township of Chapman, five miles from Maganetawan. The name is a misnomer, originating with a band of lumbermen who suffered severely from a scarcity of provisions during a Winter of extreme severity. The land is of excellent quality,—none better in the district. Oats are the chief crop and a most prolific one. In one instance I counted nineteen stalks springing from one root, and as a specimen of the fertility of the soil plucked the four ears now in the Education Office. After organizing two School Sections, we made the voyage to the foot of Ah-mik Lake in a "dug-out." The lake is an expansion of the Maganetawan River, and for picturesque scenery can scarcely be surpassed. As we paddled over its clear waters, lovely views were continually opening up before us. Too soon our "Charon" landed us in the Township of Hagerman. A walk of nearly four miles through a sparsely settled district brought us at dusk to Newcombe Post Office, where we spent the night. Close by is Whitestone Lake.

Next morning, through rain and along muddy roads, we "plod our weary way," but are at length compelled to take shelter in a way-side House until the storm abated. At one o'clock we reach McKellar Falls, ten miles from Newcombe. The formation of a School Section five miles distant from the Falls, and the examination of two Candidates for Teachers' Certificates, complete the week's work.

Refreshed by the rest of the Sabbath, we start on Monday, the 23rd August, for Waubamic, seven miles off. Then a rapid walk of five miles eastward brings us to the School at Hurdville, near Manitowabin Dam. After inspecting the School, and examining two Candidates for Certificates, we return after dark to Waubamic. Next day we reach Parry Sound. On Wednesday, Mr. Miller inspected the School in Carling, eleven miles distant, and the Writer attended to the Parry Sound School and other duties. We left the district with very favourable impressions. The Settlers are intelligent, sober, industrious and contented. Though struggling with the difficulties incident to all new Settlements, they are mindful of the education of their children. Their School Houses are on the whole highly creditable to them, and there is no difficulty in obtaining a Site of the required area. A tax of twelve mills in the dollar



for School purposes is not unusual, and shows the desire for Schools and the need of the liberal aid of the Education Department in supporting them. Such aid is highly appreciated. If assistance could be granted to build School-houses, an immense impetus would be given to the cause of education in new Townships. To a few Settlers engaged in clearing their Farms, the expense of erecting a School-house and paying the Salary of a Teacher is a heavier burden than they can well bear.

On the evening of the 26th August we again left Collingwood; this time by the "Frances Smith," and arrived the following afternoon at Killarney, a small Village in the Township of Rutherford, on the north shore of Lake Huron. Here Mr. Miller remained to organize a School Section. A run of about two hours from Killarney took me to Little Current, in the Island of Manitoulin. Grand Manitoulin is said to be the largest Island in the world in fresh water. It extends in extreme length, from east to west, almost as far as from Collingwood to Hamilton, and in extreme breadth, from north to south, nearly as far as from Hamilton to Toronto. It contains a dozen Townships between Lake Wolsley, (part of Bay Field Sound), on the west, and Manitowaning and South Bays on the east. The Indian Reserve lies to the east of these Bays, which are separated by an isthmus between two and three miles across. Deep Bays indent the shores of the Island. Besides those named, there are on the north Honora, Mudge and Gore Bays; and on the south, Michael's, Providence and Portage. At all these points there are Settlements. The lands in the interior are also being rapidly taken up. The great drawback to still more rapid settlement is the want of good Roads. The principal Highway leads from Little Current, through Howland and Shequiandah, to the Village of Manitowaning, thence through Assiginack and Tehkummah to Michael's Bay. There are several large Lakes in the island, the principal being Ka-ga-wong, Min-de-mo-ya and Manitou. The last named is the largest. It has no feeders but a considerable stream (Manitou River) flows from its southern point to Michael's Bay.

After leaving Killarney, Mr. Miller visited Mudge and Gore Bays, and the Settlements at Spanish and Thessalon Rivers, on the north shore, and Hilton and Sailors' encampment in St. Joseph's Island. He returned to Little Current with Captain McGregor, of the "Seymour," who had in some instances kindly waited for him until he made the necessary arrangements for organizing a Section. We proceeded together to Manitowaning, a small Village on a deep Bay of the same name. After conferring with the Trustees of two Sections, we left for Sims' Cove, on South Bay, about seven miles distant, but stayed overnight with a Settler four miles on our way. Next day it took us ten hours to sail eighteen miles in a straight course. In going down South Bay we tacked five times. Mr. Miller returned by land the following day through the Townships of Tehkummah, Sandfield and Assiginack. The return voyage was very exciting. The Lake was very rough, and the wind dead ahead. Half-way up South Bay, the wind died away, and we had to finish the voyage with oars. After an interview with Mr. Stewart, the Teacher of Number One Assiginack, I accompanied the Reverend Mr. Finlay, a fellow "voyageur." to his Boarding-house, which we reached at 11 p.m. Next morning I met my Colleague at Manitowaning, and after copying a Map of the Island, kindly lent us for that purpose by Mr. Phipps, and organizing a Section, we walked to Manitou Lake, and after dinner set sail for the Township of Bidwell. The wind failed us, and we did not land till 10 p.m., after rowing about seven hours. Two or three biscuits and a drink of lake-water sufficed for Supper. Our Boatman's Son and a young lad then guided us through the woods with torches to the nearest Farm-house, where we spent the rest of the night. The prospect next morning was not cheering, as the rain came down, and we had a walk of several miles through the clearings and woods. We visited several of the Settlers but were not successful in establishing a School Section. At noon the weather cleared up, and we hired a Wagon to take us to Little Current, ten miles distant. A warm sun dried our clothing, and brightened our faces as well as the landscape. The quality of the land through Bidwell and Howland is various, some being excellent and some very inferior. By

hard driving we arrived at Little Current in time for the Writer to leave by the "Frances Smith" for Bruce Mines. Mr. Miller remained, to take the "Seymour" to St. Joseph's. After a stormy passage, Bruce Mines was reached early in the morning of the 4th of September. We landed in darkness and rain. As we passed through the Village we wondered at what we supposed to be immense banks of sand. Daylight showed them to be hills of pulverized quartz, from which the copper had been extracted. Mr. Miller had joined me at the Mines, which we left on the 7th September in a sail Boat for the south end of Sugar Island, where I stayed. Mr. Miller rowed sixteen miles farther to Sailors' Encampment, in St. Joseph's, and returned at 11 p.m. We slept that night on board the American Steam Barge, "Egyptian," and after a run next morning of about five hours through Bear Lake and Lake George, saw the two Towns (British and American) of Sault Ste. Marie. The Rapids between the Towns are half a mile wide and three-quarters of a mile long, with a descent of 22 feet. The Canal by which the Rapids are avoided is on the American side. Close to it a great Lock, 515 feet long, 80 feet wide, and 18 feet lift, is in course of construction. Our Sault Ste. Marie is the capital of the Algoma District. It is a scattered Town. We regretted being unable to visit the Shingwauk Home, an Indian School under the management of the Reverend Mr. Wilson. After inspecting the School of the Village and in the Township of Korah, we left by Steamer "Chicora" for Prince Arthur's Landing. The passage was very stormy. We touched at Silver Islet. The Island where the celebrated Silver Mines are worked lies about a quarter of a mile from the shore. A run of about twenty miles and we pass the great headland of Thunder Bay, towering 1,350 feet above the water. Passing between Thunder Cape and Pie Island, which has an elevation of 850 feet, we enter Thunder Bay, and our staunch vessel soon glides up to the dock of Prince Arthur's Landing—the "Silver City" of the north shore. It is the County Town of the Municipality of Shuniah, which comprises the Town Plot of Prince Arthur's Landing, seven Townships, and the adjacent Islands. It is beautifully situated on a gradually rising slope facing the south. The population is about a thousand. The last School visited is situated a short distance above Fort William, on the left bank of the beautiful Kaministiquia River, which discharges by three mouths into Thunder Bay. The little tug in which we go enters the largest of these, and soon lands us at the Fort, one of the oldest, and formerly one of the most important posts of the old Hudson Bay Fur Company. Two small Cannons, taken up by Lord Selkirk more than half a century ago, guard the entrance. The place is very attractive, with its white walls, grass lawns and blooming gardens. Two miles above the Fort, and on the opposite side of the river, is an ancient Roman Catholic Mission, with its old church surrounded by houses occupied by Indians and half-breeds. On our return trip we stopped at the residence of Mr. McKellar, one of the Trustees of the School we had come so far to see. He has a very beautiful garden. The borders of the beds are unique, being composed of specimens of quartz and other mineral-bearing rocks collected by Mr. McKellar in his prospecting tours. Several rockeries composed of quartz, amethyst, and minerals bearing copper, silver, iron or lead, form an attractive feature of the scene. The examination of two Candidates for Certificates concluded our work at Prince Arthur's Landing. We left on the 13th of September, and after a stormy voyage landed at Goderich on the 16th.

The Thunder Bay *Sentinel* says:—"The late visit of eastern School Examiners has aroused a spirit of inquiry as to the actual condition of our Schools. It is too true that the present arrangement is not up to the requirements of the growing population, and we are pleased to learn that the School Trustees are moving with the object of utilizing Waverly Park, between the Churches upon the hill, by placing as soon as possible thereon a suitable School-building. Here is an opportunity for our Council to initiate a movement for a Town Hall over the School; and no better time could be had to undertake so desirable a work as a School-house and a Council Chamber. It is only a question of time, and the sooner the better."

RESUME OF THE VISITS AND LABOURS OF MESSIEURS LITTLE AND MILLER, INSPECTORS OF PUBLIC SCHOOLS IN THE DISTRICT OF ALGOMA AND PARRY SOUND.

1. In Algoma we organized nine School Sections, examined four Teachers, endorsed six Certificates, and examined seven Schools. In all there are eighteen legally organized School Sections, and at least three others will be organized within a short time.

2. In the Districts visited, we have examined fifteen Teachers, endorsed seven Certificates, examined thirteen Schools, organized fourteen School Sections, re-organized two Sections, formed one union, and made the necessary arrangements for organization of School Sections in four localities.

3. In performing these duties we have spent thirty-eight days, travelled respectively 2,106 miles (Little), and 2,522 (Miller), the former attending chiefly to the examination of the Schools and Teachers, and the latter chiefly to the organization of new Sections.

4. In the two Districts there are forty-one legal Sections, to which may be added Schools in operation at Fort Francis, Silver Islet, Nipissingan. Several School Sections are in a semi-organized state, and are likely to be fully formed within a few months.

The Inspectors respectfully recommend to the Chief Superintendent:—

1. That in new, or unorganized, Townships in any County, or District, the Stipendiary Magistrate, or the Public School Inspector thereof, be authorized to act with the Reeve of an organized Municipality in forming a Union School Section.

2. That in Municipalities composed of more than one Township, but without County organization, there shall be a Board of Trustees for the Municipality whose duty it shall be, upon petition of at least five heads of families, to provide adequate School Accommodation for the children of Petitioners.

3. That, after the third year of the existence of a new Municipality, the aid granted to Public Schools therein, be based on the value of the assessed property of each School Section, or (in case recommendation Number 2 be adopted) of the Municipality.

4. That the appeals against the assessment of a Section made by Trustees be heard by the Stipendiary Magistrate or Judge of the District.

5. That School moneys granted by the Education Department in aid of a poor School be paid to the Teacher only, (who must hold a Certificate recognised as valid by the Inspector), on an order signed by the Trustees.

6. That, upon the formation of a School Section in an unorganized Township, and the establishment of a School therein, the Maps and Apparatus purchased by the Trustees within a year be supplied at under cost.

7. That in Schools in new and unorganized Townships, or locations, in which two departments may be required, each department be counted as a School in granting aid in support thereof.

8. That a sum be set apart for distribution half-yearly among the Schools in new and unorganized Townships, the distribution to be based upon the average attendance of the Pupils for the half year.

9. That, (in case Number 8 be adopted), the Trustees of the various School Sections in each district be instructed by the Education Department to send their half-yearly Returns and Annual Reports to a designated Inspector, or Inspectors, whose duty it shall be to make the appointment, and compile the Returns for the Department.

10. That the Annual Examination be held at suitable points for the Districts. under the Department Regulations.

11. That, in granting aid to Schools in new districts, we would respectfully urge that the Grants be made as liberal as possible, as in many places the Settlers, although anxiously desirous of giving their children a good education are, as yet, altogether unable to defray the expenses of supporting a School. We believe that good Schools

would be powerful inducements to the rapid settlement of the Districts, and prove excellent immigration agencies.

12. That where there are Indian settlements, (as at Parry Island,) Schools to be under the control of the Ontario Government, and the supervision of the Education Department be established for the Indians, as we believe that their educational wants will be best promoted in this way.

R. LITTLE, }  
J. R. MILLER, } Public School Inspectors.

## II. SETTLERS' SCHOOLS IN THE COUNTY OF NIPPISSING.

*Report by the Reverend E. H. Jenkyns, Inspector of Schools for the County of Renfrew.*

The Education Department of Ontario having requested me, in the interest of Education, to visit the Schools at present in existence in the new and remote Townships and outlying districts of the County of Renfrew, I now have the honour to report a detailed narrative of my journeys, and also a few general remarks on the present state of education in those places which I have visited. Many of the scenes through which I passed, was never before visited by any person in the interest of education.

I left Pembroke on board the steamer John Egan, on August 17th. From the moment a traveller leaves the Town of Pembroke some new landscape constantly rises upon the vision. The bold and rocky ridges on the Quebec side are ever new, and are again relieved by ridges covered with pine trees. Not a moment but some new landscape is brought to view, and as a glory dies, some new glory is born in its stead. Amid such scenes the traveller approaches the celebrated Oiseau Rock. It rises abruptly and almost perpendicularly from the water, and presents a scene which fairly rivets the attention of the traveller. There it towered in front in its bold and sullen grandeur, flanked by other eminences of the same ridge. The long dorsal ridge of which it forms a part, with its graduated succession of notches, greatly contributes to the impression it conveys of a height beyond its actual dimensions. The crown of the rock covers but a small area, and quietly nestling in its hollow is a small lake. The view from the top is exceedingly fine and varied, with its distant panorama of lakes and mountains. At noon we reached the village of Des Joachims, situated at the foot of the Rapids of this name. It consists of several hotels, two churches, a collection of several neat dwellings, and, I am happy to say, a School-house. But the Village being situated in the Province of Quebec, it lies outside of my jurisdiction. From this place we had to make a portage of two miles, when we reached the steamer Kippewa. The scenery which we enjoyed from the deck of this steamer is both fine and varied. The most exciting part of the trip on this steamer was enjoyed when we came to the Maribeau Rapids. At the foot of the Rapids the Steamer was stopped under the lee of a small island, situated in the middle of the rapids. A small boat manned by four men, and having a long coil of rope on board, then put out from the steamer, and by dint of hard rowing, the use of poles, and pulling with a rope, managed to reach the smooth waters above the rapids. After leaving this boat we had to make a portage of two miles to get to the steamer Deux Rivières which brought us as far as the rapids of this name.

On the following morning we crossed the portage—some four miles long. The distance from the portage at the head of the Deux Rivières Rapids to the Mattawa is only some twenty miles, and yet it occupied us from day-light in the morning until dark at night in making it.

At last, we reached the Village of Mattawa. This village is situated on a point of land formed by the junction at the Mattawa with the Ottawa River, and was in the palmy days of the Hudson Bay Company a fort of considerable importance. It consists of quite a collection of houses, two hotels, several stores, one Roman Catholic church and Mission Station, and a School-house. The School is taught by Miss Gunn,

and is, I am happy to say, in a very flourishing condition. Here may be seen Pupils with the pale, clear complexion of the Anglo-Saxon race, the darker hue of the French, and the many shades of the Indian half-breed, down to the darkest specimen of the Algonquin race. They were all neat and clean in person and dress, and, with their books in their hands, presented a very interesting scene. Their intelligence is of no mean order, and they passed a very creditable examination in Reading, Spelling, Writing, and Arithmetic. The general language of conversation is either French, or Indian, and with most of the Pupils the English language has to be acquired. I am happy to be able to bear testimony to the great interest which the Trustees and Parents generally take in educational matters. There are some sixty Pupils of school age in the Section, and on the day of inspection there were thirty-five present, most of whom were in the first and second Classes.

I left Mattawa in a Canoe on the morning of August 21st. To me there is an indescribable charm in this kind of travelling, which is in harmony with the scenes through which we passed. The rapid stroke of the paddles, in perfect accord, has a very pleasing effect, and the voyageur moves along as if in dreamland. We paddled our Canoe for some miles up the Mattawa River, until we came to Bang's Mills, where we had a short portage to make. When we reached the head of this Portage we entered on the waters of Lake Champlain, which is six miles long. The hills on both sides rise abruptly from the water, and are clothed from the margin of lake to their very summit with a very fine growth of pine, birch, poplar and maple, and the scenery is remarkably fine. Our Indian guide, greatly edified us by telling that this lake was called after a man of the name of Champlain who, many years ago, was drowned in its waters. But his knowledge was here slightly at fault. For the great Champlain, in his explorations up the Ottawa River, followed the tributary waters of the Mattawa under the impression, that we would reach China and Japan by way of the Hudson Bay. Winter coming on earlier than he expected, he was frozen in, and compelled to camp on the point of land on the north shore. It made this lake all the more interesting to us to know that some 260 years ago the great Champlain with his dusky Indian Allies, pursued his voyage on its waters, and that this beautiful Lake, as a memorial of his discoveries, still bears his name.

At the head of Lake Champlain we came to another portage, which having crossed we came to the river again, and after paddling for quite a distance we came to another portage, where we camped for dinner. After two more days' canoeing we came to Lake Nipissing, which is ninety-six miles long and thirty-six miles wide and is covered with quite a number of islands. We find that in the year 1615 Champlain pursued his explorations as far as this lake, and that he stayed two days with the Nipissings. It appears from the account given by Champlain of those Indians, that they enjoyed an unenviable sort of repute amongst the neighbouring tribes for witchcraft and magic. Champlain crossed the lake and passed through French River down to the Georgian Bay.

At noon next day we reached South River. We paddled up this stream at our leisure, enjoying the beauty of its scenery. The land appears to be of good quality on both sides. At last we reached the South River Settlement. On the following day I visited the School, and found not only the Pupils but also their Parents—in fact the whole settlement had turned out. A good many of the Pupils speak French and Indian, and in these respects the Teacher encounters the same difficulties as the Teacher at the Mattawa. The School had been in operation about one year, and is under the charge of Mr. Edward Grier. There are twenty-five children of school age in the Section, and these presented a very neat and clean appearance. They passed a very satisfactory examination in Reading, Writing, Spelling and Arithmetic. Having got through with the Pupils, I next addressed my remarks to the Parents, representing the claims of education, and encouraging them to take a lively interest in everything calculated to promote the welfare of their children.

This being the extreme limit of my journey, and having to return by the way I came, I must now bring my narrative to a close by paying a just tribute to Joe, our Indian guide. He beguiled the way by imparting all the knowledge in his possession, and with many a tradition of Indian story learnt by the watch-fires of the camp. We found him for many a day a faithful and kindly guide; and no one who seeks the scenes of the Upper Ottawa, or makes a voyage to the "great waters" need fear to place himself under his guidance.

PEMBROKE, September 15th, 1875.

E. H. JENKYNs.

#### FURTHER REPORT ON SCHOOLS IN OUTLYING TOWNSHIPS.

On the 15th of September, I left home and travelled as far as the Village of Eganville. On the following morning I took my own conveyance, and travelled on a very rough road as far as the Township of South Algona. On the following day I took a boat and rowed some distance up a very beautiful lake, which has been very appropriately called Golden Lake. I then had to make my way for seven or eight miles through a *brulé*, or burnt bush. I was accompanied by an enterprising man of the name of Ryan, who undertook to show me the way through to the School-house. I here met the Trustees of Number two Hagarty. They informed me that the Teacher was absent from her School that day, to attend her sister's wedding. I went with the Trustees to the School-house, which I carefully examined, and gave all necessary information to the Trustees as to the complete equipment of the same. They have built a very commodious School-house, 30x24 and 10 feet high between floor and ceiling, and is provided with four large windows. The Trustees spoke in the highest terms of their Teacher Miss Winters, who seems to have given entire satisfaction. There are about fifty children of school age in the Section and about fifteen of an average attendance. Considerable difficulty has been experienced in the Section on account of location of School-house. The northern portion, composed almost entirely of German settlers, is anxious to have the School-house located much nearer to their settlement than it is, whilst the southern portion, composed almost exclusively of Irish settlers, is anxious to keep the School-house where it is. I quite agree with Judge Doran, who approved of the School-house being built where it is, as being in the most central part of the whole Section. I think in the course of a few years, if Trustees and Parents remain faithful to the educational welfare of their children, that this will be flourishing Section.

In order to reach the School-house of Number One, *Hagerty*, I had to travel by way of Brudenell Corners. My way lay for fifteen or twenty miles through a primeval forest, in which I was often at a loss as to which trail to follow. I managed, however, to make my way through. This School is taught by an old Teacher of the name of James Doyle, who has grown old in the profession, and who is doing good work in this new and remote Section. There are about fifty Pupils of school age in the Section and on the day of inspection there were seventeen present. The School has only been a short time in operation and yet the reading of Pupils in the first, second and third Books was very fair. The Pupils also passed a very satisfactory examination in Spelling, Writing and Arithmetic. The Trustees have not yet provided a Black-board, or Maps. The Inspector pointed out the absolute necessity for these school requisites, and the Trustees promised to secure them. The School-house is not a very satisfactory building, being too small and too low. The Trustees are anxious to build a proper School-house, but do not feel justified in doing so, because the Polish settlers in the Section are anxious to have a School of their own.

I was on my way to visit the School of Number One *Jones*, when I met the Teacher and one of the Trustees coming down towards Sherwood. They informed me that Mr McIntosh, the Inspector for Hastings, had already been at their School, so I did not consider it necessary to visit this School.

## III. NEW SCHOOLS IN KALADAR, ANGLESEA, ETCETERA.

Mr. F. Burrows, the Inspector, thus reports his visit to the Schools in the rear of his County.

I spent the first two weeks of this month in visiting the outlying Schools of Kaladar, Anglesea, Denbigh, Abinger and Ashby, and in holding a Teachers' Examination, in accordance with the Regulations lately made.

I found all the Schools, (eight,) in operation except the one in the Prussian settlement, which became vacant last month on account of the Teacher becoming insane. It will soon be re-opened.

The weather during my trip was extremely unpleasant. The Schools, in consequence of the bad weather and the bad roads, were but thinly attended.

I examined only four Candidates for special Certificates. The examination was conducted both orally and in writing. I gave Certificates to the four Candidates, believing them quite competent to teach the Schools with which they are entrusted.

In connection with the Examination, I gave instructions in the approved modes of teaching the ordinary branches.

I found two settlements—one in Abinger and the other in Anglesea—without Schools. I gave the people all the encouragement I could, and they promised to take immediate steps to obtain School facilities.

The Township Council of Denbigh, Abinger and Ashby divided \$300 of the apportionment from the Municipal Loan Fund among the School Sections, for the purpose of improving the School Premises in each. The Council of Kaladar gave each of its Schools \$25 for the same purpose.

The poor Settlers have now strong encouragement to keep their Schools open, and I am sure, from the great interest I have seen manifested, that self-denying effort will not be wanting on their part.

The kind assistance rendered the School by the Education Department is very much appreciated by the settlers.

NAPANEE, 20th October, 1875.

F. BURROWS.

## IV. VISITS TO SCHOOLS IN NEW TOWNSHIPS IN NORTH HASTINGS.

The following is Inspector Mackintosh's graphic Report of an official visitation of Schools along the Colonization Roads in North Hastings. They present a striking picture of some phases of "life in the back woods."

I left Madoc on the morning of September 7th, and anticipated making the "stopping place," kept by the Reeve of Dungannon and Faraday, that evening, but from the heat, and the long stretch of corduroys, hills and boulder strewn roads, I was not able to do so.

Next day at noon, found me at L'Amable. The afternoon was spent in travelling, along the Valley of the York River, to Doyle's Corners (Maynooth). The scenery in many places, particularly at the "Eagle's Nest," was magnificent.

Doyle's Corners is situated, in a good agricultural district, at the intersection of the Hastings and Peterson Roads, 100 miles from Belleville, and there I spent the night.

My route next morning lay, to the eastward, along the Peterson Colonization Road. For some miles I was able to drive at a fair rate, the road being free from stones. This soon came to an end. Then succeeded the most wretched highway it has ever been my misfortune to journey over.

At two p.m. I arrived at School Section Number Five, Bangor. The remainder of the afternoon I spent in the School. In the evening I met, by appointment, with the Trustees and easily induced them to promise to erect, during the next summer, a more commodious and comfortable School House. In accordance with this arrangement they have secured, with the approbation of the Ratepayers, a more eligible Site and are now making preparations to build in the spring. Next morning I drove along the Peterson



Road to Combermere, a hamlet on the Madawaska River, and 125 miles from Belleville. There, by the kind offices of a resident storekeeper, I was able to hire a Lumberman and his canoe, the next twelve miles of my route being on water. Leaving my horse in charge of the tavernkeeper, we paddled up the Madawaska.

For some three miles we made our way through the waters of this noble stream. At this distance from Combermere, the river suddenly expands into Lake Kaminiskeg.

Surrounded on all sides but one by shores which rise gradually from the level of the water until they become a lofty hill, whose sides are clothed with a dense forest of hardwood, it is one of the most beautiful lakes it has been my good fortune to see. In connection with its surroundings, it presents to the spectator, the general appearance of a vast amphitheatre, the oval-shaped lake corresponding to the *arena* and the wood-clad shores to the *gradus*, the *podium* alone being wanting.

At the farther shore of the lake, we left the channel of the Madawaska and entered Barry's Bay. Narrow, winding, very deep and islet-dotted, it is about seven miles in length. Its shores are covered with a pine forest. Long, narrow inlets stretching far into the land, seem to be characteristic of the Madawaska.

In the afternoon, Welshman's Landing, at the head of the Bay, was reached. There I found Mr. Wheland, one of the Trustees of the School at Bark Lake, waiting to convey me to my destination in his "spring-board." Bidding good-bye to my Guide and canoe-man, I was driven up the Opeongo Road to the School House, to visit which I had travelled over one hundred and twenty-five miles of Colonization road and water.

It is a log building. The roof is composed of basswood troughs. With the exception of the door, window sashes, and Teacher's desk, the whole owes its construction to the chopping and broad axe. Floor, Benches and Desks are made of planks hewn from logs. The interior I found scrupulously clean and ornamented with spruce branches. The Windows, not extensive affairs, were provided with curtains formed from newspapers,—which in every part of the Province is a certain indication of a lady Teacher.

Sixteen Pupils were in attendance; the Classes represented being the first, second and third. The order was excellent. The Pupils, apparently, respected their Teacher, and were anxious to appear to the best advantage. The Teacher is ambitious to have a reputation for success, and is enthusiastic in her work. Possessed of a limited education, she has not, of course, the most approved methods. In common with too great a proportion of her fellow Teachers in more favoured districts, she has failed, in some respects, to learn what the elements of the best teaching are. The School, however, does not compare unfavourably with other Schools in new and remote districts.

Much of its success is due to the perseverance and intelligence of a few of the settlers. During the Winter season the Opeongo Road, which passes through the Section, is the scene of an almost constant traffic, the supplies for the lumber Shanties in the valley of the Madawaska passing up this route. Adopting the plan so frequently used by children who get the store in their Missionary boxes augmented by presenting them to Visitors at their Parents' houses, Mr. Whelan, the tavernkeeper, never loses a fitting opportunity for pressing the claims of the School upon his guests.

By such donations as these, by the voluntary contributions of the Settlers, and by the liberal aid granted by the Education Department, the School has been kept open during the past two years, a suitable supply of Maps, Tablet Reading Lessons, and Apparatus has been provided, and even Prizes have been distributed among the Scholars.

Still another noticeable feature about the School. The Scholars were, at my visit, Protestant and Roman Catholic, in about equal proportions. All, however, joined in singing "O so bright," "Marching along," and another similar melody. their Teacher accompanying them with the music of a concertina. The singing was not good, the instrument sadly out of tune, but despite the drawbacks, the whole thing was very pleasing.



After dinner, I addressed a meeting of residents. The immediate result of the explanations of the amendments to the School Law affecting such districts as theirs, was, that I was presented with a Petition, signed by the requisite number of heads of families, asking to be formed into a regular School Section. This Document, together with an explanatory Note, I forwarded to the Stipendiary Magistrate, Pembroke, who has since formally joined me in establishing a School Section. An assessment of the taxable property will be made this season. The Trustees also promised to raise the walls of their School House some two feet and put on a better roof.

On September 11th, I commenced my homeward journey, but took a route different, to some extent, from the one taken on the previous day. A chain of the lakes, the most northern being the largest, and the middle the smallest, passes through parts of the Townships of Sherwood and Jones. This chain is known by the name of Carson's Lakes. Between the largest and the smallest the Opeongo Road runs. On the last mentioned I again set sail, guided by another voyageur. The forenoon was spent in reaching Combermere. The tedium of the journey was lessened by a recital by my canoe-man, a genial and unsophisticated French Canadian lad, of most marvellous tales. About noon, Combermere was again reached. The whole of the afternoon was taken up in driving to School Section Number Two, Carlow and Mayo, eighteen miles distant.

On Monday, the two Schools in Carlow and Mayo were inspected.

A great part of Tuesday, September 15th, was occupied in driving through an unbroken stretch of woods, fifteen miles long, between the settlement in Carlow and School Section Number Four, Monteagle.

About three p.m., I reached the School House in School Section Number Four, Monteagle. Very few children were in attendance.

The next seven days were spent, with the exception of an intervening Sabbath, in visiting the Schools I had not inspected in my journey northward, meeting with Trustees, and in attending to other matters connected with my work. Two Schools left unvisited, I have since inspected.

My tour extended over fifteen days. During this period I inspected fifteen Schools, met with thirteen Boards of Trustees, (some individually in their own houses), held one public Meeting, formed one School Section, and travelled over three hundred and twenty miles of Colonization Roads,—bush, track and water.

MADOC, 1875.

WILLIAM MACKINTOSH.

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## CHAPTER IV.

### THE ONTARIO TEACHERS' CONVENTION, 1875.

The Fifteenth Annual Conventior of the Ontario Teachers' Association met in the Theatre of the Education Office Buildings, in August, the President, Mr. Goldwin Smith, in the Chair. There was a large attendance of Inspectors and Teachers. The Treasurer's Report for the past year was first read. On motion the Report was received and adopted. The President appointed Messieurs Hughes, Dearness and Dickinson to act as Auditors.

A discussion on the subject of compulsory education was then opened by the reading of a Paper on the subject by Archibald Macallum, M.A. After defining education, he laid down, as its first principle, that it should be national. The State must provide for the education of the whole People, from the lowest primary instruction, or Kindergarten, to the University of the Nation. Although the legislative provisions for a free and liberal education in Ontario were ample, the State should insist, in mere self-defence, that those provisions of the Law should be carefully carried into effect, for

ignorance was such an evil that its riddance was necessary. In no other way could the best interests of society be conserved, and maintained, than by the compulsory enforcement of the great boon of education. It was the right of every Canadian child to receive such an education as would fit him to become a good loyal subject, to discharge worthily the various social duties enjoined by citizenship, and to fit him for the life to come. This was the end of education. It was the sequence of a free Public School System, and might be regarded as the crowning act in the great educational drama of the past thirty years. Our Legislators had placed the ballot in the hands of every Elector, and in no other way could this right be exercised to the benefit of all concerned than by the general diffusion of knowledge. Although our system of Government was the best in the world, it could not truly be brought into effect without the general education of the people. We owed it as a right to our posterity to hand down to them the blessing of education. The importance of securing a good education to the people was shown in the large amount expended for this purpose by civilized Nations. In the United States 140,000,000 acres of land had been set aside for educational purposes. There were fourteen and a half millions of children of School age in that Country, and \$95,000,000, or one-third of one per cent. of the real and personal property of the Country, was annually expended on Education. 221,000 Teachers were there employed. All the States had Free Schools, and in several of them attendance at School was made compulsory. He trusted such a Law as this would soon obtain everywhere. In 1873 there were in the Province of Ontario 504,869 children, between the ages of five and sixteen, of whom 460,984 had attended School more or less. Of this total number of children of all ages, 480,679 had been undergoing mental culture in some one or other of our various Educational Institutions. There were 4,662 School Houses, or a total of Educational Institutions of one kind or another, of 5,124. The number of Public School Teachers was 5,642, and the Salaries paid them amounted to \$1,520,124. The total Expenditure in connection with Public Schools was, in that year, \$2,604,526; and for all educational purposes, \$3,258,125. These figures would give some idea of the importance of our School System. Railways and manufactures, however important they might be to the wealth of a Nation, were small compared with the educational interests of the people. He would point out some of the benefits which would arise from the adoption of a system of Compulsory Education. First, it would prevent pauperism. In Pennsylvania, Ohio and Illinois the statistics kept tended to show that of the illiterate one in every ten is a pauper, while of the educated the proportion is only one in every three hundred. Statistics in general established that pauperism decreased proportionally as Education increased. Another benefit of Compulsory Education was that it diminished crime. Of the Prisoners committed in Ontario, in 1870, 1,722, or 27 per cent., were unable to read or write; 427 were children under sixteen years of age. The Commissioner of Education for New York stated that 85 per cent. of the crimes committed in that City were committed by uneducated persons. In New England 80 per cent. of the criminals were persons whose education had been wholly, or nearly, neglected. The statistics of our own Penitentiary and those collected in England and Wales told the very same story. He pointed out the evils, physical and mental, which the want of a knowledge of Nature's laws entailed on men, extending even to their offspring. Again, Compulsory Education would effect a great saving in the expenses of the Civil Government. From the Chief Superintendent's Report for 1870, it appeared that the cost of each Pupil to the Country was \$3.87, while by the Report from Mr. Langmuir, Inspector of Prisons, it appeared that each Prisoner in the Gaols cost the Country \$16.03, and this did not include the Judges' Salaries and other items of that kind, which might justly be added. Surely, then, considering the effect which Education had in the diminishing of crime, School Houses were cheaper than Gaols. Another benefit which would be derived from Compulsory Education was that it would increase the blessings of life. The tendency of Education was to increase the happiness of mankind. If it were general and compulsory, the greatest possible

good would be conferred upon the greatest possible number. Lord Brougham, a very good authority, had expressed a very decided opinion as to the great effect which Education had upon the happiness of mankind. The Commissioner of Education in the United States had stated that the ability to read and write increased the productive value of labour twenty-five per cent. Mr. S. Hill, Author of a valuable work on Education, expressed the opinion that if the Countries of the World were arranged in the order of their wealth and prosperity, they would also be arranged in the order of their excellence in Education. He read a number of other authorities to the same effect, among them Lord Macaulay, who pointed out the effects which a National System of Education had produced in Scotland. He (Mr. Macallum), advocated the improvement of School Architecture, so that a taste for the beautiful might be increased at the same time that the Pupil was receiving a practical education. Every facility for imparting instruction should be provided and called into requisition. The Schools should be better graded, so that no Teacher should have more than forty Pupils. Special attention should be paid to the health and comfort of the Pupils. There should also be a better supervision of Schools. Inspectors should not have so many in charge as some of them now have; they should be better paid, and like our Judges, their term of office should be during good behaviour. They should be removable by the Government, to whom they should be responsible. But these improvements would be of little avail until the position of the Teacher was made more secure. There should be Township Boards of Trustees, and the pay of the Teachers should be largely increased. The Teacher made the School; surroundings might aid him in the work, but he was the Instructor. On motion a unanimous vote of thanks was tendered Mr. Macallum by the Convention. Mr. McGann referred to the effect which the diffusion of knowledge would have in doing away with the physical and mental maladies of the human race. In the Province of Ontario alone one in every 434 of the whole population was suffering from one or other of such maladies as deafness, insanity, blindness, etcetera. There were 1,412 Deaf Mutes, 1,516 Insane persons, 680 Idiots, and 600 Blind persons, and all, or nearly all, these evils were caused by a violation of Nature's laws. Mr. Hughes, (Toronto), said that for one good reason they were not trying to enforce Compulsory Education in the City of Toronto, and that was because they had not sufficient School Accommodation for those who attended voluntarily. This would be soon obviated, he hoped, and the Law enforced. The object of the Law was to give the child a right, in defiance of the Parent, if necessary, to attend School. They had an Act in force in this Country which was to all intents and purposes equivalent to the Act passed in Massachusetts, videlicet, the Industrial School Act, which would be a means of enforcing attendance in the City. He was happy to say too, that the Regulation of the Council of Public Instruction compelling the Pupils to attend regularly when they attended at all was being enforced in Toronto with excellent results. Mr. Platt, (Prince Edward), said one great omission in the compulsory clause of the School Act was that the four months were not required to be in succession. The moral effects of the Act, he believed, would be beneficial. Mr. Johnson, (Cobourg), expressed himself strongly in favour of Township Boards of Trustees. He had not approved of them at first, but experience was convincing him that it would be the best system. Mr. McIntosh, (Durham), said the principal result of the passage of the present compulsory Law was that it had a moral effect upon Parents. The good effects of the Law was very observable in his County, as he had noticed that in some School Sections the attendance had been increased as much as fifteen per cent. since it came into operation. The part of the Statute which had the greatest effect was that which imposed a rate of One dollar per month for non-compliance with the Law. Mr. Tamblin, (Oshawa), thought there would be no thorough enforcement of the Law so long as Teachers were liable to be removed if they incurred the odium of any individual in the Section. Mr. Hughes pointed out that the Law was not enforced by the Teachers but by the Trustees. Mr. Platt moved, seconded by Doctor Crowle, "That in the opinion of this Convention it is desirable that the

provisions of the School Act requiring each Pupil between the ages of seven and twelve years to attend School at least four months in the year should be so amended as to require such daily attendance to be consecutive." Mr. J. R. Miller, (Huron), thought the present Act was working very satisfactorily. In his County the attendance had increased very much under its operation. If they sought to get too much they might get into difficulties. The Reverend Mr. Grant agreed with Mr. Miller. Many acknowledged the present Law was a good one, but they were only afraid it could not be carried out. They should give the present Law a fair trial. Mr. Scarlett, (Northumberland), expressed himself in favour of the motion, as irregularity of attendance was a great evil in the Schools. Four months' irregular attendance at School would have very little effect. Mr. D. Boyle, (Elora), suggested that the annual returns of attendance should be examined, and a portion of the Legislative Grant deducted for each Pupil who had not attended the prescribed time. Mr. J. B. Smith, (Wentworth), said the principal reasons given for the non-attendance of Pupils in his County were want of clothing, and because the Parents had no control over their children, who played Truant instead of coming to School. He hoped to see Industrial Schools established in each County, or in unions of two or three Counties, and especially in the neighbourhood of the large Cities. Mr. Glashan suggested that, instead of compelling four months' consecutive attendance, (which could only be enforced with great difficulty), one hundred days' attendance should be enforced, which would necessitate regular attendance for a large portion of the time, there being two hundred and nineteen teaching days in the year. The names of those Pupils who had not attended the required time could be struck off the roll of those entitled to receive the Government Grant. This would bring the matter home to the Trustees, as they could be held liable for the loss of such money if they did not enforce the attendance of children. Mr. Platt said that in the compulsory Laws of New England the attendance was always required to be consecutive. Two months of such attendance was better than four months' irregular attendance. Mr. Boyle moved in amendment to the amendment, seconded by Mr. McIntosh, "That a clause be enacted in the Law by means of which the Inspector will have power to withhold the sum of — dollars from the Legislative Grant for each Pupil between the ages of seven and twelve years who has not attended School four months in the year." Mr. McQueen said the best thing they could all do was to do their best when they went home to enforce the present Law. Mr. Brownlee, (Waterloo), thought that the names of those Parents who had not sent their children to School the required time should be handed to a Magistrate, who should be instructed to prosecute them. On motion, the debate was adjourned.

#### PRESIDENT GOLDWIN SMITH'S ADDRESS.

The President, on taking the Chair at the Evening Session, delivered his Annual Address. He said he could not help thinking that these Meetings, whether central or local, were of great use to the profession. Education was an experimental science; the Teachers were making the experiments; in the local and central Associations they came together and heard the results of those experiments, and so forwarded the science which they were engaged in applying. It was also useful for them, secluded as they were for the greater part in the rural districts, to meet on these occasions and interchange ideas. He had endeavoured to supply his deficient acquaintance with the educational profession in Canada, by visiting as far as he could the Meetings of the local associations, but it was difficult for him to visit them all, especially those in the more distant parts of the Province. This had been the first year of a re-organized Council of Public Instruction. As one of the elected Members, it was not for him to say whether the elective element had worked well or ill. There had been a disposition on the part of the Council to make themselves acquainted with the views of the Teachers generally, as, for instance in regard to the revision of the Text Books and the new scheme for the High Schools. This Council was not administering public moneys. They had no special reason

for keeping a very sharp or vigilant eye upon it. What it was wanted to do was to transact current business, and to make Regulations which required, for the most part, minute consideration rather than speeches like those which were made in public. They wanted it, he considered, not to talk well but to work well. If there was anything at all analagous in England to the Council of Public Instruction, it was the Committee of the Council on Education, which did not sit publicly and was not reported. The Council was not a body of residents meeting from day to day, or through a long session, but of members scattered throughout the Country, who were brought from their other avocations for a limited time, and from whom, therefore, they desired to get the largest possible amount of work and the least possible amount of needless talk while they were here. If they wanted to deliberate on some difficult private matter with half-a-dozen friends, would they be likely to deliberate freely, or to change their opinions if there were need to change them in order to arrive at the proper decision, if a reporter were sitting by to publish every word afterwards? That was the way with the Council of Public Instruction. Members coming from the country could not be well informed of the business beforehand; they had to learn the facts when they arrived, and they might express opinions which, in the course of discussion, they might find it right to change, but it was very difficult to change an opinion after it had been taken down and published. If reporters were present the debates of the Council would be of much less practical value. Not long ago a question was raised about a debate in the Council on the subject of the Depository, and if they remembered the comments of the two leading newspapers on that occasion, they would recollect that they both fixed upon the objects of their political aversion for attack. The most important work the Council had done during the year had been the revision of Text Books. They were all aware that in that, as in every department of this great and complex system, change ought to be very cautious, but the Text Books must be kept up to the level of the age, and the Council could not be responsible for anything else. He knew there had been a great desire for a new, or revised, Geography, and that had been put in hand under good auspices. Then the Grammar was considered to need a change. That change had been made, and a Grammar introduced the best the Council could select. Another class of Text Books taken up for revision was the History Books. They had found no really good history of Canada for the use of Schools and had had to invite the learned men of the Province to turn their attention to it, but he doubted if anything very valuable in the way of a Text Book would be produced, in consequence of the disconnected character of our past history. With regard to English History, would there was some one who, with the knowledge of the present day united the talent of Goldsmith, who would give us such a narrative as his histories were. There was, however, one element in history which was not affected by any question as to its being a science,—that was the ethical part, the presentation of human character in great persons and great events, and that was the part most suited to children, and most required in any Text Book adopted by the Council. Another class of Books about which he had heard a good deal said in the local associations, and which must probably come on some day for inspection, if not for revision, was the Reading Books. His own inspection of them led him to sympathize with those who thought a change should be made, but before acting they must settle some principle on which they should act. Was the object to be purely literary, simply to teach reading, or to convey specific information at the same time? Although the two objects might not be absolutely incompatible, yet they would frame a very different set of Books of they went on one principle or the other. That must be determined again by another question as to the "Programme"—whether some subjects now upon it should be left out or not. If the Scientific or philosophical subjects now introduced in the Programme were removed, there would be an additional reason to introduce them into the Reading Books, and so convey information no longer given in any other way. Another point to which the attention of the Council was incidentally turned was the relations between the Text Books and Religious teaching, and the conclusion to which the Council came in substance was, that it would desire all Text

Books, and Books emanating from it, to be pervaded by the sentiment of a Christian community, but it would not introduce into them anything in the way of dogma,—anything of a denominational or sectarian kind. He considered the latter provision to be sound and valuable. Some said not without plausibility,—“The Roman Catholics have their Separate Schools; the rest are Protestants; and we may introduce into them all doctrines in which all Protestants agree, or to which none strongly object.” That, in the first place, was stereotyping a system which, after all, he hoped was merely a concession to a temporary need. He thought our Legislature acted wisely in instituting Separate Schools. He thought they must look facts in the face, and must consider how difficult it would have been to get the Roman Catholic portion of their population to co-operate in any sort of National System unless they had made that concession. As things had been, however, he thought it wise, but he did not want to stereotype it. The address which he had made to them last year had called down some sharp criticisms from ecclesiastical quarters, to which he thought it better not to reply. They would bear him witness that he spoke as strongly as it was possible to speak on the importance of religious education, and that he said he looked forward earnestly to the day when not only would education be religious, but they would be able to reintroduce religion into the teaching of their Public Schools, instead of the present system of secular education in the Schools and religious education at home and in the Sunday School, which was the result of a time of religious perplexity and division, when it was impossible to get people to be all taught the same creed. They had learnt from the newspapers that a question had arisen about the Depository. A committee was appointed to enquire into the Depository, and to consider its relations to the Book Trade and its general utility to present circumstances. He consented to serve on the Committee while doubting whether the Council had, under the Act defining its powers, power to carry through that enquiry effectually. The question was ultimately raised, and he could not say positively that it had power, after a satisfactory enquiry, to make a complete report, and so, instead of voting for the reception of that Report, he was very glad to vote for a reference to the Government, suggesting that, as the institution was one of an exceptional kind, and the trade which it affected felt and expressed itself aggrieved at its interference, it was desirable for the Government from time to time to enquire into it in order to see that it fulfilled the purposes of its institution and did not interfere with any established trade. The Report contained an explanation by the Office of the uses of the Depository, and a defence of it as an institution. He did not mean to say that there was not a great deal in that defence. His mind was entirely free from prejudice on the question, but he thought the institution should be subjected to occasional enquiry. The Book Trade was the natural organ for the production and the diffusion of Literature. He had no doubt that the Depository served an excellent purpose in the pioneer state of our Institutions, but now the Book Trade had developed and circumstances had changed. He looked with respect on the Depository and every part of the great educational policy which had been established in this Province, and would not lay rash hands upon it. During his visit to the local Associations several questions had come up. One was whether certain scientific and philosophical subjects had not better be removed from the Programme. The real question was, could these subjects be effectively taught or not? He should say that some of them could not be taught in the rural Schools. He was of opinion that the staple should be Reading, Writing, Arithmetic, Grammar and Geography. Let these be thoroughly taught, especially Arithmetic, which, independent of its obvious uses, was the best mental training that our children received. He had no doubt that the Scotch owed a great portion of their remarkable success in life to the very thorough training they underwent in Arithmetic in Scotch Schools. A great deal had been said about the economical value of Education in the increased value it gave to labour, but they must remember that, after all, the root of industry was hard work, and while they made labour more skilled and intelligent, there might be a danger of making manual labour distasteful. This result had already been seen in the United States. The superiority of British workmen



arose not from anything learned in the School, but from the long-trained habit of conscientious labour.

Referring to the subject of Rewards and Punishments, he said he was inclined to sympathize with many people who were opposed to the Prize system. He thought that to excite ambition and envy in the minds of children was not conducive to their happiness, and after all, the great thing they desired to form was not intellect, but character. With regard to Punishments, some thought that Corporal Punishment in Schools could be done away with altogether. But, if the statements which had been published, as to cases in which it had been successfully abolished were true, they only showed the Persons that had succeeded to have possessed wonderful powers of moral command, such as were not given to one Teacher in a hundred. Among ordinary children and ordinary Teachers, cases must arise when Corporal Punishment should be used. But, of course, the greatest economy of punishment was the greatest proof of the Teacher's powers of moral command. The punishments should always be administered in cool blood, and, if possible, not at the time; it should never be inflicted for stupidity, or nervousness, but only for wilful disobedience, including obstinate idleness. He had sometimes thought that the political evils of which we complained, on this Continent had resulted from the loss of parental authority, amounting in some cases to positive domestic anarchy. The irregularity of attendance of which complaint had been made was due in some measure to our climate, the shortness of the Summer often making it necessary for the children to stay at home to assist in getting in the Harvest, and the severity of the Winter rendering it at times impossible to send them long distances. The frequent change of Teachers would, he was afraid, only be rectified by higher pay being given. A question had been raised whether the Council of Public Instruction had not better be improved out of existence, and a Minister of Education substituted for it. He should say yes, at once, on two conditions. The first was that they could find a Minister of Education. He had asked one, or two, Persons of some eminence whether they did not think the change had better be made. The answer was, "Where will you find the man?" It was rather a melancholy subject of contemplation, and seemed to show that the United States was not the only Country where the best men did not go into Parliament. Another reason against the change was that they wished to keep education out of party politics. In England, the Vice-President of the Council was practically the Minister of Education, as Chairman of the Committee of Council on Education, but although he was a party man, and went in and out like the other Ministers, they had somehow the art in the old Country of keeping Education tolerably free of politics. He was not so sanguine of doing it here, but if he were sure of these two conditions being satisfied, he did say the right thing certainly was to have a Minister of Education. The President then called on the Chief Superintendent of Education to address them.

*Ryerson*  
The Reverend Doctor Ryerson said that for more than twenty-five years nothing had been tolerated, or allowed, in any Public School in Upper Canada which would prevent a Roman Catholic child from entering it, so that no voice of warning, or admonition, in regard to it was required now. The fact that only 15,000 out of the 70,000 Roman Catholic children were educated in Separate Schools showed that the greatest liberality had been shown in the Public Schools. The greatest care had been taken in the framing of the Text Books, and they did not want to go to any one from any other Country to show them what to do now. He claimed that he had watched the interests of the Teachers of this Country, and had been the means of framing a system which had not been equalled in any other Country. He held that the Meetings of the Council of Public Instruction should be public. He had objected to the introduction of the elective system, believing the Members should be accountable to the Government, but, when it was introduced, he gave notice of a motion, and held now that the elective Members of the Council should have their words and their acts known to their constituents, and that the Council meetings should be public. He had made no less than three motions to that effect, and he believed that if the proceedings during the last year had been public

instead of private, great good would have resulted to the public. The Council should be either purely administrative, or it should be responsible to the people. There should be the most thorough public investigation, and no secrecy in any part of it. He should not think that the pluck characteristic of Englishmen would be shaken by the fear of being reported. He was in favour now of having a Minister of Education, a Member of the Executive Government and the Legislative Assembly. He held that either the Government should not interfere at all with the School System, or should take charge of it and be responsible for it. He should do all he could to obtain public enquiry on the part of the Representatives of the People into the whole system of the working of the Council as well as our School System generally. With regard to Prize Books he held that the People should have the choice in the matter, and that there should be as little dictation as possible. He believed they could find a Minister of Public Instruction as well as a Minister of Crown Lands. He did not think the Country was so intellectually poor that it could not find such a Minister. The Depository had worked in harmony with the development of the Book Trade to an extent unequalled in any State of the Union of the same population as Upper Canada. It may be easy to find defects in every human system, and to unsettle everything, but it was not so easy to build up everything. He hoped he should always have a kindly place in the recollection of the Teachers of Ontario.

#### GRANTING OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

Mr. J. Thorburn, M.A., read a Paper on the subject of "Certificates to Public School Teachers,—How and by Whom Granted?" Mr. Thorburn said that every Teacher should have some special acquaintance with the Science of Education and the principles upon which it was based. The success of any system of Education depended upon the character of the Teachers, and it, therefore, became an important question how efficient Teachers could be obtained and retained in their profession. This had been a serious difficulty to most Governments. He gave an account of the System of Pupil Teachers adopted in England, which had so far proved a success. He gave an account of the Prussian System, which he eulogized as tending to raise the profession and make it a life business instead of a *dernier ressort*. He believed the School System of this Province would now compare favourably with that of any other Country. Great improvements had taken place of late years. To illustrate this, the Lecturer gave several amusing instances of the answers given a few years ago to some questions in examinations for Teachers. He said that there was good reason to believe that a large majority of their Public School Teachers had only Third Class Certificates. He was of the opinion that Third Class Certificates should be abolished, and that there should be only two Classes of Teachers, as in Prussia. The Second Class should be divided into three grades,—grade A, consisting of Teachers who had taught successively for three years, Certificates to be valid throughout the Province for five years; grade B Teachers who had taught successfully for one year, Certificates to be valid throughout the Province for three years; and grade C, persons of good educational attainments, Certificates to be valid throughout the Province for two years. The First Class Certificates should be valid for life, or during good behaviour, but should be granted only to Teachers who had successfully taught for five years, a course of the Normal School being considered equivalent to five years teaching in a Common School, and the Teachers to be eligible for a First Class Certificate. He was in favour of First and Second Class Certificates being granted by the same Central Board of Examiners, acting by the authority and under the instructions of the Council of Public Instruction. One of the most objectionable features of our Public School Regulations was the humiliating condition which made it necessary for a Teacher every year to solicit at the hands of his Trustees a renewal of his engagement. He trusted to see the time arrive when a man could teach a School, and at the same time retain his manhood. Mr. A. McCallum, (Hamilton), said the Third Class Certificates of to-day were much more difficult to be obtained than



the First Class Certificates under the old County Boards. He did not see the advantage of abolishing the Third Class, if the grades of the Second Class were increased. In Hamilton, the Teachers had not to go a second time to the Trustees, and he hoped it would soon be the case all over the Province. He agreed with the importance of having all Provincial Certificates granted by a Central Board. Mr. Douglass, (Orangeville), thought the form of appointment should not be for a certain time, but indefinitely, with the power of giving notice to cancel the arrangement. Mr. Deacon was of the opinion that the remedy should be applied to Teachers of the First Class, who had profited very little from the new School Act, while Third Class Teachers had profited largely. After further discussion, Doctor Crowle moved, "That this Convention deems it desirable that, in order to secure a Third Class Certificate a Candidate should obtain thirty-three and one-third per cent. of the marks for each Paper, and fifty per cent. of the aggregate number." He alleged that it was much more difficult for a Pupil to obtain entrance into a High School than for his Teacher to obtain a Certificate. Mr. McAllister said he was not at all satisfied with the constitution of the present Central Board of Examiners. The present tone of the Examination Papers did not fulfil the proper requirements. The present men turned out reminded him of Touchstone's ill-roasted egg,—done all on one side. He should like to see a little less mathematics and a little more of English subjects. The papers on English Grammar, History and Geography were generally excellent, but some of the questions put were as ludicrous as some of the answers which had been referred to. Mr. W. McIntosh moved in amendment, "That in the opinion of this Association the Council of Public Instruction should issue a Regulation definitely giving Local Boards of Examiners the power of exacting a minimum of not less than fifty per cent. of the aggregate number of marks in the subject of Arithmetic and Grammar." The amendment was carried. Doctor Kelly, in moving a vote of thanks to Mr. Thorburn, expressed his conviction that the position of Teachers would be better if it were generally more permanent. The vote of thanks was passed.

#### AN EQUITABLE PRINCIPLE OF SCHOOL TAXATION.

Mr. D. J. McKinnon introduced the subject of "School Taxation," and dwelt on the inequalities of taxation in the different School Sections, the residents in a small Section having to pay far more than those in a large Section in order to obtain equally good Teachers. He considered that where the Township Councils had power to divide the Sections they should bear the burdens, or equalize them. A system of Township Boards would be superior to the present system. There were many objections to the Township Board system. The most acceptable system would be equal taxation combined with local control. The people of the County of Peel had advocated the raising of the greater portion of the Teachers' Salaries by equal taxation, and there was a clause something to that effect in the new Act, but the provision was permissive, not compulsory, and was for a payment by the Municipality to the School Sections in proportion to the amount raised by the Sections. The County Councils generally made the place where the High School was built a High School District, and so throwing upon it the cost of maintaining the High School. He thought the whole Province ought to bear the whole cost of the High Schools, although a larger percentage of taxation might fairly be laid on those within three miles of the School. Mr. W. W. Tamblin believed that the people generally would be pleased to see the taxation equalized. Mr. R. McQuin was in favour of each Section supplying an estimate of the amount it would need, an equal rate being levied, and the amount called for paid. After some further discussion, a vote of thanks was passed to Mr. McKinnon. Mr. McKinnon moved "That the Municipal Council of each Township should be required to levy upon all the rateable property of the Municipality, an equal rate from which to pay the local Trustees of each School Section a sum equal to two-thirds of the average Salaries of Teachers in such Section during the year then last past." Carried. Mr. McIntosh moved, "That in the opinion of this Association the Public School Fund, Legislative and Municipal, should

be distributed among School Sections as follows:—Half according to average attendance, and half in proportion to the Rates of School taxation in the various Sections.” Mr. Little moved in amendment, “That the Legislative and Municipal Grants be apportioned on the percentage of the average attendance compared with the number of enrolled Pupils.” The amendment was lost, and the resolution carried.

THE TEACHER’S LOVE FOR HIS PROFESSION,—AN ADDRESS BY PRINCIPAL CAVAN.

The Reverend Principal Cavan said he had chosen for the subject of his Address, “The Teacher’s love for his profession.” The work of teaching was not, he was sorry to say, estimated at its true value by the community, which was the principal cause why so many Teachers left the profession at the first fair opportunity. There was much to discourage the Teacher, in the stupidity and perversity of his Pupils, the low estimate too often placed on his work by the People, and the low Salary paid him. To preserve his attachment for his profession the first requisite was that he should constantly seek to improve his qualifications for his work. This was not only to be done by acquiring a knowledge of those branches taught in our Schools and Seminaries, but by cultivating an acquaintance with the best methods of teaching. The Teacher should never be content with the Third, or lowest, grade of Certificate, but should keep constantly in his view the very highest grade. Energy and perseverance united with even moderate ability should secure even the highest Certificate of Qualification. While he should not allow his private studies to interfere with the duties for which he was paid, it would be found that a few hours devoted each day to mental improvement would add to his every-day capability for his work, and consequently to his success. Mental cultivation would add to his zeal for his work. The love which every Teacher should have for his profession would arise mainly from the knowledge that he was engaged in a great and important work. The work of the Teacher was of great importance to the community in some respects not directly moral, as, for example, it seriously affected the material interests of the people. He referred not only to the necessity of a preparatory Common School education for such men as Doctors and Engineers, but it was a well-established fact that the development of mind to the quickening of intelligence led to and insured success in all that constituted material well-being. Our prosperity as Manufacturers, Agriculturists, as men of Trade and Commerce, was inseparably bound up with the often obscure and ill-rewarded labours of the Common School Teacher. Then the labour of the Teacher had a great effect upon the political well-being of the community. While the moral element was of course the most important in this respect, it should properly be united with educational training. He believed, too, that although instruction in Religious dogmas was not prescribed in our Schools, yet the moral effect of the Teacher’s work was by no means insignificant. While he did not concur in the view that morality could be separated from religion, there was little doubt that the Lessons taught in our Schools had a decidedly beneficial effect upon the Pupils, especially if these Lessons were taught, as they should be, by men and women of good moral characters. He concluded by urging Teachers to zeal and faithfulness in the great work in which they were engaged. Mr. Thorburn, (Ottawa), moved, seconded by Reverend Mr. Grant, that the thanks of the Association be tendered the Reverend Principal Cavan for his Address. The motion was unanimously carried.

Archbishop Lynch, in response to repeated calls by the audience, said that next to the labours of the divinely appointed Ministers of God, he looked upon the Teachers’ work as the most important. They took the place of the Parents to a very great extent, and, in that light, he had the greatest reverence for the Instructors of the youth of our land. The great importance of instructing children even in such elementary studies as Reading and Writing was best seen in the great loss felt by those who were unable to read and write. The moral effects of such studies as Natural Philosophy, Astronomy, Chemistry, etcetera, were very great, in giving children grander and more extended ideas of their Creator. The true Teacher, who felt the important character

of his profession, would exercise a very great effect on the community by his character and example. Referring to the inadequacy of Teachers' Salaries, he said that he believed if those rich people who left large sums to found Chairs in Philosophy, etcetera, in our Universities, were to leave their money to the Superannuated Teachers' Fund, they would be doing more good.

#### DISCUSSION ON THE PUBLIC SCHOOL PROGRAMME.

At a Session of that section of the Association devoted to Public School work, a discussion took place on the Programme for Public Schools. Mr. Campbell moved, seconded by Mr. Coates, "That in the opinion of this Branch of the Association, the Council of Public Instruction would act in the interests of Education by curtailing the subjects taught in the Public Schools, and also improving and modifying the Limit Table, so that it may become practical in Classes in Grade Schools in Cities, Towns, and rural Districts." Mr. Dickenson moved in amendment, seconded by Mr. Boyle, "That we think the Council of Public Instruction should prescribe the subjects of Study and the amount of work to be done in each, and that a little more discretion should be allowed Teachers, especially in rural Schools, as regards the subjects to be taken up; also, in the amount of time to be devoted to each subject in each Session, according to the varying circumstances of the Schools." Mr. S. McAllister moved in amendment to the amendment, seconded by Mr. Moran, "That the subjects of Chemistry and Christian Morals be left out of the Fourth Class Programme, and that the time be given to Bookkeeping, Grammar, and Spelling; that the subjects of Civil Government and Agriculture be left out of the Fifth Class Programme, and that the time be given to Spelling, Composition and Grammar." These motions were severally voted down, and the following one carried:—Moved by Mr. J. Irwin, seconded by Mr. Beaty, "That Messieurs McAllister, Campbell, Dickenson, Johnson, Moran, Boyle and Irwin be a Committee to consider the Programme, and to report on the needed changes."

#### RELATION BETWEEN HIGH AND PUBLIC SCHOOLS.

Mr. H. Dickenson introduced a discussion on the relation between High and Public Schools. First as to the Programmes prescribed for High and Public Schools. Of the six Classes in the Public Schools, the Fifth and Sixth were very nearly the same as the First and Second in the High Schools. He believed this was a very faulty arrangement, and he could not understand why they should have what they called the "English Course" in the High Schools. His great objection was that it must be almost impossible for High School Teachers to frame Time Tables to suit their two Classes of Pupils,—the Classical and the English. The High School Inspectors had come to the conclusion that in High Schools the formal distinction between the English and Classical Courses could not be rigidly maintained. He was strongly opposed to Union School Boards, as their tendency was to rob the Public School to enrich the High School. He pointed out the evil results of the system of "stuffing" the High Schools at the expense of the Public Schools, and for the purpose of securing the Legislative Grants. Complaint had been made yesterday that the School System was being weighed down by the incubus of Third Class Teachers, but the fact was that each High School was now a kind of Normal School for turning out such Teachers. Where Union Boards existed the transferring of Pupils from one School to the other was altogether too easily effected. All the Schools should be free. With regard to Examining Boards, if large sums were to be distributed annually amongst the High Schools, according to their efficiency and on the results of Intermediate Examinations, it was absolutely essential that the Schools competing should have a fair start. In order to insure this it would be necessary to have not only one uniform Examination the Province over, but one Examining Board. There was just as much necessity for having the Entrance Examinations to High Schools of a uniform character, as to have uniformity of Examinations for Certificates.

He thought that the present Boards should be remodelled, and that the Inspectors should conduct the Entrance Examinations on the same manner as it was proposed they should conduct the Intermediate Examinations. The work of the Examining Committee should be not only to overlook the report of the Local Examiners, but to conduct the Examinations themselves. With regard to the subjects of Examinations, they should include those of English and Canadian History, Natural History, Christian Morals, Chemistry and Botany; these were upon the Programme for the Fourth Class, and the Fourth Class was the standard of admission; Candidates should also be examined upon them. Mr. Knight, (Victoria), said that it was much easier to point out that the Programme of the High Schools and of the Public Schools overlapped, than to suggest a remedy. He believed the system had better be left as it now was. All were agreed that we would be better without Union School Boards, but they had to deal with the fact that they existed. Mr. Hughes said that, so far as Toronto was concerned, the relations between the Public and High Schools could not be more satisfactory than they were. Each class of Schools performed their work independently of the other. Mr. J. A. Bradley, (London), thought the system at present in vogue for distributing money to the High Schools was fair, and very satisfactory in its results. After further discussion, the President was asked his opinion as to the best age at which children should begin the study of Classics, and said he believed the power to acquire any language was greatest when children were young, and the difficulties multiplied as they grew older. If they wished to arrive at any proficiency children should begin young, when the vocal organs were flexible and the memory fresh. With regard to the general subject they knew that the Council had accepted a scheme which the Inspectors drew up, and he confessed that it appeared to him that that scheme was likely to work well. No sight gave him greater pleasure when he came to America first than to see in the Chicago Schools the children of wealthy Parents sitting side by side with the shoeless children of Emigrants. If they could introduce a feeling of brotherhood into society he would hail the day joyfully, but they must not attempt to do it by force. All his life he had done more, or less, in educational legislation, framing laws and ordinances for Colleges and Schools, and giving them his best attention; and it seemed to him that the scheme was skilfully framed and would work well. Mr. Buchan, (High School Inspector), said he had been led, from his experience, to believe that the question under consideration was a very complex and troublesome one. He could add nothing to the view which the High School Inspectors had formerly expressed on paper. Their object had been not to change the Law, but to draw up a scheme which would be practicable under that Law. Mr. Buchan moved that the hearty thanks of the Association be tendered to the retiring President for the able manner in which he had performed his duties. All would agree in saying that Mr. Smith's connection with the Association had been of the greatest benefit to it. Mr. Houghton seconded the motion, and also paid a high tribute of praise to the manner in which Mr. Smith had performed his presidential duties. Mr. Hughes said that as a proof that Mr. Smith's labours for the Association had been fully appreciated by the lady members he might mention that two of them had refused to vote for either of the candidates for the office of President, believing that no one was properly qualified to perform its duties but Mr. Goldwin Smith. Mr. Smith said it had been both an honour and a pleasure to him to preside over the Association, especially as he had always been so well supported in the Chair.

#### NECESSITY FOR A TEACHER'S HIGHER LITERARY CULTURE.

From an Address on this subject, by the Reverend H. J. Borthwick, M.A., Public School Inspector of Ottawa, the following passages are condensed:—

The success of our education will be dependent on the instrument that is employed to enliven it, videlicet, the Teacher. All ages have tried to educate, but to our time it was reserved to see the necessity of perfecting the most important instrumentality in Education,—the Teacher. Hence works on Education, innumerable Libraries, training

Schools, Lectures . . . to open up for ourselves a wider range to study, to gather in from all garners of learning and wisdom, that which, becoming assimilated in our own mind, we have to impart to others. . . . No argument is required to prove the great importance of the profession of teaching to the higher interests of the community and of the high moral standing which it occupies,—the most useful man being in the long run the greatest man. Of all men then, the successful Teacher is a great man. Still he is but a man. He has failings, peculiarities and deficiencies as other men. . . . Accustomed to rule and bear no rival near their throne, and finding none equal among those, they may sometimes forget to lay aside their School face when they go out into the world. . . . A man to be called literary, must have done more than obtained a mere smattering of Latin and Greek. He only can lay claim to that title who has acquired a considerably extensive knowledge of the Literature of his Country past and present. Neither will the mere fact that he had read a certain number of Books, give him the right to a niche, however humble, in the great Temple of Letters. He cannot be said to know a Country who has merely passed over its surface, led by the swift impulse of a mighty stream, but he who has threaded its intricacies, studied its features, examined its prominent beauties, and retains a lively intelligent remembrance of its points of interest. In like manner he is the truly Literary man who has not only read extensively, but who has in some degree made himself master of what he has read, who has learned to decide upon the genius and merits of different Authors, and to appreciate what is best in each. In short, it is not dallying with the fuses that will make a man literary. He must have reaped a harvest, rich, golden and abundant. The taste must have been refined, the intellect strengthened, the judgment sharpened. The rude block of nature must have been polished by contact with minds of a higher order, and must have become more graceful by that contact than it could have been without it. Let it be said that we set up too high a standard. We do not expect or wish to see Teachers become walking encyclopædias. We ask no more than what is within the reach of almost every Teacher. . . . Nor, do Teachers in general work up to this standard. Are there many who do? Not many, we are assured. Why, then, are there so few? Simply, because the Course of Study through which Teachers have to pass in order to obtain a Certificate, even of the highest class, is a comparatively limited one. Let us not pass with the swift gleam of thought over the vast range of modern Literature,—not only that embodied in the English tongue, but that of the modern nationalities of Europe, of the German, French, Italian, Spanish and other peoples. Let us bring before our eyes Gæthe and Schiller, Moliere and Voltaire, Dante, and Petrarch, Cervantes and Calderon. How many of us have read the works of these giants of Literature even in translations? Tracing our steps up the stream of time until we reach the period when English and German, French and Italian, Spanish and Portuguese were not; when the language of Cicero and Virgil, Horace and Livy was the form of speech of men of mind. Alas how meagre is our acquaintance with these giants of old, and with the even greater giants of Greek drama, of Greek eloquence, of Greek epic poetry. Passing all these then in review before the mind and humbly bowing the knee in reverence as the matinee forms glide before us in shadowy outline, we are compelled after all to confess that hitherto we have been but as children picking up here and there a pebble on the shore of the great sea of knowledge, in a word, that as a class our Teachers are not entitled to be called literary. We now come to the question,—“Ought they to be so? What advantage would be gained if they were more distinguished as men of letters than they are?” In the first place I am sure it would greatly tend to raise their position in the eyes of the world. Teachers begin to see that individual effort will not do. It is a mere expenditure of force without any result upon the elevation of the mass, but continued efforts with common aims and common interests will eventually command a higher social standing. The blessings of Education were never highly matured as now, and the dispensers of those blessings are receiving at the hands of the public a greater appreciation. He has not, as a general thing, kept pace with the advancement of the times.

He has been moving, but his fellows have been moving faster. We do not at present speak of his professional attainments, his merely scholastic knowledge is in general not deficient, we speak now of the Teacher as a man and a member of society, viewed in that light, he has not generally professed, other classes have acquired as much general knowledge and a better acquaintance with literature than he. That higher literary attainment will do much to elevate the Teacher in the estimation of men can hardly be doubted. "Knowledge is power" it is said, but it is also honour, being always regarded with honour. Literary acquirements have everywhere become the great passport to distinction. The community of letters is essentially republican, and presents no barrier to the admission within its pale of true merit, in whatsoever class it may be found. Lord Dufferin is a citizen of this grand republic, not because he is a lord or Governor-General of Canada, but because he is an author of repute, and able to express his thoughts by pen and tongue in terse and vigorous English, and Sangster, the poet of Canada, native born, inspired with the divine afflatus, although an humble toiler in a Government Office, not only treads the outer court of the temple of "letters," but even ministers at her inmost shrines. Still further, a literary taste in the Teacher not only tends to raise his position in the eyes of the world, but would assuredly have a beneficial effect on the taught. If children imitate the language, copy the gait and gestures of their Parents, so must they naturally do those of their Teachers, especially if there is a bond of sympathy between Teacher and taught.

A man cannot long give attention to any pursuit without being in some degree moulded by the contact. Devotion, whether paid to worldly or spiritual objects, gradually assimilates the worshipper to the thing worshipped. This is especially the case in the pursuit of letters. A continual contemplation of the highest and best products of genius must leave an abiding impression upon the mind and heart. The sweet music given forth by Nature's choicest sons finds a ready response in the universal sympathies of mankind. One can hardly commence with the Miltons and Shakespeares of the past,—the Macaulays, Wordsworths and Tennysons of the present, without being made a better and a wiser man by the sweet converse. Their noble creations, like some fair plant on an old rugged wall, imperceptibly perhaps, but not the less surely entwine themselves around our hearts and creep into the rough crevices of our nature and finds a ready lodgment, thus filling in the irregularities and imperfections and making venal man more symmetrical and more graceful than before. Nor is this good influence partial in its nature. It appears in the little as well as in the great things of life. It modifies the man's whole being and gives a new aim and direction to his individual likings. It extends the sphere of his sympathies, giving them greater intensity. It enters into the less and more pleasing concerns of life and imparts a greater attractiveness to the sterner and more repulsive duties that devolve upon us. As Cicero says in one of his famous speeches in the Roman forum, pleading the poet's cause,—referring to the influence of literary studies:—"These studies nourish youth, delight old age, adorn prosperity, afford a refuge and give solace in adversity, satisfaction at home, do not hinder us abroad, spend the night with us, accompany us in our travels and go with us to our country retreats." Great as is the influence which these studies exercise upon him who pursues them, the influence which the Teacher has upon his Pupils is still greater and more certain. In the one case the soil of the heart may have been early hardened by sinister impressions, so that it refuses to be softened,—in the other, the hardening contact of the rude world has been anticipated and the heart opens itself readily to the sunny influences that are brought to bear upon it. We accept in all their breadth those common phrases which are used to express the plastic nature of children. The School is a great nursery. Its influences are of wonderful power, second only to those of Home, and the Teacher is the guiding hand that lifts the sapling into sunshine, gives it direction, and has in a great measure the power of deciding whether it shall be tall and sprightly, or a stunted thing. We do not say that all the influences of School depend upon, or are traceable to, the Teacher. The associations, the friend-



ships, the rivalries, even the petty feuds that form a part of every Scholar's life have all an important share, are all only so many Tutors silently but surely educating both head and heart, and determining what the future man shall be. But even these subordinate influences derive their tone and character from the genius and temper of the Teacher who governs the whole. Like some great General whose enthusiasm is caught up by every Soldier in the army, and whose commanding mind is seen in every thing, whether in the decisive onset or in the less momentous arrangements of the Camp, the mind of the enthusiastic Teacher pervades and controls the little, as well as the great, things that make up the early experiences of the young under his care. If the Teacher is kind, intelligent, active and refined, his labours will be seen to produce fruits of the same quality, and the amount of the fruit will always bear some proportion to the intensity of these qualities in the ruling mind. The malleable material which he moulds will present an image,—clear and distinct, or blurred and irregular; just as the die that is impressed upon it is well or ill defined. Such being the mighty influence of the Teacher, and so great the necessity that that influence be the best possible both in kind and degree, of how great importance is it that he should bring the highest preparedness to bear upon the work. Whatever elevates him as a man elevates him as a Teacher. The same qualities that make him acceptable in society will give him success in the School. A man cannot personate two characters. His more domestic likings and habits invariably mingle themselves with and give a colour to his official duties. Let it not be thought that we thus recommend literary pursuits, because we imagine that Boys and Girls of our Schools should enter much earlier, or much more deeply, into Literature than they do. Perhaps some advance might be made in this respect. It is in the spirit that Literature infuses into the Teacher, and which he again conveys to his Pupils, that we conceive its chief merit to be placed. If the importance of the Study were fairly recognized that the barriers that stand in the way would soon be broken down. We earnestly trust that Teachers would consider these things. If they come to the work properly furnished with the qualification we have been demanding, as well as with those more usually required of them they will speedily have their services more highly valued and more suitably rewarded. The greater and still greater influence that they exercise will be seen in the gradual elevation of the people, in the lessening of vice and crime and misery so often the offspring of ignorance and defective early training. Let me endeavour to impress strongly upon your minds two things. The first is that the work of a Teacher is the work of an artist dealing with complex and difficult subjects. None but a person who really has considerable culture and insight into human nature can deal adequately with the education of young people, and the Teacher who has not proper culture and insight into human nature is very apt to produce, not education, but the very thing which of all others is to be avoided,—dull routine. If Teachers do not stir the educational faculties, they deaden them, and if they deaden a human soul a tremendous responsibility rests upon them. The second thing I desire to impress upon you is that I feel convinced there is an enormous waste of mental energy in this world. I believe the difference between a savage and an ordinary human being of this age is not one hundredth part compared with the difference of the ordinary human being, from what he might be if all his faculties were brought into full and harmonious play. There is a great future in education if we work it out fully. Teachers alone can do it. We must have Parents educated, so that they bring to bear a right influence on the child's life. We must have the public educated so that men in high position might make arrangements which would not be detrimental to the real interests of Education, and we must have the whole community educated in order that it might second the Teacher's work. Every human being is capable of being a good and a happy man, and if that is the case, why should we not struggle as hard as we can to make all men good and happy. Permit me to suggest the means by which Teachers may elevate the standard of their attainments, and by doing so elevate their position in the community at large, and especially in the world of letters. The study of the ancient Classics must form part of the Curriculum

through which a Teacher has to pass in order to obtain the highest position in his noble profession. To a competent knowledge of Greek and Roman Literature must also be added an acquaintance with the Literature of those modern languages which are used as the vehicle of thought by so many powerful minds of the present age. With such skill in the ancient and modern Literatures alluded to, one cannot fully appreciate the grandest of them all, either ancient, or modern,—that of our noble English tongue, destined to be doubtless in the coming ages the universal language. If the study of language in general does this, what reason is there for giving a preference to the study of the dead language of Greece and Rome as the formation of all literary knowledge and excellence? First, because a very large and increasing proportion of the words of our own language are taken from the Greek and Latin, and cannot be properly understood without a knowledge of those tongues; and, secondly, that the whole of our Literature is in form and substance so much interwoven with that of the Greeks and Romans that it is impossible thoroughly to comprehend the one and thus a knowledge of the others. Examine the best Authors in our Literature from Chaucer down to the present day, and you will find yourself obliged almost in every page to go back to Greece and Rome to light the truth that is to guide you on your road. Without that aid, half of our Literature would be unintelligible. The Literature of all Europe,—that of the present day and that of time to come is and will be connected and in a great manner dependent upon that of the ancients,—and the more we advance in Science, Literature and Art, the stronger will become the tie that connects us with the ancients, for it is to their languages that we are perpetually obliged to resort for the new terms and forms of words. It would be difficult then, I say, nay, almost impossible, to discover any language, the study of which combines so many and surpassing advantages for the prosecution of Literature as the languages of the Greeks and Romans, for we have in them the languages which are no longer in a state of change and progress, but complete in themselves. Every point is fixed and established and our investigations are not impeded by any of the conflicting opinions and fashions which, in a living language, so long as there is any vitality in it, we must needs encounter; and thus, for our mental training and progress in Literature, we may choose the languages such as they were at the very best period of their existence and as they are handed down to us by the best Writers of whom their respective nations can boast. We hear Homer, in melodious hexametres, chanting for us with inexpressible simplicity and beauty the heroic age of the infancy of the world. We behold the passions of the human soul depicted for us in stern and awful grandeur in the tragedies of Æschylus,—a grandeur which under serene aspects shines forth to us in the milder depths of Sophocles,—we listen to the riotous irony of Aristophanes; the gay, pictorial narrative of Herodotus; the cutting and pregnant brevity of Thucydides; the simple and graceful wisdom of Xenophon; the soaring, ærial, fancy tinted philosophy of Plato, and the last accents of Roman virtue breathed forth in the reverence and love the noble band of thinkers and poets whom time and the human race have dignified with the titles of Orient Classics.

But not only is a knowledge of the Literature of those ancient times necessary for the formation of a literary taste, but also a competent knowledge of the literature of modern Europe will greatly tend to that elevation of position, and appreciation of the labours of the Teachers which I am advocating. The Literature of France, from the lays of the Provencal Minstrels to the last poem of Victor Hugo, the last song of Beranger, and the dying strains of Maurice de Guerin, what a galaxy of illustrious names does it not include. It would be almost impossible for me to overstate the claims which the Literature of France has on the attention of the Students,—Pascal, Fenelon, Montesquieu, Leplace, Moliere, LaFontaine, Corneille, Racine, Boileau, Descartes, Malebranche, Massillon, and Bourdaloue,—what illustrious names, and what a study is embodied in their writings. I recommend also, that most important, interesting and opulent Literature, of the northern tongues of Europe, the great German language;



and what a Literature! From its earliest dawn in Winkleman, in the middle of last century, with his "History of Arts," followed by Lessing, he again by Herder,—then all of them eclipsed by Goethe and Schiller,—a wit, a thinker and a Poet; such was Goethe, with wonderful creations of Werther, Faust and Wilhelm Meister,—Schiller,—what a noble picture gallery of historical portraits has he formed for us all, depicted as they might have looked in reality, but enhanced and embellished in the light of genius. Then Italy claiming our attention from the fact that its Literature is the earliest of any consequence, of which modern Europe can boast. At the threshold of modern European Literature, we meet the austere and venerable figure of Dante, and in his hand a Book. In this Book, "The Inferno," Dante, the greatest poet of the age and of many afterwards, has painted for us all the most celebrated contemporaries. After Dante, Petrarch, the Priest-Troubadour, with his melodious sonnets; and then at more or less remote intervals, the daring, fantastic Ariosto, the melancholy, devout, and silvery Tasso, and all the long line of Italian poets; grave and gay, down to the sternest of them all, the gloomy and terrible Alfieri. On the Literature of Spain, I may content myself with briefly remarking, that it contains two names of men unrivalled in their several walks,—Cervantes, with his quiet and ethereal humour; and the religious dramatist, L'Alderves,—a poet in whose works the spirit of Catholicism and of the South has found an expression worthy of what is best in both, glittering and splendid as the Alhambra, that wondrous relic of the Moorish power in the land of the Hidalgo,—solemn and awful as a Spanish Cathedral. In conclusion, I have confessed for you and for myself, that we are deficient in many things, and especially in the one study of which I have spoken, the study of Literature. I have shown you, in all earnestness and love, the means of elevating our noble profession to its true rank. Men have hitherto denied that teaching is a profession, but we must show them that the Teacher is the true artist. With enthusiastic ardour we must be constantly improving ourselves in our art, so that we may take our true place in the rank of life,—the workers are the men who win, and of all workers we surely ought to be the best equipped, seeing that we have to deal not with blocks of wood and stone, but with beings created after God's own image, with immortal minds,—minds to be moulded for time and eternity, and for the moulding of which we shall have one day to give an account.

#### CANADA REPRESENTED AT THE NEW YORK STATE TEACHERS' ASSOCIATION, 1875.

A most interesting Convention of about 500 Teachers of the State of New York, and other prominent American Educationists, was held at Fredonia, near Dunkirk, in that State, during the latter end of July. The inhabitants of Fredonia entered with great zeal and liberality into the affair, and, so far as popular enthusiasm and cordial welcome could do, they succeeded in making the Convention a great and pleasant success. Nor were the spirited efforts of the citizens of Dunkirk a whit behind those of Fredonia. The people of Fredonia provided homes for all the delegates to the Convention, and in the evenings had the park beautifully illuminated and enlivened by a band of music, while the citizens of Dunkirk gave the delegates at the close of the Convention a grand pic-nic at "the Point," on Lake Erie. The following Resolutions being of common interest to Canada as to the United States, are quoted:—

*Resolved*, As the sense of this Association, that the Township System of Schools, with proper County supervision, is preferable to, and should be substituted for, the present system of disconnected and independent School districts; and that a Curriculum of Study, and a system of gradations for Primary and Higher Schools, should be established by some competent authority. For the accomplishment of this, we ask for careful and speedy legislation.

*Resolved*, That the Educational interests of the Country demand that a higher and more uniform standard of qualifications be required for licenses to teach in our Public Schools; and we would heartily endorse, and we invite, such action on the part of the

Superintendent of Public Instruction as to him may seem proper, whether by securing additional legislation, or otherwise, for the attainment of this desired end.

*Resolved*, That a Committee be appointed for the purpose of examining into the scope and practicability of the Law establishing Drawing as a study in the Public Schools being passed by the Legislature; and to recommend such alterations and amendments as will serve the greatest benefits to the Common Schools.

J. George Hodgins, LL.D., Deputy Superintendent of Education for the Province of Ontario, (who was present by invitation), expressed his diffidence at following the last speaker and addressing so many distinguished Educators. His remarks were full of kindly feeling toward The United States, while still perfectly loyal to Her Majesty the Queen, to whom his allegiance is due. The mention of her name drew forth applause from the audience, and when the speaker claimed that the principles for which our fathers fought at Bunker Hill were identical with those notable struggles at Ban-nockburn, Bosworth Field and Naseby, he was evidently in full accord with those about him. The influence of the School Master is felt among the nations. The battle of Sadowa was fought by the School Masters of Germany. To Doctor Ryerson, his Chief, and to the Laws providing Uniform Examinations for Teachers, and Pensions upon retirement in old age, he gave due prominence. He said that in his own Country the people had the same interest in this great cause of Education. The enthusiasm of the people of New York which he saw exhibited here was proof of the hold which their Schools had upon the public mind. The Americans were in advance of them in some things, but they were also endeavouring to lay broad and deep the foundation of learning and trying to run the race with us. In Ontario there are uniform examinations throughout the Province for the Teacher. The answers to the questions determine the standing of the Teachers. They had all felt the importance of elevating the profession. He would return to his Country with a high opinion of the enthusiasm and generosity of the people of New York and of Fredonia in particular.

## CHAPTER V.

### ONTARIO SCHOOLS AND THE UNITED STATES CENTENNIAL EXHIBITION OF 1876.

The Chief Superintendent issued the following Circular to the various School Trustees and Inspectors, in regard to an Educational Exhibit from the Schools of Ontario at the forthcoming United States Centennial Exhibition:—

It having been deemed desirable and fitting that the Education Department, as well as the various Schools of the Country, (whether public or private), should have an opportunity of taking part in the proposed Centennial Exhibition in Philadelphia next year, the Government have assented to a proposition which I made to the Honourable Adam Crooks, M.P.P., Provincial Treasurer, on the subject, as follows:—

I have the honour to state, that since conversing with you on the expediency of this Department taking part in the proposed American Centennial Exhibition at Philadelphia next year, I have thought it desirable to make some practical suggestions to you on the subject. In doing so, I would enclose for your information the copy of a Pamphlet on the Educational Features of the proposed Exhibition, received from General the Honourable John Eaton, United States Commissioner of Education at Washington, containing suggestions from the National Board of Education "respecting the Educational Exhibit at the International Centennial Exhibition, 1876." This Bureau, he remarks, has been designated by the Centennial Commission as "the Central agency" for carrying out the plans for the Educational Department of the Exhibition, and as the organ of communication on the subject.

1. I would first suggest that a suitable selection of the Maps, Globes, Charts, Apparatus, and other School Appliances and Illustrations, manufactured in this Province under the direction of this Department, or elsewhere, as well as the Text Books of the Schools, be sent for exhibition at Philadelphia.

2. That the various Boards of School Trustees in Ontario be requested to send to this Department two Photographs each, (of a prescribed size), of their School Buildings and Fittings, etcetera.

A selection of the Photographs received could then be made for the Exhibition, and the duplicate copies received might be arranged for our own Museum.

3. That the Trustees be also requested to send to the Department a selection of "Pupils' work in Drawing and Penmanship." From the samples sent a selection could be made for the Exhibition.

4. That three Models of approved Primary and Intermediate School Houses, Out-buildings, and Grounds, etcetera, be made under the direction of the Department, for the Exhibition.

5. That large Photographs of the Department and of the Normal Schools at Toronto and Ottawa, be made.

The whole to be suitably mounted and prepared for the Exhibition.

I would also respectfully suggest that Doctor Hodgins, the Deputy Superintendent, be appointed an Educational Commissioner to the Exhibition, on behalf of the Department, and that he be specially authorized to carry out the foregoing suggestions, if approved by the Government.

To this Letter the Honourable Adam Crooks made the following reply:—

In reply to your Letter of the 3rd instant, I beg to state that an appropriation will be asked from the House to cover the necessary Expenditure in connection with a proper representation of the Education Department at the Philadelphia Exhibition. Your suggestions appear to be such as will secure that object. The Deputy Superintendent will receive the authority he desires for enabling him to carry out your suggestions.

In accordance, therefore, with the foregoing Letters, I would suggest that any School desiring to aid the Department in promoting the Educational success of the Province at the proposed Exhibition would send to the Department as soon as convenient, the following:—

1. Two photographs, giving a perspective view from the most striking point, for not less than fifty feet distance, of the exterior of the School Buildings alone. Each photographic sheet of a one-story Building to be exactly 7 × 9 inches in size, and the Building itself in the photograph to be 6 × 4 inches. Each sheet of a Photograph of a two or three-story Building to be exactly 10 × 12 inches in size, and the Building in the picture 6 × 8 inches. In all cases the Photographs are to be sent unmounted, with the name of the School pencilled on the back. A description of the Building, its size and date of erection, should also accompany the Photographs.

2. Two plans in Indian ink of the School Rooms on each floor of the Building. These Plans to be exactly drawn to a scale of seven inches to the foot.

3. One Plan in Indian ink of the whole School Premises drawn on a scale of thirty feet to the inch, and showing position of Outbuildings, etcetera.

4. Such specimens of Pupils' work as are enumerated below:—

(1) Writing Books, numbers four and six, of the authorized Departmental series, (published by Copp, Clark and Company, Toronto), to be completed by a Boy and a Girl. The selection of completed Copy Books to be sent to the Department might be made by competition in each School, or separate department of a School, under the direction of the Trustees, or Managers. The name, age and class of Pupil, and length of attendance, should be written on the first page of the Copy Book.

(2) Two Drawing Books of the authorized series, (Vere Foster's), and of the following numbers; to be completed one by a Boy and one by a Girl. The selection by

competition may be made in the same manner as the Writing Books. As a minimum, any two of the following Drawing Books may be selected for each School, or separate department of a School:—

C<sup>2</sup>—Familiar objects—Advanced.

M<sup>2</sup>—Marine Subjects.

D<sup>2</sup>—Leaves and simple Flowers.

O<sup>1</sup>—Domestic Animals.

G<sup>1</sup>—Garden Flowers.

O<sup>2</sup>—British Song Birds.

I<sup>3</sup>—Freehand Ornament.

Q<sup>1</sup>—The Human Figure.

Drawing from Objects may be substituted, provided they are from Objects similar to those in the Books.

Each specimen is to be accompanied by a Certificate in the following form, which will be provided by the Department, and supplied on application:—

1. Done in the \_\_\_\_\_ of \_\_\_\_\_  
(Public or High School). (Place).
2. Class to which the Pupil belongs in the School.
3. First draft, or copy?
4. Time allowed?
5. Age and sex of Pupil.
6. Time the Pupil has been under instruction in Drawing.
7. Is it a selected specimen from a number?
8. Is it one of the regular Lessons with usual time?
9. Date of the performance.
10. Is it a copy, or original design.
11. If a drawing, whether from a copy or an object?
12. Whether done for the exhibition or taken from the ordinary routine work?

N.B.—It is essential that a Certificate from the Teacher should appear at the foot of each Drawing, to the effect that the work was done entirely by the Scholar named, without any touches from another hand.

(3) Two specimens, (one by a Boy and one by a Girl), of Map drawing, of the same sized sheet as a page in Lovell's General Geography. The Map itself to be at least 7 inches by 9.

(4) Specimens of Girls' hand work sewing, both plain and fancy.

(5) Any other example of School instruction, or specimens of Pupils' work, which the Trustees might think desirable to send, in a neat and presentable form.

In order to obtain the fullest information in regard to classification, character and style of educational articles which it is proposed to send to the proposed Exhibition, the following Letter was addressed to General the Honourable John Eaton, United States Commissioner of Education, whose Bureau is "the Central Agency for carrying out the educational plans of the Exhibition":—

I have the honour to state, that as this Department intends, with the consent of the Government, to take part in the proposed Centennial Exhibition at Philadelphia next year, the Chief Superintendent of Education of this Province would feel greatly obliged if he could obtain from your Department seventy-five copies of Number Five of your Bureau Circulars for distribution among our School Inspectors, in connection with a Circular on the subject. If sent by Express, the Department will gladly meet the expense.

To this request the following gratifying reply was received, dated "Department of the Interior, Bureau of Education, Washington, D.C., November 5th, 1875:—

I am interested in your Letter of the 3rd instant, requesting seventy-five copies of Circular Number Five, 1875, published by this Office. I take pleasure in complying with your request, and will forward the parcel by Express.

As you seem interested in the subject, I also enclose with this Letter some further development of one portion of the project, being suggestions for the Institutions for superior instruction.

If you should find these useful, I can supply you with a limited number of them.

I am very happy, indeed, to learn of the determination of your Department to be represented at Philadelphia."

Of the Documents thus kindly furnished to the Department by General Eaton, a copy has been sent to each High and Public School Inspector, so that local reference can be made to it, if necessary.

Contributions from Private Schools, in accordance with this Circular, will be gladly received by the Department, and after selection, as intimated above, forwarded to Philadelphia, with those received from High and Public Schools.

The Photographs, Plans and Specimens should be sent to the Department not later than the 15th of February, 1876. The selection of Articles to be made by the Department, for the Exhibition, cannot be deferred longer than that date, and it will be made from the contributions received up to that time.

Fuller information in regard to details, and lists of some material for Girls' work will be furnished by the Department, etcetera, on application.

#### UNITED STATES CIRCULAR ON NATIONAL SYSTEMS OF EDUCATION TO BE REPRESENTED AT THE CENTENNIAL EXHIBITION.

The United States Centennial Commission, in preparation for the great Exposition at Philadelphia next year, has adopted the following classification of Educational Matter to be exhibited there. It should early become the inquiry of every Teacher and School Board, What can we do to aid in the adequate representation of the resources and results of the Public Instruction of this Country? The Exposition will be a grand Object Lesson for, and to, all Nations; and the best elements of our civilization, as caused by Education, should have a representation at least equal, in variety and interest, to that which represents our material affairs.

#### DEPARTMENT III OF THE EXHIBITION.—EDUCATION AND SCIENCE.

##### *National Educational Systems, Methods and Libraries.*

Class 300.—*Elementary Instruction.*—Infant School and Kindergarten arrangements, Furniture, Appliances, and modes of training. Public Schools.—Graded Schools, Buildings, and Grounds, Equipments, Courses of Study, Methods of Instruction, Text Books, Apparatus, including Maps, Charts, Globes, etcetera; Pupils' work, including Drawing and Penmanship; provision for Physical Training.

Class 301.—*Higher Education.*—Academies and High Schools, Colleges and Universities,—Buildings and Grounds; Libraries, Museums of Zoology, Botany, Mineralogy, Art and Archæology; Apparatus for illustration and research; Mathematical, Physical, Chemical, and Astronomical Courses of Study; Text Books, Catalogues, Libraries and Gymnasiums

Class 302.—*Professional Schools.*—Theology, Law, Medicine and Surgery, Dentistry, Pharmacy, Mining, Engineering, Agriculture and Mechanical Arts, Art and Design, Military Schools, Naval Schools, Normal Schools, Commercial Schools, Music; Buildings, Text Books, Libraries, Apparatus, Methods, and other accessories for Professional Schools.

Class 303.—*Remedial Institutions* for Instruction of the Blind, the Deaf and Dumb, and the Feeble-minded.

Class 304.—*Education Reports and Statistics.*—National Bureau of Education; State, City and Town systems; College, University and Professional Systems.

Class 305.—*Libraries.*—History, Reports, Statistics, and Catalogues.

Class 306.—*Miscellaneous.*—School and Text Books, Dictionaries, Encyclopædias, Gazetteers, Directories, Index volumes, Bibliographies, Catalogues, Almanacs, Special Treatises, General and Miscellaneous Literature, Newspapers, Technical and Special Newspapers and Journals, Illustrated Papers, Periodical Literature, etcetera

## CHAPTER VI.

## VALUE OF COMPETITIVE SCHOOL EXAMINATIONS.

There has of late been a growing desire on the part of several Public School Inspectors to institute Competitive Examinations among the Schools of their Townships. Such an Examination of a very successful character was recently held in some of the Townships. Thus we learn that:—

Mr. Tilley, the energetic Public School Inspector of East Durham, has been highly successful in organizing a scheme of Competitive Examination among the Schools of some of his Townships, and in establishing a Teachers' Professional Library in connection with the Teachers' Association. The Council of Cavan seem fully alive to the importance of the work being done by the Educational Association, and not only gave \$10 towards the Prizes, but also \$20 towards establishing a Teachers' Professional Library. The Council of Manvers also granted a like sum for the latter purpose.

The subject has recently been under the consideration of the Perth Teachers' Association, and the following is an extract from its proceedings on the subject:—

The Committee appointed to wait on Members of the County Council, to obtain a grant of money for holding Competitive Township School Examinations, reported favourably, and the President stated that he found the Council anxious to do anything that could aid in advancing the cause of Education in the County of Perth. It was resolved that a cordial vote of thanks be given to the County Council through the Warden, for their liberality in making the required Grant. The Report of the Committee on Regulations, for holding Township Competitive Examinations was read. After a full and thorough discussion of the various clauses of the Report, the following Regulations were adopted:—

1. That the first Examination be held on the first day of December, 1875.
2. That the Inspector be requested to appoint the places where such Examinations shall be conducted in the different Municipalities.
3. That Pupils be examined for entrance to Classes Three, Four, Five, and for special Prizes in Class Six.
4. That no Pupil over eleven years of age be permitted to compete for a Prize for entrance to Class Three; over thirteen to Class Four; over fifteen to Class Five; and no Pupil who has previously been admitted to any Class, be allowed to pass the Entrance Examination to that Class; also that Pupils who have obtained Certificates as Teachers, and still attend Public Schools, be not allowed to compete in any Class, but that Pupils who have passed an Entrance Examination to a High School, held within one month of the time of such uniform Competitive Examination, be allowed to compete for Prizes as though no such High School Examination had been held; that none but Pupils residing in the County be permitted to compete, and that, in order to preserve uniformity of attendance, Pupils in union Schools attend the Examination conducted in the Municipality in which the School House is situated, unless in case of unions with other Counties, in which case the part of the Pupils residing within the County will be allowed to compete in the Municipality in which they reside.
5. That Pupils for admission to Class Three be examined in Reading, Writing, Spelling, Arithmetic and Grammar; Class Four, in Reading, Writing, Arithmetic, Grammar, Spelling, Geography and Composition; Class Five, Reading, Writing, Spelling, Arithmetic, Grammar, Composition and Geography; Class Six, Reading, Writing, Spelling, Arithmetic, Geography, Natural Philosophy, Grammar, Geometry, Physiology, Composition, History, Algebra and Mensuration; that German be one of the subjects of Examination in Schools where that subject is taught in all Classes, and that Class Six be examined in the same subjects as for entrance to that Class.

6. That the Inspector be requested to appoint gentlemen to preside at the Examinations in the different Municipalities, but no Teacher shall be allowed to fill such position in his Municipality, that none but Public School Officials shall preside at any of the Examinations, and that in no case shall there be less than two such Officers at each place of Examination.

7. That the Inspector be appointed to prepare the Questions, get them printed, and keep them in his possession until the day of Examination, taking special care that no Teacher, or Pupil get any hint of the Questions before the day of Examination.

8. That a Committee be appointed to examine the Papers, and that no Teacher be allowed to examine the Papers of any Pupil residing in his own Section, or Municipality.

9. That there be two Prizes, a first and second for each subject in each of the Classes examined, except in the case of the Sixth, for which only three Prizes will be given, a first, second and third for general proficiency in all the subjects enumerated for entrance to Class Six.

A Competitive Examination affords an admirable opportunity of testing a Pupil's proficiency in elementary subjects. In doing so, two plans have been followed. The first is to hold a Primary Examination in the elementary branch in each School, and allow those only who have been successful in this Primary Examination to take part in the general Township Examination. The second plan is to hold a general Examination of all the Pupils of a Township, and award Prizes to the successful Competitors, irrespective of the particular School from which they may have come. We have no hesitation in saying that the first plan is by far the best and most effectual. In the first place it is thorough; it saves time; it affords a good test of the efficiency of each particular School, and properly excludes from the Examination a number of Pupils who are unfitted to take part in it, and who would reflect no credit on the School from which they might come. Besides, it serves a double purpose; it first excites public interest in each particular School, and then it introduces a system of healthy competition between all the Schools in the Township. Teachers, too, are stimulated to adopt the best methods of instruction, so that when put to a practical test, these methods will be found to be both economical and effective in their results.

At the close of the East Durham Competitive Examination, Mr. G. B. Salter, Reeve of Hope, was called to the Chair, and announced that the Prizes won at the late Competitive Examinations for Hope and Cavan would then be distributed. He then called on the Inspector to address the Meeting. Mr. Tilley expressed himself highly pleased with the success of the Examinations, and was confident they had been the means of doing much good to the cause of Education in East Durham. He also believed that this their first Competitive Examination would be followed by many others with equal or greater success, and hoped that Municipal Councils and private individuals would vie with each other in lending substantial aid to make these examinations increasingly beneficial. Mr. D. J. Goggin, Head Master of the Port Hope Public Schools, distributed among the successful Candidates Prizes to the amount of \$165. After the distribution, all betook themselves to their respective homes, well pleased with a day that will long be remembered in connection with the Schools of East Durham.

The following Regulations for holding Competitive Examinations have been prepared by Mr. Henry L. Slack, Inspector of Public Schools in the County of Lanark:—

## II. REGULATIONS FOR HOLDING COMPETITIVE EXAMINATIONS.

1. In each Municipality where a grant of money has been made for the purpose, an Examination will be held in some central place, to which will be admitted Delegates from all the Schools of said Municipality.

2. All Pupils of Union Sections shall attend the Examination in the Municipality in which their School Houses is situated,—provided said Municipality has made a Grant; provided, nevertheless, that if one portion of said Union Section lies within



a Municipality which has not made a Grant, the children of that portion will not be allowed to compete.

3. Every Teacher shall be limited to twelve Pupils,—three only to be taken out of each of the Second, Third, Fourth and Fifth Classes; and said Pupils must have been in attendance at School for at least Forty Days of the present year.

4. No Pupil examined at any Competitive Examinations last year will be allowed to compete again in the same class.

5. Every Teacher will be required to furnish to the County Inspector, on the first July, a certified list of intending Competitors, specifying their names, age, attendance at School for the present year, and the Classes in which they are respectively to compete.

6. There shall be three Examiners at each Examination, one of whom shall be the County Inspector, and the other two Persons, selected by him for the purpose.

7. The Examination will be conducted in accordance with the "Programme of Studies" authorized by the Council of Public Instruction, and now in use in the Public Schools in this Province.

8. The Examination, as far as practicable, shall be conducted in writing.

9. It shall be considered as contrary to the spirit of these Regulations, and to just and fair competition, that any Teacher should devote extra time in School to the preparation of Candidates for examination.

10. The Examinations will be held in the early part of July, at such time as shall be decided upon by the Inspector.

11. Each Teacher shall contribute the sum of fifty cents, to be collected from the Competitors, or otherwise, to pay expenses incurred; such sums to be forwarded to the Inspector on the first of July, together with the return of the list of Pupils.

### III. COUNTY LANARK COMPETITIVE EXAMINATION.

At the County Competitive Examination of Public Schools in Perth a very large and interesting gathering took place, and the competition was keen and close. No less than twenty-four Schools of eight different Townships, sent Competitors, numbering in all 103, as follows:—2nd class, 30; 3rd class, 31; 4th class, 20; 5th class, 22. Ten Schools succeeded in carrying away Prizes.

### IV. KIND OF PRIZES AND MODE OF DISTRIBUTING THEM AT COMPETITIVE EXAMINATIONS IN PUBLIC SCHOOLS.

Mr. A. McGill, Teacher at Bracebridge, thus writes to the *Free Grant Gazette*:—

I had the pleasure of attending, in the capacity of Examiner, a Competitive Examination of Pupils at Gravenhurst, from the Public Schools of the Township of Muskoka. About seventy Scholars presented themselves as Candidates for the Prizes. The Prizes, although chiefly Books, comprised a Microscope, Portfolio, Box of Mathematical Instruments, and several Boxes of Games.

I cannot speak too highly of the example set by the Council of Muskoka Township, in thus offering an inducement to activity among Pupils.

I desire to offer some suggestions relative to the value of Prizes as incentives to energetic action on the part of Pupils, and the mode in which they should be offered, so that they may exert their maximum influence for good.

The offer of Graded Prizes to all Members of the Class is a method of Prize-giving which I have had ample opportunity of examining, and I can speak both of its immediate and more remote consequences for good with assurance.

Since the true aim of Prize-giving is to inspire all, but specially apathetic and lazy Pupils, with a willingness to work, and that energetically, it is evident that, first, the Prize offered must be one which will possess value in the estimation of those to whom it is held out; second, that every Pupil must be made to feel that he has a chance to win it; that a lazy Pupil, who persists in his indolence, shall have no chance of winning it; and, further, as it is desirable to secure all this without, at the same time, giving



any ground, or excuse, for hard feeling, it is evident that each Competitor must recognize the fact that he struggles to accomplish a certain amount of work, rather than to vanquish a fellow Pupil.\* How we may best secure the accomplishment of these ends is the problem which we essay to solve.

First, that the Prizes may have value in the estimation of the Pupils, let them consist of such articles as Boys and Girls fully appreciate. For the higher Classes we might suggest such as the following:—Books, Microscopes, Telescopes, Stereoscopes, Magic Lanterns, Cameras, Mathematical Instruments, Writing Desks, Work Boxes, etcetera. For the Juniors, Kaleidoscopes, Hand-sleighs, Cricket Bats and Balls, Skates, and such other things that Boys and Girls everywhere delight to possess.

Second, That every Pupil may be made to feel that he has a chance to win the Prize, let the Prize be competed for not by the Pupils of one School only, but let Class Two of each School in the Township, or, far better, in the District, compete against Class Two of every other School in the District; and so with the other Classes; and let the number of Prizes offered in each Class be at least equal to the number of Pupils in that Class, in the School which has the largest Class of that particular name. For example, suppose ten Schools compete, Class Two of the first School may contain seven Pupils; Class Two of the other nine may contain more than that number, in all seventy-seven Pupils coming up for Examination. In such a case I would offer at least eleven Prizes, when, although but one Pupil in seven would carry off a Prize, each of the seventy-seven would feel during the year of work preceding the Examination, that he was not without a good chance of taking some Prize. Again, I would enact that no Pupil who has once taken a Prize should be allowed to compete a second time for a Prize in the same Class. To prevent unfairness, it would be further necessary to procure uniform and perfect classification in the different Schools; but this is the duty of the County Inspector, and may safely be left in his hands. That lazy and careless Pupils may be made to feel that while they continue so they can have no chance of a Prize, it is only necessary to limit the number of Prizes judiciously; and that each Competitor may feel that he strives to master a certain Curriculum rather than to vanquish his fellow Pupils. To exemplify—we will suppose that the Pupils of Class Two in all the Schools of the District number seventy-seven; eleven Prizes are offered absolutely, *i. e.*, will certainly be awarded to the best eleven Pupils who compete, although none should reach eighty per cent. of the marks, but every Pupil who obtains eighty per cent. of the marks given, shall receive a Prize at least equal to Prize Number Ten; thus a Pupil not receiving a Prize cannot say that he did not get it because some one else did, but because he had not done the work assigned. In practice, if the Examination were thorough, not more than ten per cent. of the Applicants would be likely to reach eighty per cent. of the marks given, still, the principle above enunciated would hold good.

Again, Class One in every School is far the largest in numbers, comprising, as it does, children from zero to the time they are qualified to leave the Second Reading Book, when they are supposed to have acquired not only the rudiments of Writing, Arithmetic and Geography, but to be pretty fair Readers and Spellers. The Pupils in this Class commonly form from forty to fifty per cent. of the School; and they are those whom it would be difficult, on account of age, etcetera, to bring to a central place for Examination. To this Class, the plan sketched would prove difficult of application; but the knowledge that promotion to Class Two would qualify a child to enter the lists as a competitor for the public Prize would be a very powerful stimulus to work for promotion.

For two reasons I would offer no Prizes in special subjects; first, the object of a Public School education is not to educate one faculty at the expense of others, but to develop equally all the powers of the Pupil. I would, therefore, offer all the Prizes for General Proficiency, and regulate the number of them by the method already

\* This is exactly the principle upon which the system of Merit Cards issued by the Education Department is based.

explained. In awarding Prizes for General Proficiency, of course, different subjects must be assigned values corresponding to their relative importance. I submit the following schedule:—Reading, 100; Spelling, 100; Etymology, 70; Grammar, (including Composition), 200; Arithmetic, 200; Algebra, 100; Geometry, 100; Geography, 80; Natural History, 80; History, 100; Writing, 100; Natural Philosophy, 100; Book-keeping, 100.

#### COUNTY OF CARLETON COMPETITIVE EXAMINATION.

At the recent annual Examination of Pupils attending the Public Schools in the County of Carleton a large number of Schools availed themselves of the privilege of sending Representatives to the competition. The Prizes were of a very superior order, and comprised Standard Works on all kinds of useful Literature. In addition to these two Gold Medals were competed for,—one given by the County Council and the other by His Honour Judge Ross. The Examiners expressed themselves well pleased with the result, as the Pupils displayed a much greater proficiency than at any previous Examination. The Reverend Mr. May, the Inspector, expressed himself as being entirely satisfied with the result of the Examination. He was glad to be able to say that the County of Carleton was the first County in the Province to establish the Annual competition for a Gold Medal, which was not excelled by the medals given by any University in the Province. Mr. Anderson, Deputy Reeve of Nepean, said that the idea of the medal originated with the efficient and painstaking Inspector, Mr. May, who had been for years most assiduous in promoting the cause of Education in the County, and the result of that day's proceedings was the best evidence of the efficient state of the Schools, which was due in a great measure to the indefatigable exertions of that Gentleman. He believed that the County Council would continue the Grant, as it was evidently a great incentive to the Pupils of the County. He then presented Miss Lucy Richardson with the County Gold Medal, Master J. F. Wood, who was equal to Miss Richardson in general proficiency, was adjudged the winner of Judge Ross' Medal. Mr. May moved, seconded by Mr. Anderson, a vote of thanks to the Examiners for their kind assistance.—*Ottawa Times*.

### CHAPTER VII.

#### CORRESPONDENCE RELATING TO THE EDUCATIONAL DEPOSITORY.

In reply to a Note from Attorney-General Mowat to the Deputy Superintendent of Education, deprecating any opposition to the new arrangement by which the Schools were to be supplied with Library and Prize Books by Booksellers equally with the Educational Depository, the following reply was sent to him:—

##### I. THE DEPUTY SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I thank you for the expression of your views in regard to the Depository question; but I regret that you should think that I would oppose the known wishes of the Government in the matter. I loyally hold to the doctrine that, if the Government take the responsibility of directing this, or any other Department, or individual, to carry out a certain policy in its Administration, every man concerned is bound most faithfully and heartily to do so. Personally my sole difficulty was to know exactly

whether the Government did really assume any responsibility in the matter, or whether they left things to take their own course, under the new System. So much at a loss did I feel lately in regard to this matter that, in writing to Doctor Ryerson a short time ago I urged him to go and see you and learn exactly what the views of the Government were in regard to matters relating to the Educational Depository, which have recently come up, and which seemed to indicate some hidden purpose, or secret inspiration from some unknown quarter. I have also talked to Mr. S. C. Wood, on the subject, (who is a Member of the Council, and a warm supporter of the Government), but he could give me no clue. I most heartily wish that you would let Doctor Ryerson and Mr. Wood, (and myself, who am familiar with details), have a free conference with you on this matter, for I confess myself at sea in regard to the apparently new policy which is being developed on the subject by some of the elected Members of the Council. I thought, and so did Doctor Ryerson and others, that the recent legislation was in reality a "compromise" to be fairly carried out in good faith on both sides, in the interests of the Public. Recent events indicate a different intention; and instead of letting experience, (which is the true test), decide in this matter, a purpose is being developed to arrive at a foregone conclusion, and in doing so to put the "Officials of the Department" in a false position.

Personally I sincerely say that I do not care if the Depository were shut up to-morrow, but would, so far as I am individually concerned, most heartily desire it, for it has been a perpetual worry and great responsibility, from the causes mentioned; but, in the meantime, I do not feel that so long as it is authorized by the Legislature, we are honourably bound to apply to its management and working the best business principles of which we are master,—were we to do otherwise you would be the first to censure us, and there would be no end of complaint of our inefficiency.

I never have, and never could do things involving responsibility in a perfunctory manner, and that spirit has been infused into all our work; but I have long since learned that the General Public do not greatly appreciate it.

I may also state that I perfectly understand the cause of Mr. James Campbell's complaint to you. He made a business overture to the Department which was declined. Afterwards we had a most unpleasant correspondence with him, in which, (as you will see if you desire it), we fully disposed of every one of his complaints. I, therefore, quite expected his appeal to you on the subject.

I do regret that you should think me capable of doing anything inimical to the views of the Government in this most troublesome matter.

TORONTO, April 1st, 1875.

J. GEORGE HODGINS.

To the foregoing Letter the following reply was received:—

#### II. ATTORNEY-GENERAL MOWAT TO THE DEPUTY SUPERINTENDENT OF EDUCATION.

I was glad to receive your Note of yesterday respecting Depository matters, as it indicates that there was some misunderstanding, and perhaps on all sides.

TORONTO, 2nd April, 1875.

OLIVER MOWAT.

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

I enclose a Note just received from Mr. Mowat.

You will see that, with, and like, Mr. James Campbell, he seeks to fasten the responsibility of the heading of the list of Campbell Books in the February *Journal of Education* upon the Officials in the Department,—meaning of course myself. Now you know that it was you who altered the heading, and approved of it yourself.

We sent down the other day to purchase some samples of the Books from Mr. Campbell to compare them with those on the lists in the Bills of purchases elsewhere, but Mr. Campbell refused to give them to us except at retail prices.

The more I think of the proceedings of the Special Committee of the Council of Public Instruction, the more I see that its sole object is to get material on which they, (the elected Members), can declare the Depository unnecessary. Mr. Goldwin Smith referred the English example which was to abolish such an establishment and referred to his own views on the subject in an English Commission Report.\*

I am more and more convinced that you will have to deal with this matter decidedly one way or the other. We do not care so much for the Depository as we do care about the worry it causes by interested parties, who are opposed to its continuance.

TORONTO, April, 1875.

J. GEORGE HODGINS.

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

When I get home I will write the Attorney-General a Letter on the subject of the Depository attacks and misstatements, which will probably be remembered by him. You need not be concerned, or worried about it. I will bring the matter to an issue, and, not having this "sapping and mining process" continued through the agency of Mr. James Campbell, I will tell the Attorney-General that I wrote nearly every time to Mr. Campbell myself, and what Letters I did not write, I revised. If this system of worry continues, I shall insist upon a Parliamentary Committee of Investigation, if not a Commission.

LONG POINT, April 10th, 1875.

EGERTON RYERSON.

NOTE.—On his return to Toronto, instead of writing to Mr. Mowat, Doctor Ryerson saw him on the subject of the Depository. The result of the interview impressed Doctor Ryerson more and more, as he assured me, with the desirability, even the necessity, of his retirement from Office, owing to his difference of opinion with Mr. Mowat in regard to Depository matters and as to the unwisdom of the adoption by him of the elective principle to the Council of Public Instruction. As time went on this feeling, on the part of Doctor Ryerson increased, and finally led to his writing the following Letter to the Attorney-General:—

#### V. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

You are aware that to the present and preceding Administration I have suggested the advisableness and even expedience, of making the Education Department a Governmental Department, presided over by a Minister of the Crown with a seat in Parliament. My Official Letters to the Honourable M. C. Cameron, when Provincial Secretary, and to the Honourable Edward Blake, when Premier, contain my reasons

\* From an English paper received last year I learn that an "English Example" given therein differs entirely from that referred to by Mr. Goldwin Smith. It states that at a meeting of the London School Board it was moved by the Reverend Mr. Rogers:

1. That it is desirable that the Board should give notice to the Agents, Messieurs Hamilton, Adams, and Company, of their intention to terminate the existing contract at Christmas, 1874.

2. That it is desirable that the Board should establish a Store in charge of a Superintendent, the said Superintendent to receive and distribute Books, Apparatus, &c.

He said there was no fault to be found with the present Agents; but it would be more convenient for the Board to establish their own Store. The subject had been carefully considered, and Mr. Waugh had gone fully into it.

There were many reasons for establishing a Store. At present great delay was experienced in getting the Requisitions from the Schools fulfilled, and, in some cases, the quality of the goods was found inferior to the sample. There was at present no means of testing the quality of the goods supplied to the Schools. If they had their own Stores they would purchase wholesale, and the Superintendent would test the quality of the goods received. Moreover, it would be a great convenience to the School Management Committee to have a Store Department. The despatch of goods would be quicker.

Mr. Tabrum, who seconded the motion, said that it was the fact of the large number of Schools which the Board would eventually have, which induced the Committee to agree to the proposal. It was shown to the Sub-committee that there would be a saving in money and also an increase in the quality of the goods supplied.

Mr. Heller said that the Voluntary Schools had a Store in the National Society. There was no wish to establish a house for the sale of Books, but simply a warehouse from which Books might be despatched. He felt persuaded that it would not only be a convenience to the Schools, but that there would be an actual saving, and there would also be a guarantee that the articles supplied were equal to the samples.

The Reverend Mr. Rogers said the figures had been gone into very carefully, and that it was anticipated that the expenses would not be very great, but that the saving would be very large. The motions were then agreed to.—*School Board Chronicle.*

for this recommendation,—reasons which have been strengthened in my own mind by the observation and experience of every year.

The objection hitherto to my recommendation has been two fold:—No one could fill my place, from my long experience and my having devised and developed the System of Education. The Department would be in danger of becoming political. To the former of these objections, it may be replied, that I cannot live always,—the change cannot be long deferred, and had better take place before my faculties become impaired, and while I could give, when desired, the results of my own experience and observation. To the latter objection it may be replied, that there is no need of the administration of the Department being political, because presided over by a political Head,—the avowal that the Department would be administered impartially, without reference to Denomination, or political bias, in regard to all appointments as well as decisions, would be satisfactory to all parties, and strengthen any Head of the Department, and any Government, making such avowal, and would continue to strengthen them in proportion to the fidelity with which they should fulfil it.

I believe that the real and only safety of the School System in all the integrity and efficiency of its administration, and in its wide complications and varied interests, depends upon its being brought more immediately under the review and guardianship of the Representatives of the People.

Impressed with these views, and the consciousness of advanced years, and understanding that there is now a disposition on the part of the Government to consider seriously and practically the question, I desire to relieve the Government of all embarrassment on the subject by placing my Office at their disposal, although, in case such a measure be not deemed expedient by the Government, I am willing to continue in my office as long as I may be able to perform its duties.

In regard to myself, I desire to say that, should the Government think proper to act upon my suggestion, I will, at all times, hold myself at the disposal of the Minister of Public Instruction, and although I should never volunteer advice, I would readily answer any questions he might think proper to propose, and give any information in my power that he, from time to time, might desire. And I would also be willing, if desired, to continue to act as a Member of the Council of Public Instruction.

As to my circumstances, I am paying interest monthly on \$3,450, every cent of which I have paid for benevolent and religious purposes. . . . When I gave myself to the Church and to the Country, I gave all that I might acquire, as well as all I could do,—believing that those whom I served throughout the vigour of life would provide for me in old age, should I attain to it. . . . Perhaps I have gone to an extreme in this respect; but it is now too late to remedy the past; I have thought it preferable to leave my family in humble circumstances, than give reason for the reproach upon myself, or family, that I had made a gain of my office, and enriched my family at the expense of my Country. I have, therefore, lived as economically as I could and have given back to my Country, in one form or another, all that I have received from it, beyond my needful support.

I would be glad to have an inquiry instituted as to the comparative prices of Library and Prize Books for the from 200,000 to 400,000 children in our Schools before and since 1850, and my getting adopted, and permission to reprint, the series of Books of the National Board of Education for Ireland, and the impulse that was then first given to the Publishing and Book Trade in this Province. I believe that such an inquiry would show that the measures I have originated and matured in these respects have advantaged the Country hundreds of thousand dollars, apart from the improved character and benefit of uniform Books for the Schools, and apart from the development of the local manufacture of School Maps and various School Apparatus, apart from the introduction of some thousands of heretofore unknown useful Works for School Libraries and Prizes, and irrespective of the School System generally.

Whether in, or out, of office, 'I desire to and purpose to labour as much, to the utmost of my strength, in the future as in the past for what I believe will be useful to my Country; and I hope and trust that my means of support for literary work, and of usefulness, will not be diminished.

In conclusion I beg to thank you most sincerely for the uniform courtesy, kindness and consideration I have received at your hands since your assumption of office. . . .

TORONTO, June 12th, 1875.

EGERTON RYERSON.

#### VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I have returned from Ottawa, and I am ready to confer with you, at your convenience, according to your request, in regard to the minor appointments to the Normal School there.

At the moment of my departure for Ottawa, was put into my hands a Note from you, stating the names of new appointments to the Council of Public Instruction. Against these appointments, with one, or two, exceptions, I must offer my individual protest, as making the Council, as far as Government appointments can make it, a packed Political Party,—contrary to all precedent, and the understanding of all Parties for thirty years, is rejecting every recommendation I have made, such as the Very Reverend Dean Grasett, the Reverend Doctor Jennings, John Macdonald, M.P., or Mr. Robert Wilkes, and continuing, or reappointing, those who have scarcely at all attended to the business of the Council for the past year, and who, when there, have been more noted for their hostility to me than for anything else. Of course, all the affairs of the Department must now come before the Parliament,—the Master of us all,—and I am resolved, as far as in my power, that the Parliamentary Investigation shall be all-sided, and not one-sided only. I am for peace and progress; but, if war there must be, I accept it; and I appeal to the Cæsar of the Representatives of the People, where I will fight it out to the bitter end, in defence of the Department and the integrity of the School System, as belonging to one Party equally with the other, both in the Legislative Assembly and throughout the land. I am resolved that the great work of my life for my Country shall not be mangled and destroyed without a final struggle on my part to maintain it inviolate upon the principles on which it has been founded, developed and sustained by the united exertions and labours of all Parties during more than a quarter of a century.\*

TORONTO, September 13th, 1875.

EGERTON RYERSON.

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

I am sorry you are absent at this time, as the Attorney-General has referred to me on matters in respect to which I have felt the need of your assistance. I hope you will get back as early in the beginning of the week as possible.

I am glad to hear your account of the Normal School at Ottawa.

TORONTO, December 3rd, 1875.

EGERTON RYERSON.

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\*In his conversation with me, after his receipt of the letter from Mr. Mowat's nomination of four new members of the Council of Public Instruction, I never saw Dr. Ryerson so much moved, between the feelings of sorrow and regret, that his rejection by Mr. Mowat of his nomination of Dean Grasett, Doctor Jennings, Mr. J. Macdonald and Mr. R. Wilkes and his selection of the majority of his (Mr. Mowat's) nominees who were hostile to him personally.

CHAPTER VIII.

ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE,  
TORONTO, 1875.

TO HIS HONOUR, THE HONOURABLE D. A. MACDONALD, LIEUTENANT-GOVERNOR OF ONTARIO.

The College Council have the honour to present their Annual Report for the year ended December 31st, 1875.

I. *Officers.*—Visitor, His Honour the Honourable D. A. Macdonald, Lieutenant-Governor of Ontario; President, Reverend John McCaul, LL.D.

The Reverend John McCaul, LL.D. Professor of Classical Literature, Logic and Rhetoric.

H. H. Croft, D.C.L. .... Professor of Chemistry and Experimental Philosophy.

George Buckland ..... Professor of Theory and Practice of Agriculture.

Daniel Wilson, LL.D. .... Professor of History and English Literature.

E. J. Chapman, Ph.D., LL.D. .... Professor of Mineralogy and Geology.

G. T. Kingston, M.A. .... Professor of Meteorology, and Director of the Magnetical Observatory.

The Reverend G. P. Young, M.A. .... Professor of Mathematics and Ethics.

R. Ramsay Wright, M.A., B.S. ... Professor of Natural History.

James Loudon, M.A. .... Professor of Mathematics and Natural Philosophy, and Dean.

James M. Hirschfelder ..... Lecturer on Oriental Literature.

W. H. Vander Smissen, M.A. .... Lecturer on German.

Emile Pernet ..... Lecturer on French.

W. Oldright, M.A., M.D. .... Lecturer on Italian and Spanish.

W. D. Pearman, M.A. .... Classical Tutor.

Alfred Baker, M.A. .... Mathematical Tutor.

Bursar, David Buchan.

Registrar, W. D. Pearman, M.A.

In July of this year Professor Cherriman resigned the Professorship, the duties of which he had efficiently discharged for many years, and James Loudon, M.A., who for the last eleven years had faithfully filled the office of Mathematical Tutor, was appointed Professor of Mathematics and Natural Philosophy.

In June, 1875, the following Degrees were conferred by the University of Toronto, on Matriculated Students in Arts of this College:—

M.D., 2; M.A., 10; M.B., 6; B.A., 29; total, 47.

Since 1853 the following Degrees have been conferred by the University of Toronto, on Matriculated Students in Arts of this College:—

LL.D., 3; M.D., 9; M.A., 172; LL.B., 19; M.B., 34; B.A., 227; total, 464.

At the Annual Convocation in October, 1875, 68 Students were admitted to this College, of whom 48 were admitted as Matriculated Students in Arts; 1 in Civil Engineering, and 19 as Matriculants; 17 in Arts, and 2 in Civil Engineering.

Lectures were delivered during the past year, in the College, according to a prescribed Programme.

Additional Lectures have been given at hours that are not specified in the prescribed Table.

Examinations are held at the close of each Term, in the subjects of Lectures during that Term.



All Matriculated Students in Arts, Civil Engineering and Agriculture, are required to attend these Examinations, in every Department prescribed by the University of Toronto as necessary for Students of their respective standings.

The Examinations were held during the year 1875, according to the prescribed Programmes.

TORONTO, January 13th, 1876.

JOHN McCaul, LL.D., President.

## CHAPTER IX.

### REPORT ON THE SCHOOL OF PRACTICAL SCIENCE.

(FROM JANUARY, 1874, TO JUNE, 1875, AND FROM JUNE TO DECEMBER, 1875).

#### THE PRINCIPAL OF THE SCHOOL TO THE PROVINCIAL SECRETARY.

I have the honour to submit the following Report of the progress of the School of Practical Science, from the date of my last Report in January, 1874, to the close of the Winter Term of 1874-75.

The objects sought to be attained by the establishment of a School of Practical Science were three in number:—

1. Technical instruction in the various branches of Engineering, Mining and Manufactures.
2. Special instruction in the different departments of Experimental Science.
3. Instruction to Artizans, Mechanics and Workmen, by Evening Classes, in such subjects as may further their improvement in their different callings.

As it is only the last of these three parts of the scheme which has hitherto been attempted, it will be improper to do more than revert to the great and growing importance of the first two, and to the necessity of providing, at an early day, some means by which they may be carried out.

At the present day no Country can afford to omit furnishing the best means of scientific training at her command to those willing to avail themselves of it, and least of all a Country whose wealth must so largely depend upon her mineral resources as our own. At the same time, however, all facilities supplied by Government for such scientific training should be the natural outcome of a need felt, and any premature attempt at forcing an elaborate scheme of scientific education on a people unprepared for it, could only result in failure. It would seem, however, that the time had now arrived when circumstances would justify, and indeed demand, the adoption of some more extended and more permanent scheme. Letters are constantly being received at the School from all parts of the Country, asking if the regular Course has yet been instituted, and expressing a desire on the part of the Writers to become Students of such an Institution as is proposed.

The third part of the scheme, that of affording evening instruction to Artizans, has been in active operation since 1872, and the results up to the close of 1873 have been embodied in my former Reports. The names of the Students attending during the first part of 1874 were given in my Report for 1873, and the Classes in Drawing and Chemistry of that year were continued without change. In addition, however, a course of Lectures on Natural Philosophy was given by Mr. Loudon.

At the close of the Term, Examinations were held and Certificates given to successful Candidates. The following is a list of those who passed the Examination, arranged in order of merit. (List not inserted).

In the Autumn of 1874 the Classes were recommenced, and a list of the names, occupations, etcetera, of the Students attending them will be given in the Appendix.



It appears from this list that the number attending the School during the past year were greater than during any previous year; for while the number of Students during the Winter of 1872-73 was 181, and the number of Students during 1873-74 was 129, the number who attended the Classes during the Winter of 1874-75 was 189.

Of these hundred and eighty-nine, sixty-five were admitted to the Drawing Class, fifty to the Class in Natural Philosophy, and one hundred and eleven to the Class in Chemistry. The following Table gives the occupations of the Students, and the number of Students of each occupation:—

*Table showing the Occupations of the Students of the Evening Classes at the School of Practical Science, during the Winter of 1874-75.*

Architects' Pupils .....	2	Cabinet Makers .....	6
Booksellers .....	2	Carpenters .....	30
Bookbinder .....	1	Civil Engineers .....	2
Builder .....	1	Clerks .....	18
Coachbuilder .....	1	Plumber .....	1
Dentists .....	13	Porter .....	1
Druggists .....	6	Printer .....	1
Engineers.....	2	Silver Plater .....	1
Gardener .....	1	Stonecutter .....	1
Machinists .....	6	Students .....	33
Marble Cutter .....	1	Teachers .....	4
Painters .....	3	Tinsmith .....	1
Pattern Maker .....	1	Veterinary Students .....	20
Photographers .....	2	Wood Turners .....	3
Physicians' .....	2		

Instruction in Drawing, Architectural and Mechanical, was given by Mr. William Armstrong, C.E., on Tuesday and Thursday evenings throughout the Winter. The number of Students seeking admission to this Class was far greater than it was possible to accommodate. Only really earnest Students were admitted, and the progress of the Pupils in this department was most gratifying, and the work done by many of the Students was of a highly creditable character.

A Course of Lectures on Light was given by Mr. Loudon, which was attended not only by the regular Students of the School, but also by many others. The Lectures were fully illustrated by experiments, the Apparatus for which was procured by Mr. Loudon from London. Although not numerous nor elaborate, the Instruments are of excellent quality and give great satisfaction. It is much to be regretted that on the appointment of Mr. Loudon to the Chair of Mathematics and Natural Philosophy in University College, he has resigned his position in the School of Practical Science, and I would venture to hope that some means may be found to retain the services of that Gentleman if the School is to be placed upon a permanent basis, and, in any event, to continue his Lectures during the present Winter. A Course of Lectures on Elementary Chemistry was given, as in previous years, but in addition a Class was formed for Practical Chemistry and instruction given in Chemical Manipulation and Qualitative Analysis on each Wednesday evening. At the conclusion of the Term a practical Examination of this Class was held, at which they acquitted themselves in a highly satisfactory manner.

Examinations in Chemistry were held on the 17th of March, and on the 27th of May, 1875. Quite a number of Students passed.

The Library has been kept open two afternoons during the week, and at any time persons wishing to consult any of the works are admitted on application to Mr. Hayes, who has charge of the Library.

There are a great number of Patent Reports which require to be bound. In their present form they are not available for reference, and their great value makes it extremely desirable that they should be put up into a shape suitable for easy consultation. There are also a number of Scientific and Technical Periodicals which require binding.

The cost of binding these works would be about \$2,000, and it is to be earnestly hoped that an appropriation will be made to cover the expense of this most necessary proceeding.

I append a list of the Students attending the Classes, their names, ages, birth-places, occupations and residences. Also a list of the Instructors and Assistants engaged in the work of the School.

TORONTO, July, 1875.

W. H. ELLIS, Principal.

SUPPLEMENTARY REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, FROM JUNE TO THE END OF THE YEAR 1875.

I have already submitted for the information of His Excellency a Report on the School of Practical Science, up to the end of May of the present year. In addition, I have the honour to submit the following Report of the work done during the present Winter, up to the end of the year 1875.

The Evening Classes were recommenced on Monday, October 4th, and are now in operation.

In my own department, Lectures on Elementary Chemistry have been given on each Monday and Friday evening. The number of Students attending the Class is fifty. . . . .

Instruction to more advanced Students in Chemical Manipulation and Qualitative Analysis has been given on each Wednesday evening. To cover the expense of Chemicals and Apparatus, a Fee of ten dollars has been charged for admission to this Class.

I enclose the Reports of Mr. Armstrong and Professor Loudon.

TORONTO, 17th December, 1875.

W. H. ELLIS, Principal.

II. MR. WILLIAM ARMSTRONG TO THE HONOURABLE S. C. WOOD, PROVINCIAL SECRETARY.

In accordance with your desire, I have the honour to make the following statement with regard to the Classes in Engineering and Architectural Drawing. The statement of attendance for the Session of 1874 is embodied in the Report of Doctor Ellis. This Session commenced on the 1st of October, and I was obliged to refuse admission to a large number, as the Rooms for Drawing Classes were quite filled; in all cases the names and addresses of Applicants were taken, and as vacancies occurred they were filled from that list. An inspection of the work done in the School must convince the most casual observer that the Mechanics forming the Classes are possessed of high intelligence, as evinced by the rapid advancement towards perfection in the different styles of Drawing. Several Mechanics have returned to the School to express their gratitude for the instruction they had received, which had been the means of advancing them in their different callings. In all cases the Pupils are first put through a Course of Rudimentary Linear and Geometric Drawing, after which the teaching of Constructive Drawing is commenced. Although the original prospectus only named Engineering and Architectural Drawing, I have given instruction in the following Classes, videlicet:—Engineering, Architectural, Mechanical, Ornamental Design, Free Hand, Landscape and Perspective. A Class has been formed to attend a Course of Lectures on "Drawing from Objects," and how to teach Drawing. The Lectures are attended by a highly educated class of men; several Students in the Engineering Course at the University have attended the Drawing Classes, and one of them has become the best draughtsman in the School.

It must be gratifying to you and the Government to find such a large number of working men spending their evenings in improving themselves, and showing so good an example to the youth of the Province. Several ladies applied to join the "Drawing and Objects" Class, and were quite willing to pay Fees. You are aware that Prizes are not offered as an inducement to swell the Classes. The Drawings executed during the last Session and part of the present are ready for exhibition; and should you wish specimens sent to the Philadelphia Exhibition, I feel confident the Drawings will compare favourably with those from any other School of Practical Science.

Annexed is a list of the number and occupations of the Students. (Not inserted).

TORONTO, 17th December, 1875. WILLIAM ARMSTRONG, C. E., Drawing Instructor.

### III. PROFESSOR JAMES LOUDON TO THE HONOURABLE S. C. WOOD, PROVINCIAL SECRETARY.

At the request of the Honourable the Provincial Treasurer, I desire to submit to you the following brief statement, by way of addition to the Reports of Doctor Ellis and Mr. William Armstrong, on the School of Practical Science, in order that the Legislature may be precisely informed of the character of the instruction which has been given there during the last three years, and of the place which such teaching occupies in the general plan contemplated in the Act constituting the School. The impression seems to prevail in some quarters that the Institution has all along been in a position to provide the training of a regular Engineering College, or School of Science, and to afford at the same time the educational advantages of a thoroughly equipped Mechanics' Institute. Much more indeed has been expected from the School, and it is, therefore, all the more necessary that its present functions should be clearly understood, in order that those who look in vain for the realization of their expectations may not be disappointed. The existing arrangements are, as I have always understood them, merely temporary, and in no way intended to carry out the very comprehensive aims foreshadowed in the Act aforesaid. An experiment has been tried thus far, which certainly cannot, such as it is, be pronounced unsuccessful, but, in conducting this experiment, no pretence has been made of providing instruction in Engineering, or of carrying out any general scheme of Evening Classes for Artizans. The Reports of Doctor Ellis and Mr. William Armstrong will have informed you of the character of the instruction given to their respective Classes. With reference to the Lectures which I myself delivered prior to my resignation, I may say that they were chiefly experimental, the subjects being restricted to two branches of Natural Philosophy. The part which such instruction as has been given in the School plays in the general scheme already referred to, is comparatively small, and will be better understood after a brief reference to the proposals which have been made to meet the educational requirements of the Country at large. To meet these needs it was proposed, (1), To supply instruction in the various branches of Engineering and in Chemistry, as applied to the Arts and Manufactures; and (2), To encourage a more practical study of the Physical Sciences. These two objects constitute the main features of the scheme, and are, it may be remarked, perfectly definite and entirely distinct from one another. Under the first head comes the wide subject of Engineering, embracing the subdivisions of Civil, Mechanical and Mining Engineering. With regard to these and all other professional subjects I hold that where the demand is sufficiently large for such training, it is best to provide a separate School, independent, that is to say, of the control of an Arts Faculty. The functions of such a School, at the beginning of last year, were described by me in a Communication to the Press, in which I took occasion to point out that there ought to be at least five Professors on the staff of such an Institution. These would be required to give instruction in such subjects as Drawing, Mathematics, Applied Mechanics, Surveying, Assaying, Metallurgy, Civil Engineering, etcetera. The question of the existing need for such an independent School I have never discussed; but I think that, before undertaking such a burden as its support

would involve, the Country should be clearly informed that the immediate outlay required for mere outfit would be very large, while the cost of maintenance would be at least \$15,000 per annum. Such an expenditure ought not to be incurred unless the demand for trained Engineers is very large indeed. It must, moreover, not be forgotten that the above outlay would be incurred solely for the teaching of Engineering and Applied Chemistry; whilst the still more important object,—the promotion of the practical study of the Physical Sciences,—would remain to be provided for. Such provision ought certainly to be made in connection with the University of Toronto, where, by a moderate outlay for necessary additions, the Country could be placed in possession of a good Physical Laboratory in which Students could receive that practical instruction which makes the teaching of Science really effective. Until such additions are made, and the Library and Museums placed on a proper footing, the Physical Sciences will not have received the encouragement which the times require.

Taking into account the circumstances of the Country, I now proceed, as requested, to offer the following suggestions with regard to the best means of compassing the objects already referred to.

With regard to the subject of Engineering, it would be amply sufficient, in my opinion, to establish a Chair of Civil Engineering, in University College, where a competent Professor could give all the necessary instruction, (as is done elsewhere under like circumstances), in Drawing, Surveying, Applied Mechanics, and Civil and Mechanical Engineering; whilst the requisite training in the subjects pertaining to Mining Engineering, such as Assaying, Metallurgy, etcetera, could be received at the hands of Professor Chapman, who would require for the purpose a small Laboratory and the aid of an Assistant.

In connection with the department of Chemistry there is a very considerable demand in the Country for practical Laboratory instruction in Qualitative and Quantitative Analysis. To meet this demand more accommodation and teaching power are required than University College can at present afford; but the necessities of the case will be fully met by appointing a skilled Assistant to Professor Croft, and furnishing additional Accommodation and Apparatus.

The cost of outfit for the above purposes will be comparatively small; a considerable outlay, however, will be required to provide Physical Apparatus for the experimental illustration of the subjects of Mechanics, Sound, Heat, Light, etcetera. As there is not sufficient accommodation in University College for depositing such Instruments, the present Building must be enlarged. All the accommodation that is needed, however, may be found in a structure of very moderate dimensions, placed in immediate connection with the University Building, and containing Rooms for:—(1) Physical Apparatus; (2) Laboratory for Quantitative Analysis with Balance Room; (3) Laboratory for Assaying, etcetera; (4) Physiological Laboratory; (5) One Lecture Room.

Such a Building and Apparatus, together with the appliances already in the possession of University College, would constitute a tolerably good Physical Laboratory.

The cost of carrying out the various parts of the above scheme may be distributed as follows:—

Maintenance:—	\$	cts.	
Salaries,—Professor of Engineering .....	2,500	00	
Assistant Professor Chemistry .....	1,500	00	
Assistant in Assay Laboratory .....	600	00	
			\$4,600 00
Heating, Repairs, etcetera .....			600 00
			\$5,200 00
Total .....			\$5,200 00

An annual appropriation should also be set aside for the purpose of increasing the different Collections in the Natural History Museum, in the Mineralogical and

Geological Museums, and for adding occasionally to the Apparatus of the different Laboratories.

Outfit:—	\$	cts.	
Apparatus,—Natural Philosophy and Engineering .....	10,000	00	
Chemistry, Mineralogy and Zoology .....	4,000	00	
			\$14,000 00
Additions to University Building for Physical Laboratory .....			20,000 00
			-----
Total .....			\$34,000 00

In connection with the question of the promotion of Science in general, there are two subjects which are sometimes confounded with the matters already referred to. Many persons fail to distinguish between the scientific training of an Arts, or Engineering, Student, on the one hand, and the education of the Artisan classes, and the teaching of Popular Science, on the other. The latter constitutes entirely different questions, whose solution depends in no way on that of the former. Where there is a large Artisan Class, I am free to admit that it is well to furnish those whose early education has been neglected with facilities for improving themselves. Such Classes, however, form no necessary adjunct to a School of Science, although they may be carried on in connection therewith. Under any circumstances, the Mechanics' Institute is the proper place for such instruction to be given. With regard to the question of Popular Science Lectures, on the other hand, legislation can do almost nothing. It is only in a very large community that we may expect to find a sufficient number of individuals to take a permanent interest in such subjects; and even there appreciative audiences are more easily obtained than successful Lecturers. I entertain the hope that something will be done ere long towards establishing, in a small way, a few short courses of such Lectures in connection with the Canadian Institute. Established, as that Institution is, for the promotion of original research in Science, it is, I conceive at the same time the proper place to which we should look for the best Popular Lectures that the Country can produce. Whilst, however, the Canadian Institute is worthy of every encouragement the Government can bestow, so far as the promotion of original research and the publication of its Journal are concerned, I consider that any scheme for establishing such Lectures there should be supported by the citizens of Toronto, and not by the Province at large.

In conclusion, I may be permitted to express the hope that the suggestion which I herewith submit will commend themselves to your consideration, and that the vexed question of the encouragement of Science will shortly receive a satisfactory solution at your hands.

TORONTO, 17th December, 1875.

J. LONDON.

CHAPTER X.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATIVE ASSEMBLY  
1875, 1876.

November 25th, 1875. In his Speech from the Throne in opening this Session of the Legislature His Honour the Lieutenant-Governor, said:—

The Chief Superintendent of Education for Ontario, who has ably managed the Education Department of this Province for more than thirty years, being desirous of retiring from office, you will probably be called upon to consider whether the time has not arrived when the efficiency of the Educational System would be promoted by

placing the work of the Department in the hands of a responsible Minister of the Crown.

*November 26th, 1875.* In response to the Speech from the Throne, it was,—

*Resolved,* That, as the Chief Superintendent, who has ably managed the Education Department of this Province for more than thirty years, is desirous of retiring from office, we convey our assurance to His Honour that, when called upon, we shall consider in a manner due to the importance of the question, whether the time has not arrived when the efficiency of the Educational System would be promoted by placing the work of the Department in the hands of a responsible Minister of the Crown.

*December 8th, 1875.* On motion of Mr. J. H. Wilson, seconded by Mr. H. A. Hardy,—

*Resolved,* That an humble Address be presented to the Lieutenant-Governor, praying that he will cause to be laid before this House, all Correspondence and other Documents in the possession of the Government, relating to additional Normal Schools in the western parts of the Province.

*December 10th, 1875.* The following Petition was received and read:—Of the Board of Public School Trustees of Toronto, praying that an Act may pass to amend the School Law, as it applies to the City of Toronto.

The House, according to Order, resolved itself into a Committee of Supply. In the Committee, it was,—

*Resolved,* That there be granted to Her Majesty for the year 1876,—

To defray the expenses of Public and Separate Schools ..... \$240,000 00

To defray the expenses of the Inspection of Public and Separate Schools, as follow:— \$ cts.

5,000 Schools and Departments, at \$5 ..... 25,000 00

Additional cost of inspecting and organizing Schools  
in the Algoma, Nipissing and other remote  
Settlements ..... 2,500 00

Printing Inspectors' Annual and Special Reports,  
including Paper ..... 450 00

Postages, Stationery and Contingencies ..... 400 00

Total ..... \$28,350 00

To defray the expenses of Schools in new and poor Townships ..... \$10,000 00

To defray the expenses of Collegiate Institutes and High Schools, as  
follow:— \$ cts.

Existing High Schools ..... 72,000 00

New High Schools ..... 2,500 00

Collegiate Institutes ..... 6,000 00

Total ..... \$80,500 00

To defray the expenses of the Inspection of Collegiate Institutes and  
High Schools, as follow:— \$ cts.

Three Inspectors ..... 6,000 00

Travelling allowances ..... 600 00

Six Sub-Examiners of Intermediate Examination  
Papers, Postage and Contingencies ..... 1,180 00

Total ..... \$8,080 00

To defray the expenses of the County Examination of Public School  
Teachers, as follow:— \$ cts.

Central Committee of Examiners ..... 1,000 00

Two additional Examiners ..... 400 00

Printing Examination Papers, Forms of Certificates,  
etcetera ..... 750 00

Postages, Stationery and Contingencies ..... 400 00

Medals for competition, Teachers' Examination..... 500 00

Total ..... \$2,950 00

To defray the expenses of County Teachers' Institutes, including \$300.00 for Printing, Stationery and Contingencies (re-vote) .....	\$2,800 00
To defray the expenses of Superannuated Public School Teachers ...	33,000 00
To defray the expenses of Normal and Model Schools, as follow:—	
Salaries:—	\$ cts.
The Principal .....	2,000 00
Mathematical Master .....	1,800 00
Science Master .....	1,500 00
Writing and Book-keeping Master .....	900 00
Drawing Master .....	600 00
Music Master .....	500 00
Gymnastic Master .....	300 00
Head Master of Boys' Model School .....	1,200 00
First Assistant .....	1,000 00
Second Assistant .....	800 00
Third Assistant .....	700 00
Head Mistress of Girls' Model School .....	1,000 00
First Assistant .....	800 00
Second Assistant .....	700 00
Third Assistant .....	650 00
Clerk of the Normal and Model Schools .....	600 00
Head Gardener and Keeper of Grounds .....	410 00
First Engineer .....	410 00
Second Engineer .....	400 00
Third Engineer .....	360 00
Janitor of Normal School .....	450 00
Janitor of Boys' Model School .....	420 00
Janitor of Girls' Model School .....	400 00
Assistant Gardener .....	400 00
Contingencies:—	\$ cts.
Half cost of Stationery and Text Books, (other half paid by the Students) .....	2,500 00
Half cost of Maps, Apparatus and Library Books, (other half paid out of Library, Map and Apparatus Grant) .....	550 00
Half cost of Prize Books for Model School Pupils, (other half paid out of Library, Map and Apparatus Grant) .....	250 00
Text and Reference Books for Masters, and Reading Room for Students .....	150 00
Printing and Stationery, Chemicals and Supplies...	500 00
Expenses of Grounds, Plants and Plant-house .....	600 00
Fuel and Light .....	1,650 00
Water .....	400 00
Contingencies .....	550 00
Total .....	—————
	\$25,450 00
To defray the expenses of the Provincial Educational Museum and Library, as follow:—	\$ cts.
Specimens of School Furniture and Fittings, Apparatus and Maps, Text Books and Works on Education .....	500 00
Various Models .....	200 00
Books and Illustrations of Canadian History .....	200 00
Casts, Photographs and Engravings .....	200 00

Frames, Glass, Paintings and Fittings .....	400 00	
Binding Canadian Books and Pamphlets .....	100 00	
Restoring Casts, Pictures, and Re-colouring Rooms .....	200 00	
Fuel, Water and Light .....	400 00	
Printing, Furnishings and Contingencies .....	100 00	
Caretaker .....	200 00	
Total .....		\$2,500 00
To defray the expenses of the <i>Journal of Education</i> , as follow:—		
Printing, Folding and Mailing 6,250 copies, at \$150	\$ cts.	
per month .....	1,860 00	
Postages on 6,250 copies .....	200 00	
Plans for School Houses and Grounds .....	100 00	
Engraving Plans of new School Houses in Ontario, and		
other Illustrations .....	100 00	
Periodicals and Contingencies .....	100 00	
Total .....		\$2,360 00
To defray the expenses of providing Maps, Apparatus, Library and Prize Books .....		
		\$50,000 00
To defray the expenses of the Educational Depository, as follow:—		
Salaries:—	\$ cts.	
Clerk of Libraries .....	1,400 00	
Cashier and Assistant Clerk .....	900 00	
Despatch Clerk .....	500 00	
Clerk of Sales .....	400 00	
Clerk of Stores .....	400 00	
Clerk of Stock .....	400 00	
Clerk of Invoices .....	300 00	
Copying Clerk .....	240 00	
Junior Assistant Clerk .....	200 00	
Furnaceman and Messenger .....	365 00	
Contingencies:—		
Postages .....	450 00	
Stationery .....	485 00	
Fuel, Water and Light .....	525 00	
Printing Forms and Circulars .....	400 00	
Printing Catalogues .....	300 00	
Packing Paper, Twine, Nails, etcetera .....	350 00	
Shelving, Fixtures and Painting .....	300 00	
Furnishings and Contingencies .....	300 00	
Total .....		\$8,215 00
To defray the expenses of the Education Office, as follow:—		
Salaries:—	\$ cts.	
Chief Superintendent .....	4,000 00	
Deputy Superintendent and Editor of <i>Journal of</i>		
<i>Education</i> .....	2,800 00	
Chief Clerk and Accountant, Clerk to Council of		
Public Instruction .....	1,800 00	
Clerk of Statistics .....	1,200 00	
Clerk of Records .....	1,000 00	
Clerk of Correspondence .....	900 00	
Clerk of Reference .....	500 00	
Assistant Clerk of Correspondence .....	500 00	
Second Assistant Clerk of Correspondence .....	450 00	
Clerk of Reports and Returns .....	400 00	



General Assistant Clerk .....	400 00	
Junior Clerk .....	250 00	
Caretaker .....	500 00	
Contingencies:—		
Postages .....	550 00	
Printing Circulars, Blanks and Paper .....	600 00	
Fuel and Light .....	500 00	
Office Stationery and Account Books .....	400 00	
Books, Newspapers, Law and other Reports .....	200 00	
Public School Law .....	350 00	
15,000 yearly and half yearly Blank Forms, for Trustees, etcetera .....	275 00	
Law Appeal Cases, (re-vote) .....	250 00	
Office Furniture and Fixtures, petty Repairs and various Incidentals .....	450 00	
6,000 copies Chief Superintendent's Report, 1876... ..	1,200 00	
Total .....		\$19,475 00
To defray the expenses of the Council of Public Instruction, as follow:—		
		\$ cts.
Travelling Expenses of Members .....	600 00	
Expenses of Elections .....	300 00	
Revising Text Books, (re-vote) .....	1,000 00	
Assistant Clerk .....	600 00	
Contingencies, (re-vote) .....	300 00	
Total .....		\$2,400 00
To defray the expenses of Normal School, Ottawa, as follow:—		
Salaries:—		
		\$ cts.
The Principal .....	2,000 00	
Mathematical Master .....	1,500 00	
Science Master .....	1,500 00	
Writing and Book-keeping Master .....	200 00	
Drawing Master .....	150 00	
Music Master .....	150 00	
Clerk .....	800 00	
First Engineer and Gardeners .....	600 00	
Second Engineer and Assistant Gardener .....	360 00	
Two Labourers on Grounds in Summer, at \$240.....	480 00	
Janitor .....	360 00	
To pay for Scrubbing and Cleaning .....	150 00	
Contingencies:—		
Half cost of Stationery and Text Books, (other half paid by the Students) .....	1,800 00	
Half cost of Maps, Apparatus and Library Books, (other half paid out of Library, Map and Apparatus Grant) .....	400 00	
Text and Reference Books for Masters, and Reading Room for Students .....	200 00	
Printing and Stationery, Chemicals and Supplies... ..	400 00	
Expenses of Grounds, (including Plants, Shrubs, etcetera) .....	400 00	
Fuel and Light .....	1,200 00	
Water .....	300 00	
Contingencies .....	500 00	
Total .....		\$13,450 00

*December 13th, 1875.* The following Petition was received and read:—Of the Teachers' Association of North Wellington, praying for amendments to the School Act.

*December 14th, 1875.* Mr. H. M. Deroche, from the Standing Committee on Standing Orders presented their Second Report, which was read as follows:—The Committee have examined the following Petition, and find that the Rules of the House have been complied with therein:—Of the School Board of the Town of Lindsay, praying that an Act may pass to legalize a certain Conveyance of Lands, and for other purposes. The following Bill was introduced, and read the first time:—

Bill, (Number 29), intituled:—"An Act to Vest certain Lands situate in the Town of Lindsay in the Board of Education for the Town of Lindsay, in trust for Public School purposes."—Mr. J. H. Wilson.

In the Committee of Supply it was,—

*Resolved*, That there be granted to Her Majesty for the year 1876:—

To defray the expenses of the maintenance of the Institution for the Deaf and Dumb, Belleville .....	\$33,759 00
To defray the expenses of the maintenance of the Institution for the Blind, Brantford .....	\$25,169 00
To defray the expenses of the School of Agriculture .....	\$18,240 00
To defray the expenses of the School of Practical Science, as follow:—	
	\$ cts.
Salaries .....	4,000 00
Apparatus and Chemicals .....	400 00
Gas .....	300 00
Fuel .....	500 00
Water .....	200 00
Ordinary Repairs and Incidentals .....	200 00
Housekeeper .....	600 00
Total .....	\$6,200 00
To defray the expenses of a Grant in aid of Agriculture, Arts, Literary and Scientific Institutions .....	\$98,150 00
To defray the expenses of Works at the Institute for the Deaf and Dumb, Belleville .....	2,500 00
To defray the expenses of Works at the Institute for the Blind, Brantford .....	3,500 00
To defray the expenses of Works at the School of Agriculture .....	13,900 00
To defray the expenses of Works at the School of Practical Science—	1,000 00
To defray the expenses of Works at the Normal School and Education Office, Toronto .....	4,000 00
To defray the expenses of Works at the Normal School, Ottawa .....	6,000 00

The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—

Report on the School of Practical Science, from January, 1874, to June, 1875.

*December 15th, 1875.* On motion of Mr. T. Gibson, seconded by Mr. J. Clarke,—

*Resolved*, That an humble Address be presented to the Lieutenant-Governor, praying that he will cause to be laid before this House, a Return showing the total outlay on Capital Account expended on Normal and Model Schools until the 30th of September, 1875; the average annual cost to the Province of each Student and Pupil attending these Schools for the last two years; the number of Students and Pupils in each year for the last ten years, with the County they came from, distinguishing between male and female, and the average length of time they remained in the profession; the number of Students and Pupils taught by each Teacher for the last two years, distinguishing each year.

On motion of Mr. G. H. Boulter, seconded by Mr. Thomas Wills,—

*Resolved*, That an humble Address be presented to the Lieutenant-Governor, praying that he will cause to be laid before this House, copies of all Reports, Recommendations and Estimates, for the maintenance or improvement of the Educational Depository, from the Chief Superintendent of Education to any Member of the Government during the years 1872, 1873, 1874 and 1875; with any Correspondence thereon; copies of all proceedings of the Council of Public Instruction, or any of its Committees, in regard to the Depository, during 1874 and 1875, with all Correspondence and Documents connected with such proceedings; copies of all Proceedings of the same Council, or its Committees, with any Correspondence therewith in regard to the expenditure of One thousand dollars voted by this House, in 1874 and 1875 for the revision of School Text Books, except such as is already in possession of the House.

The House, according to Order, again resolved itself into a Committee of Supply. In Committee, it was,—

*Resolved*, That there be granted to Her Majesty, for the service of the year 1876, Education,—Account of Contributions to Superannuated Fund, withdrawn, \$750 00 December 16th, 1875. There was laid before the House the Report on the School of Practical Science from January, 1874, to June, 1875.

December 17th, 1875. The following Bill was introduced and read the first time:—Bill, (Number 85), intituled:—"An Act to Amend the Acts relating to the Election of School Trustees in the City of Toronto."—The Honourable M. C. Cameron.

*Ordered*, That the Bill be read the Second time on Monday next.

December 20th, 1875. The Honourable Mr. Wood presented to the House, by command of the Lieutenant-Governor:—

Supplementary Report of the School of Practical Science, for the year 1875.

December 21st, 1875. The following Bill was introduced and read the First time:—

Bill, (Number 116), intituled:—"An Act to Enable the Town of Peterborough to incur additional indebtedness for the purpose of defraying the cost of the construction of certain Ward Schools in the said Town."—Mr. W. Scott.

Referred to the Committee on Private Bills.

The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor, the Annual Report of the Ontario School of Agriculture and Experimental Farm for the year ending 30th September, 1875.

The Nineteenth Resolution, respecting Inspection of Public and Separate Schools having been again read, was agreed to.

The Twenty-eighth Resolution, respecting the *Journal of Education*, having been again read, was agreed to.

The Forty-first Resolution, respecting the School of Agriculture, having been again read, was agreed to.

The Forty-second Resolution, respecting the School of Practical Science, having been again read,—

Mr. H. Merrick moved, seconded by Mr. G. H. Boulter, That, as the School of Practical Science, as shown by the Reports which have been brought down to this House, is purely local in its benefits, and the Pupils attending said School are nearly all from the City of Toronto, and Villagē of Yorkville, costing the Country an annual Expenditure for maintenance of about Six thousand dollars, this House is of opinion that said appropriation should be discontinued.

The Motion was lost on the following division:—Yeas, 30; Nays, 44.

The Forty-second Resolution was then agreed to.

The Fifty-fifth Resolution, respecting the School of Agriculture, having been again read, was agreed to.

*December 22nd, 1875.* The Commissioners of Estate Bills, to whom has been referred a Bill, intituled:—"An Act to vest certain Lands situate in the Town of Lindsay in trust for public purposes," beg leave to report:—

If the School Board only take a portion of the Land for School purposes, they should be compelled to fence and keep the residue in decent order.

TORONTO, December, 1875.

JOHN H. HAGARTY, Chief Justice.

S. H. BLAKE, Vice-Chancellor.

*Ordered,* That Bill, (Number 29), To vest certain Lands situate in the Town of Lindsay in the Board of Education for the Town of Lindsay, in trust for Public School purposes, be referred to the Standing Committee on Private Bills, with instructions to consider the same, with reference to the Report of the Commissioners of Estate Bills thereon.

Mr. C. Clarke, (Wellington), from the Committee on Printing, presented their Third Report, which was read as follow:—The Committee recommend that the following Documents be printed:—Report on the School of Agriculture and Experimental Farm to 30th September, 1875; Supplementary Report on the School of Practical Science.

*January 11th, 1876.* The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—Return to an Address to the Lieutenant-Governor, praying that he would cause to be laid before the House, a Return showing the outlay on Capital Account expended on Normal and Model Schools until the 30th of September, 1875; the average annual cost to the Province of each Student and Pupil attending these Schools for the last two years; the number of Students and Pupils in each year for the last ten years, with the County they came from, distinguishing between male and female, and the average length of time they remained in the profession; the number of Students and Pupils taught by each Teacher for the last two years, distinguishing each year.

Also, Annual Report of the Normal, Model, High and Public Schools of Ontario, for the year 1875.

*January 13th, 1876.* Mr. C. Clarke, (Wellington), from the Committee on Printing, presented their Fourth Report, which was read as follows:—The Committee recommend the printing of the following Documents:—Annual Report on Normal, Model, High and Public Schools for 1874; Return of outlay on Capital Account expended on the Normal and Model Schools until the 30th of September, 1875.

*Resolved,* That this House doth concur in the Fourth Report of the Committee on Printing.

The following Bill was introduced and read the First time:—

Bill, (Number 145), intituled:—"An Act to provide for the Election of School Trustees by Ballot."—Mr. A. M. Ross.

*Ordered,* That the Bill be read a Second time on Monday next.

The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—

Return to an Address to the Lieutenant-Governor, praying him to cause to be laid before the House, a Return of all Correspondence and other Documents in the possession of the Government, relating to additional Normal Schools in the western parts of the Province.

*January 14th, 1876.* The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—The Annual Report of the Council of University College, Toronto.

The following Bill was introduced and read the First time:—

Bill, (Number 149), intituled:—"An Act respecting the Education Department."—The Honourable Adam Crooks.

*Ordered,* That the Bill be read the Second time on Wednesday next.

*January 18th, 1876.* The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—Return to an Address to the Lieutenant-Governor, praying that he would cause to be laid before the House, copies of all Reports, Recommendations and Estimates, for the maintenance and improvement of the Educational Depository, from the Chief Superintendent of Education to any Member of the Government during the years 1872, 1873, 1874 and 1875, with any Correspondence thereon; copies of all Proceedings of the Council of Public Instruction, or any of its Committees, in regard to the Depository during 1874 and 1875, with all Correspondence and Documents connected with such Proceedings; copies of all Proceedings of the same Council, or its Committees, with any Correspondence therewith in regard to the expenditure of One thousand dollars voted by this House in 1874 and 1875, for the revision of School Text Books, except such as is already in possession of the House.

*January 19th, 1876.* The Committee have examined the following Bill, and have prepared certain amendments thereto.

Bill, (Number 29), To vest certain Lands situate in the Town of Lindsay in the Board of Education for the Town of Lindsay, in trust for Public School purposes.

*January 20th, 1876.* The following Bill was read the Second time:—

Bill, (Number 29), To vest certain Lands situate in the Town of Lindsay, in the Board of Education for the Town of Lindsay, in trust for Public School purposes. Referred to a Committee of the Whole House To-morrow.

*January 21st, 1876.* Mr. C. Clarke, (Wellington), from the Committee on Printing, presented their Fifth Report, which was read as follows:—The Committee recommend that the following Document be printed:—Return of Correspondence relating to additional Normal Schools in the western parts of the Province; also, that the following Document be not printed:—Annual Report of the Council of University College in Toronto.

The Honourable S. C. Wood presented to the House, by command of the Lieutenant-Governor:—Supplementary Return to an Address to the Lieutenant-Governor, praying that he would cause to be laid before the House, copies of all Reports, Recommendations, and Estimates for the Improvement of the Educational Depository, from the Chief Superintendent of Education to any Member of the Government, during the years 1872, 1873, 1874 and 1875, with any Correspondence thereon; copies of all Proceedings of the Council of Public Instruction, or any of its Committees, in regard to the Depository during 1874 and 1875, with all Correspondence and Documents connected with such Proceedings. Copies of all Proceedings of the same Council, or its Committees, with any Correspondence therewith, in regard to the Expenditure of One thousand dollars voted by this House in 1874 and 1875, for the revision of School Text Books, except such as is already in possession of the House.

The House resolved itself into a Committee to consider the following Bill:—

Bill, (Number 29), To vest certain Lands situate in the Town of Lindsay, in the Board of Education for the Town of Lindsay, in trust for Public School purposes.

The Order of the Day for the Second Reading of Bill, (Number 149), Respecting the Education Department having been read,—

The Honourable Adam Crooks moved, seconded by the Honourable S. C. Wood, That the Bill be now read the Second time.

And a Debate having arisen, The Honourable M. C. Cameron moved, seconded by Mr. John McDougall, (Middlesex), That the Debate be adjourned. The Motion, having been put, was lost on the following division:—Yeas, 19; Nays, 31.

Mr. G. H. Boulter then moved, seconded by Mr. A. Code, That all the words after “That” be struck out, and the following substituted therefor:—“the Bill be not now read a Second time, but that it be read the Second time on Tuesday next.” The Amendment, having been put, was lost on the following division:—Yeas, 22; Nays, 31.

*January 22nd, 1876.* Mr. T. Wills moved, seconded by Mr. A. Broder, That the Debate be adjourned until Monday next. (Carried).

*January 24th, 1876.* The following Bill was read the Third time, and passed:—Bill, (Number 29), To vest certain Lands situate in the Town of Lindsay, in the Board of Education for the Town of Lindsay, in trust for Public School purposes.

*January 25th, 1876.* The House, according to Order, resumed the Debate adjourned on Friday last, on the Motion for the Second Reading of Bill, (Number 149), Respecting the Education Department.

The Honourable William McDougall, (Simcoe), moved, seconded by the Honourable M. C. Cameron, That all the words in the Motion after "That" be left out, and the following substituted therefor:—"our present admirable system of Education has been developed and perfected under the direction and superintendence of Officials appointed by, and holding office during the pleasure of the Crown; that these non-political Officers have always hitherto performed their high duties uninfluenced and unaffected by the conflicts of parties, or by the rise, or fall, of Administrations; that this Bill proposes to transfer to a Political Officer, whose Official existence depends upon the vote of a Political Party in this House, the onerous duties and discretionary powers of the Chief Superintendent of Education, a non-political Officer, who has for a long series of years exercised those powers to the general satisfaction of all Parties in this Province; that the Bill further proposes to transfer to the same Political Officer, and certain of his Colleagues who are not named therein, the important literary and technical duties hitherto assigned by Law to the Council of Public Instruction, a Body of eminent citizens chosen for their acknowledged ability, probity and patriotism, whose advice and assistance have contributed largely to perfect the machinery and to conciliate public opinion in favour of the existing School System; that this House, is, therefore, of opinion that a Bill which proposes to make such grave and radical changes in the Educational System of the Province, ought not to become Law, until ample time has been afforded for considering their effect, and for the expression of public opinion thereon." The Debate was adjourned.

*January 26th, 1876.* The Amendment, proposed yesterday, having been put, was lost on the following division:—Yeas, 25; Nays, 45.

The Original Motion, having been then put, was carried, and the Bill was read the Second time.

*January 26th, 1876.* The following Petition was received and read:—Of the School Board of Moore, praying for certain amendments to the School Law.

The following Bill was read the Second time:—

Bill, (Number 85), To amend the Act relating to the Election of School Trustees in the City of Toronto. It was referred to a Committee of the Whole House To-morrow.

*January 27th, 1876.* Mr. C. Clarke, (Wellington), from the Committee on Printing, presented their Sixth Report, which was read as follows:—The Committee recommend that the following Document be printed:—Such portions of the Return relating to the maintenance and improvement of the Educational Depository as may be selected by Messieurs Deroche, Creighton and the Chairman.

The House resolved itself into a Committee to consider Bill, Number 85), To amend the Act relating to the Election of School Trustees in the City of Toronto; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. C. Clarke, (Wellington), reported, That the Committee had directed him to report the Bill, with certain amendments.

*Ordered,* That the Amendments be taken into consideration forthwith: The Amendments having been read the Second time, were agreed to.

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

*January 28th, 1876.* The following Petition was received and read:—Of the School Board of Farmersville; also of the School Board of Stirling, severally praying for certain amendments to the School Act.

The House resolved itself into a Committee to consider Bill, (Number 149), Respecting the Education Department; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. C. Clarke, (Wellington), reported, That the Committee had directed him to report the Bill with certain amendments.

*Ordered*, That the Amendments be taken into consideration forthwith.

The Amendments, having been read the Second time, were agreed to.

*Ordered*, That the Bill be read the Third time on Monday next.

*January 31st, 1876.* The following Petition was received and read:—Of the High School Board of Port Dover; also, of the High School Board of Campbellford; also, of the High School Board of Newcastle; also, of the High School Board of Port Rowan; also, of the High School Board of Williamstown; also, of the High School Board of Pakenham; also, of the High School Board of L'Original; also, of the High School Board of Omemece, severally praying for certain amendments to the School Act.

The following Bill was read the Third time, and passed:—

Bill, (Number 149), Respecting the Education Department.

*February 1st, 1876.* The following Bill was read the Third time, and passed:—

Bill, (Number 85), To amend the Act relating to the Election of School Trustees in the City of Toronto.

The House, according to Order, again resolved itself into a Committee of Supply. In Committee it was,—

*Resolved*, That there be granted to Her Majesty for the service of the year 1876,

To defray certain expenses connected with the Education Department,		
Allowance for two additional Collegiate Institutes	1,500 00	
Ottawa Normal School, balance of Accounts for		
Fuel and Supplies, in 1875 .....	670 00	
Ottawa Normal School, Apparatus, Models and		
Appliances for Lectures in Science and Mathe-		
matical Departments .....	2,000 00	
Ottawa Normal School, Instrument for Vocal Music		
Department .....	300 00	
Ottawa Normal School, sundry Fittings and Furni-		
ture .....	500 00	
To pay retiring allowance for the year 1876, to the		
Reverend Doctor Ryerson .....	4,000 00	
Total .....		\$8,970 00
To defray the expenses of the School of Agriculture, as follow:—		
Allowance to Mr. W. Johnston, as acting Principal and Lecturer		
during a vacancy of the Office .....		\$700 00
To defray the expenses of the maintenance of the Institution for the		
Blind, Brantford, as follow:—		
To cover insufficient appropriation for 1875, arising from		
increase in the number of Pupils from 50 to 101, in the		
latter part of the year 1874 .....		\$1,878 23
Grant in aid of Agriculture, and Literary and Scientific		
Institutions,—		
Grant in aid of Museum and Library for Veterinary		
purposes .....	2,000 00	
Grant towards establishing a School of Art and		
Design .....	1,000 00	
Total .....		\$3,000 00

*February 2nd, 1876.* The following Petition was received and read:—Of the School Board of Vankleekhill; also, of the School Board of Norwood, severally praying for certain amendments to the School Act.

*February 3rd, 1876.* The following Pétition was received and read:—Of the School Board of Colborne; also, of the School Board of Richmond Hill; also, of the School Board of Vienna, severally praying for certain amendments to the School Law.

The Order of the Day for the Second Reading of Bill, (Number 145), To provide for the Election of School Trustees by Ballot, having been read, it was,—

*Ordered,* That the Order be discharged, and that the Bill be withdrawn.

The House, according to Order, again resolved itself into a Committee of Supply. In Committee it was,—

*Resolved,* That there be granted to Her Majesty for the service of the year 1876,

To defray the expenses of Works at the Institute for the

Blind, Brantford, as follow:—

	\$	cts.
Outside Closets, enlargement of Tanks and Repairs	2,000	00
Additional Fire Hose .....	250	00
Total .....	\$2,250	00

*February 5th, 1876.* The following Petition was received and read:—Of the School Board of Wardsville, praying for certain amendments to the School Law.

*February 7th, 1876.* The following Petitions were received and read:—Of Mr. John Cameron and others, of Halton, respecting the Education Department; of the School Board of Oakville, praying for certain amendments to the School Law.

*February 9th, 1876.* The following Petition was received and read:—Of the School Board of Brighton, praying for certain amendments to the School Law.

*February 10th, 1876.* The Honourable Donald Alexander McDonald, Lieutenant-Governor of the Province of Ontario, being seated on the Throne, was pleased to give, in Her Majesty's name, the Royal Assent to the following Bills:—

An Act to vest certain Lands, situate in the Town of Lindsay, in the Board of Education for the Town of Lindsay, in trust for Public School purposes.

An Act to amend the Act relating to the election of School Trustees in the City of Toronto.

An Act respecting the Education Department.

The Lieutenant-Governor was then pleased to deliver the Speech from the Throne, in which he said:—

*Gentlemen of the Legislative Assembly:—*

I am glad to observe that you have made provision for placing the affairs connected with Education under the management of a responsible Minister of the Crown, and that this important Department of the public service is thus to be brought more directly than hitherto under the control of the Legislature.



CHAPTER XI.

EDUCATIONAL ACTS PASSED BY THE HOUSE OF ASSEMBLY,  
1875-76.

39TH VICTORIA, CHAPTER XVI.

AN ACT RESPECTING THE EDUCATION DEPARTMENT OF ONTARIO.

Received the Royal Assent on the 10th of February, 1876.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows—

1. The functions of the Council of Public Instruction are hereby suspended, and all the powers and duties which the said Council now possess, or may exercise, by virtue of any Statute in that behalf, shall devolve, and are hereby devolved, upon the Education Department, which shall consist of the Executive Council, or a Committee thereof, appointed by the Lieutenant-Governor; and all the functions and duties of the Chief Superintendent of Education are hereby vested in one of the said Executive Council, to be nominated by the Lieutenant-Governor and to be designated the "Minister of Education;" and, whenever, in any statute, By-law, Regulation, Deed, Proceeding, Matter, or Thing, the term "Council of Public Instruction," or "Chief Superintendent of Education," (as the case may be), or to the like signification, respectively occurs, the same shall be construed and have effect as if the term "Education Department," or "Minister of Education," was substituted therefor respectively.

Functions of Council of Public Instruction transferred to Education Department, and of Chief Superintendent to Member of Executive Council.

2. The said Office of Minister of Education may be held by a Member of the Executive Council holding no other office; and notwithstanding any Salary attached thereto, he shall be capable of being elected, and sitting and voting as a Member of the Legislative Assembly; or such Office may be held in connection with any other Office held by a Member of the Executive Council; and any of the powers and duties of the said Office may be assigned for a limited period, or otherwise, to any other of the Members of the Executive Council holding any other Departmental Office, by name, or otherwise.

Office of Minister of Education.

3. In case a Member of the Executive Council holds any one of the five Departmental Offices established by the Sixty-third Section of the British North America Act of 1867, and being, at the same time, a Member of the Legislative Assembly, resigns his office, and within one month after his resignation accepts the said Office of Minister of Education, he shall not thereby vacate his seat in the Legislative Assembly, unless the Administration of which such person was a Member shall have resigned, and, in the interval, a new Administration shall have occupied the said Offices; or, in case such Member of the Executive Council is appointed to hold the said Office of Minister of Education, in addition to, or in connection with, one of the said five Departmental Offices, he shall not thereby vacate his seat in the Legislative Assembly; and, in either of the said cases, any increase, or change of emolument arising from the said Office of Minister of Education shall not cause any vacancy, or render a re-election necessary.

Acceptance of the office of Minister, no vacation of seat in the Legislature.

## 39TH VICTORIA, CHAPTER LXI.

## AN ACT TO AMEND THE ACT RELATING TO THE ELECTION OF SCHOOL TRUSTEES IN THE CITY OF TORONTO.

Received the Royal Assent on the 10th of February, 1876.

## Preamble.

Whereas the Board of Public School Trustees for the City of Toronto have, by their Petition, applied for certain Amendments to the Act passed in the Thirty-second year of Her Majesty's Reign, Chapter number Forty-four, intituled: "An Act to Amend the Act respecting Common Schools in Upper Canada," and it is expedient to grant their prayer;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

32 Victoria, chapter 44, section 2, and sub-sections 2, 3 and 4 amended.

Time and place for meeting for nomination.

Nomination of returning officer.

Notice of meeting.

Proceedings at the meeting.

Opening of poll.

Places for holding election. Returning officer.

Section 7, and subsection 2, amended. Returning officer to return poll book.

Secretary to declare election and post up statement.

1. Section Two and Sub-sections Two, Three and Four of the said Act are hereby repealed, and the following shall be substituted in place thereof:—

2. A Meeting of the Electors for the nomination of Candidates for the office of School Trustees shall take place at noon on the last Wednesday in December annually, or on the day following should the same be a Holiday, at such place in each Ward thereof as shall, from time to time, be fixed by Resolution of the Board.

(2) The Board shall, by Resolution, name the Returning Officer of each Ward, who shall preside at the Meeting for the nomination of Candidates, and, in case of the absence of such presiding Officer, the Chairman chosen by the Meeting shall preside; and the Secretary of the Board shall give at least six days' notice of such Meeting.

(3) At the said Meeting, if only the necessary number of Candidates to fill the vacant Offices shall be proposed and seconded, the Returning Officer, or Chairman shall, after the lapse of one hour, declare such Candidates duly elected; but, if two, or more, Candidates be proposed, and a poll be demanded by any Candidate, or Elector, the Returning Officer, or Chairman shall adjourn the proceedings for filling such Office until the second Wednesday in January thereafter, when a poll, or polls, shall be opened in each Ward, or electoral division, and at such place, or places, therein respectively, as shall be determined by Resolution of the said Board respectively for the election, at nine of the clock in the morning, and shall continue open until five of the clock in the afternoon, and no longer.

(4) The Board shall by Resolution fix the places for holding the Election, and also names the Returning Officers, who shall preside at the respective Polling places.

2. Section Seven and Subsection Two are hereby repealed, and the following shall be substituted in place thereof:—

(1) The Returning Officer shall, on the day after the close of the Election, return the Poll Book to the Secretary of the Board of Public School Trustees, with his solemn declaration thereto annexed, that the Poll Book has been correctly kept, and contains a true record of the votes given at the Polling place, for which he was Returning Officer.

(2) The Secretary of the Board shall add up the number of votes for each Candidate for any office, as appears from the Poll Books so returned, and shall declare elected the Candidate, or Candidates having the highest number of votes, and shall, at noon on the day following the return of the Poll Books, put up in some conspicuous place at his Office a Statement under his hand, showing the number of Votes for each Candidate.

(3) In case two, or three, Candidates have an equal number of votes the Secretary of the Board at the time he declares the result of the Poll, shall give a vote for one, or more, of such Candidates so as to decide the election. Secretary may vote in case of a tie.

3. If, after the election of any Person as Member of the Board, he be convicted of felony, or infamous crime, or absent himself from the Meetings of the Board for three months, without being so authorized by a Resolution of the Board, entered on its Minutes, his seat shall thereby become vacant, and the Board shall declare the Seat vacant and order a new election. Vacation of office.

4. Any member of the Board may, with the consent of the majority of the Members present, to be entered on the Minutes of the Board, resign his Seat at the Board. Resignation.

5. In case of any vacancy arising from any of the above causes, or from death, the Board shall take steps to hold a new election to fill the vacancy, so created, and the Person, thereupon elected, shall hold his seat for the residue of the term for which his Predecessor was elected, or for which the office is to be filled. New election in case of vacancy.

6. The new election shall be conducted in the same manner as provided in the foregoing Sections, as regards naming the places and Returning Officers, and the Secretary of the Board shall give at least six days' notice of the nomination of Candidates, and in case of a Poll being demanded the election shall be had one week from the day of said nomination, at nine of the clock in the morning, and shall continue open until five of the clock in the afternoon, and no longer. Proceedings on new election.

7. Section Three of the said Act is hereby amended by striking out the words:—"The Clerk of the Town, or City, shall, not later than the Monday preceding," and inserting in lieu thereof, the words:—"The Clerk of the City of Toronto shall, not later than one month prior to." Section 3. amended.

8. The Board, in addition to the powers conferred upon them under the Consolidated School Act of 1874, in reference to the compulsory taking of Land for School Sites, shall have the power to settle all claims, or rights, had by any person, or persons, other than the Owner of the said Land over any Land so required, as a Site for a Public School, by arbitration, in the same manner as is provided for the compulsory extinguishment, or settlement, of the Owner's rights over the said Land. Power to settle all claims to land taken for school site.

39TH VICTORIA, CHAPTER XCIX.

AN ACT TO VEST CERTAIN LANDS SITUATE IN THE TOWN OF LINDSAY IN THE BOARD OF EDUCATION FOR THE TOWN OF LINDSAY, IN TRUST FOR PUBLIC SCHOOL PURPOSES.

Received the Royal Assent on the 10th of February, 1876.

Whereas the Board of Education for the Town of Lindsay have, by their Petition, set forth that additional School accommodation being much needed, they propose to erect a School House in the north Ward of the said Town, and that the Lands hereinafter mentioned are most eligibly situated, and are the only Lands so situated and of sufficient extent obtainable in the said Ward for that purpose; that the said Lands were in the year one thousand eight hundred and forty-nine granted by the Crown to the Council of the then District of Colborne, their Successors and Assigns, in trust for a Burial Ground for Protestants of all Denominations, and were hereafter, and until the year One thousand eight hundred and sixty-two, used for burial purposes; that, in the last mentioned year, burials and Preamble.

interments were prohibited therein after the tenth day of October in that year by a By-law of the said Town of Lindsay, and that since the said day the said Lands have not been used for burial purposes; that but few Bodies in proportion to the extent of the said Lands are buried therein, and that the greater number of them cannot now be identified; that the said Grounds are in a neglected condition, and are an eyesore and a hindrance to the welfare and prosperity of the community, and that the acquisition and use of the said Lands by the said Board, in the manner hereinafter mentioned, will be a public benefit; that the said Board of Education have obtained a Conveyance of the said Lands to them, dated the eighth day of June, One thousand eight hundred and seventy-five, from the Corporation of the County of Victoria, as the Successors of the said the Council of the District of Colborne, in trust for Public School purposes, but subject to all rights acquired therein, or therein under the said Grant from the Crown, but have been prevented from removing the Bodies of the Dead buried therein, and from using the said Lands for School purposes, by the objections of a few of the Persons interested therein, and that the great majority of the Friends and Relatives of the Deceased known to be buried therein assent to such removal of the Bodies and use of the said Lands by the said Board; and the said Board pray for an Act legalizing and confirming the said Conveyance to them from the Corporation of the County of Victoria, and authorizing the removal of the Bodies of the Dead buried in the said Lands, and vesting the said Lands in the said Board, as hereinafter mentioned, and it is expedient to grant the prayer of the said Petition;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Conveyance of certain lands in Lindsay to the Board of Education confirmed.

1. The Conveyance bearing date the eighth day of June, in the year of our Lord One thousand eight hundred and seventy-five, made and executed by the Corporation of the County of Victoria of the first part, to the Board of Education for the Town of Lindsay of the second part, whereby Lots Numbers Seventeen, Eighteen and Nineteen, on the north side of Francis Street, in the Town of Lindsay, containing one and one-half acres, more or less, were granted, or intended to be granted, to the said the Board of Education for the Town of Lindsay, their Successors and Assigns for ever, in trust for Public School purposes, is hereby legalized and confirmed.

Removal of the dead.

2. The said the Board of Education for the Town of Lindsay, their Successors and Assigns, is and are hereby authorized and empowered forthwith, after giving notice, as hereinafter mentioned, to remove from the said Lands in the First Section of this Act mentioned, or from such part, or portion thereof, as they shall, at any time, require for School purposes, all the Remains of the Dead therein interred to such part, or portion, of the said Lands as they may set apart for that purpose, or, in case the whole of the said Lands shall be, at any time, required for School purposes, then to some other convenient Protestant Cemetery, and shall there, by and at the expense, cost and charges of them the said Board, their Successors, or Assigns, re-inter the said Remains decently and in order, and, so far as reasonably may be, with a due regard to the wishes, or desire, of any Friends of the Deceased as to the manner of such removal and re-interment.

Notice of removal of remains of the dead.

3. The said Board of Education, their Successors and Assigns, shall, before removing the Remains of the Dead, as in the Second Section of this Act authorized, during the period of one month publish a notice, once in each week, in each of the Newspapers published in the said Town of Lindsay, stating their intention to remove the said Remains after a day to be named in the said notice, which day shall not be less than six weeks

after the first publication of the said Notice, and no further, or other Notice to the Friends, or Relatives of the said Deceased shall be necessary.

Lands to vest  
in the Board of  
Education.

4. From and after the removal of the Remains of the Dead therefrom, as aforesaid, the said Lands in the first Section of this Act mentioned, or so much, and such part thereof, as shall be so as aforesaid required and prepared at any time for School purposes, shall be, and become absolutely, vested in and held, used and enjoyed by the said the Board of Education for the Town of Lindsay, their Successors and Assigns for ever, in trust for Public School purposes, freed and discharged of and from all rights, titles, claims and demands whatsoever, of or by any and all other Person, or Persons whomsoever acquired under, or by virtue of, the said original Grant of the said Lands for Burial purposes, or by the use of the said Lands for such purposes, or otherwise howsoever, and the said Board of Education, their Successors and Assigns, are hereby freed, discharged and indemnified of, from and against all claims by any such Person, or Persons, for, or by reason of any act, matter, or thing, to be by them done under the authority of this Act.

AN ACT TO CARRY INTO EFFECT CERTAIN SUGGESTIONS MADE BY THE COMMISSIONERS FOR CONSOLIDATING THE STATUTES, AND FOR OTHER AMENDMENTS OF THE LAW.

Received the Royal Assent on the 10th of February, 1876.

Township's,  
Public School  
Boards.

37 Victoria,  
chapter 28,  
section 48,  
amended.

Whenever, under the provisions of Section Forty-eight of the "Consolidated Public School Act of 1874," a Township Council has determined to abolish the division of the Township into School Sections, and to authorize the establishment of one Public School Board therefor, the Council may, in case they deem it advisable that the Members of such Board should be elected by Wards, either by the same, or another, By-law, divide that Township into five School Wards, and, in such case, one of the five Trustees shall thereafter be elected in and for each of such School Wards in the manner prescribed by the said Section.

## CHAPTER XII.

### APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO FOR 1875.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN, AND VILLAGE MUNICIPALITY IN THE PROVINCE OF ONTARIO.

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 Ontario.

The basis of apportionment to the several Municipalities for this year is the population as enumerated in the census of 1871. The total amount available for apportionment is the same as that of last year, and those Townships in which there are feeble Schools and a sparse population have been specially considered in an additional apportionment from the Poor School Grant.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Public and Separate Schools therein, according to the average attendance of Pupils of both classes of Schools during last year, as reported and certified by the Trustees.

The Grants are, by law, payable on the 1st July, by the Honourable Provincial Treasurer, on the Certificate of the Chief Superintendent of Education. These Certificates will be issued on, or before the 30th of June, in favour of those Municipal-

ities which have sent in duly audited School Accounts and Inspectors' Reports to this Office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, May, 1875.

EGERTON RYERSON.

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1875.

	Public Schools.	Separate Schools.	Total.
CITIES.			
	\$ cts.	\$ cts.	\$ cts.
Hamilton.....	3,204 00	737 00	3,941 00
Kingston.....	1,230 00	600 00	1,830 00
London.....	2,019 00	315 00	2,334 00
Ottawa.....	1,476 00	1,702 00	3,178 00
Toronto.....			*8,274 00
			19,557 00
TOWNS.			
Amherstburgh.....	126 00	159 00	285 00
Barrie.....	384 00	118 00	502 00
Belleville.....	802 00	275 00	1,077 00
Berlin.....	363 00	41 00	404 00
Bothwell.....	147 00		147 00
Bowmanville.....	448 00		448 00
Brampton.....	306 00		306 00
Brantford.....	1,038 00	157 00	1,195 00
Brockville.....	574 00	188 00	762 00
Chatham.....	733 00	133 00	866 00
Clifton.....	151 00	86 00	237 00
Clinton.....	297 00		297 00
Cobourg.....	516 00	162 00	678 00
Collingwood.....	417 00		417 00
Cornwall.....	177 00	124 00	301 00
Dundas.....	328 00	134 00	462 00
Durham.....	147 00		147 00
Galt.....	564 00		564 00
Goderich.....	524 00	59 00	583 00
Guelph.....	824 00	190 00	1,014 00
Ingersoll.....	509 00	84 00	593 00
Lindsay.....	379 00	218 00	597 00
Listowel.....	146 00		146 00
Meaford.....	251 00		251 00
Milton.....	134 00		134 00
Mitchell.....	266 00		266 00
Napanee.....	437 00		437 00
Niagara.....	164 00	72 00	236 00
Oakville.....	177 00	71 00	248 00
Orangeville.....	215 00		215 00
Orillia.....	195 00		195 00
Owen Sound.....	497 00		497 00
Palmerston.....	163 00		163 00
Paris.....	313 00	76 00	389 00
Perth.....	278 00	73 00	351 00
Peterborough.....	435 00	247 00	682 00
Petrolia.....	392 00		392 00
Picton.....	285 00	63 00	348 00
Port Hope.....	756 00		756 00
Preston.....	284 00	102 00	386 00
Sandwich.....	172 00		172 00
Sarnia.....	367 00	65 00	432 00
St. Catharines.....	812 00	348 00	1,160 00
St. Mary's.....	394 00	67 00	461 00
St. Thomas.....	269 00	55 00	324 00

Apportionment not determined, Public School Report not being received.

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1875.—Continued.

	Public Schools	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
<b>TOWNS.</b>			
Simcoe.....	274 00		274 00
Stratford.....	511 00	125 00	636 00
Strathroy.....	476 00		476 00
Thorold.....	240 00		240 00
Tilsonburgh.....	236 00		236 00
Walkerton.....	157 00		157 00
Whitby.....	362 00	41 00	403 00
Windsor.....	627 00		627 00
Woodstock.....	587 00		587 00
Total.....	20,626 00	3,523 00	24,149 00
<b>VILLAGES.</b>			
Acton ..	123 00		123 00
Ailsa Craig	86 00		86 00
Alliston	118 00		118 00
Almonte.....	226 00	81 00	307 00
Arnprior	253 00		253 00
Arthur.....	67 00	48 00	115 00
Ashburnham	177 00		177 00
Aurora	167 00		167 00
Aylmer	132 00		132 00
Bath.....	89 00		89 00
Bolton	118 00		118 00
Bradford.....	167 00		167 00
Brighton	200 00		200 00
Brussels.....	115 00		115 00
Burlington.....	123 00		123 00
Caledonia.....	184 00		184 00
Carleton Place	178 00		178 00
Cayuga.....	118 00		118 00
Chippawa	136 00		136 00
Clifford.....	122 00		122 00
Colborne.....	120 00		120 00
Drayton.....	115 00		115 00
Dresden.....	149 00		149 00
Dunnville	215 00		215 00
Elora.....	178 00	43 00	221 00
Embro'.....	72 00		72 00
Exeter.....	148 00		148 00
Fenelon Falls	177 00		177 00
Fergus.....	220 00	25 00	245 00
Forest.....	162 00		162 00
Fort Erie.....	123 00		123 00
Gananoque	300 00		300 00
Garden Island	113 00		113 00
Georgetown.....	190 00		190 00
Harriston.....	147 00		147 00
Hastings.....	134 00		134 00
Hawkesbury.....	246 00		246 00
Hespeler.....	117 00		117 00
Holland Landing	94 00		94 00
Iroquois.....	115 00		115 00
Kemptville.....	127 00		127 00
Kincardine.....	281 00		281 00
Lakefield.....	130 00		130 00
Lanark.....	110 00		110 00
Lucan.....	139 00		139 00
Lucknow.....	155 00		155 00
Markham.....	126 00		126 00
Merrickville.....	137 00		137 00
Merritton.....	218 00		218 00

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1875.—*Continued.*

	Public Schools.	Separate Schools.	Total.
VILLAGES.	\$	\$	\$
Millpoint.....	126 00	.....	126 00
Morrisburgh.....	171 00	.....	171 00
Mount Forest.....	186 00	16 00	202 00
Newburgh.....	122 00	.....	122 00
Newbury.....	116 00	.....	116 00
Newcastle.....	163 00	.....	163 00
New Edinburgh.....	88 00	.....	88 00
New Hamburg.....	148 00	.....	148 00
Newmarket.....	208 00	52 00	260 00
Oilsprings.....	81 00	.....	81 00
Omeme.....	119 00	.....	119 00
Oshawa.....	362 00	108 00	470 00
Paisley.....	185 00	.....	185 00
Parkhill.....	.....	.....	*192 00
Pembroke.....	138 00	82 00	220 00
Petersville.....	162 00	.....	162 00
Portsmouth.....	.....	.....	†250 00
Port Colborne.....	.....	.....	†144 00
Port Dalhousie.....	.....	.....	†160 00
Port Elgin.....	140 00	.....	140 00
Port Perry.....	260 00	.....	260 00
Preston.....	183 00	26 00	209 00
Renfrew.....	84 00	46 00	130 00
Richmond.....	71 00	.....	71 00
Richmond Hill.....	115 00	.....	115 00
Seaforth.....	200 00	.....	200 00
Smith's Falls.....	170 00	.....	170 00
Southampton.....	129 00	.....	129 00
Stayner.....	208 00	.....	208 00
Stirling.....	115 00	.....	115 00
Streetsville.....	90 00	.....	90 00
Teeswater.....	120 00	.....	120 00
Thamesville.....	116 00	.....	116 00
Trenton.....	.....	.....	*265 00
Uxbridge.....	219 00	.....	219 00
Vienna.....	87 00	.....	87 00
Wallaceburg.....	177 00	.....	177 00
Wardsville.....	80 00	.....	80 00
Waterloo.....	235 00	.....	235 00
Watford.....	133 00	.....	133 00
Wells.....	166 00	.....	166 00
Wellington.....	78 00	.....	78 00
Wingham.....	178 00	.....	178 00
Wyoming.....	116 00	.....	116 00
Wroxeter.....	113 00	.....	113 00
Yorkville.....	321 00	.....	321 00
Total.....	.....	.....	15,274 00

\* Separate School Report not received.

† Public School Report not received.



SUMMARY OF APPORTIONMENT TO COUNTIES, 1875.

COUNTIES.	Public Schools.		Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.
1 Glengarry.....	2,788	00	239	00	3,027	00
2 Stormont.....	2,501	00			2,501	00
3 Dundas.....	2,484	00			2,484	00
4 Prescott.....	2,092	00	264	00	2,356	00
5 Russell.....	1,282	00			1,282	00
6 Carleton.....	4,335	00	207	00	4,542	00
7 Grenville.....	2,646	00	39	00	2,685	00
8 Leeds.....	4,150	00	7	00	4,157	00
9 Lanark.....	3,830	00			3,830	00
10 Renfrew.....	3,894	00	120	00	4,014	00
11 Frontenac.....	4,050	00	122	00	4,172	00
12 Addington.....	2,308	00	60	00	2,368	00
13 Lennox.....	1,072	00	22	00	1,094	00
14 Prince Edward.....	2,576	00			2,576	00
15 Hastings.....	5,952	00			5,952	00
16 Northumberland.....	4,818	00	114	00	4,932	00
17 Durham.....	4,149	00			4,149	00
18 Peterboro'.....					*3,279	00
19 Haliburton.....					1,050	00
20 Victoria.....					4,243	00
21 Ontario.....	5,417	00			5,417	00
22 York.....	7,552	00	191	00	7,743	00
23 Peel.....	3,297	00	22	00	3,319	00
24 Simcoe.....					*3,392	00
25 Halton.....	2,520	00			2,520	00
26 Wentworth.....	4,058	00	33	00	4,091	00
27 Brant.....	2,789	00			2,789	00
28 Lincoln.....	2,458	00	127	00	2,585	00
29 Welland.....	2,732	00	20	00	2,752	00
30 Haldimand.....	3,123	00	26	00	3,149	00
31 Norfolk.....	4,215	00	47	00	4,262	00
32 Oxford.....	5,627	00			5,627	00
33 Waterloo.....	4,109	00	150	00	4,259	00
34 Wellington.....	6,643	00	258	00	6,901	00
35 Grey.....	7,643	00	281	00	7,924	00
36 Perth.....	5,167	00	64	00	5,231	00
37 Huron.....	7,946	00	103	00	8,049	00
38 Bruce.....	6,123	00	64	00	6,187	00
39 Middlesex.....	8,409	00	189	00	8,598	00
40 Elgin.....	4,423	00			4,423	00
41 Kent.....	4,400	00	131	00	4,531	00
42 Lambton.....	4,316	00	106	00	4,422	00
43 Essex.....	3,668	00	64	00	3,732	00
Districts of—						
Nipissing.....	264	00			264	00
Muskoka.....	278	00			278	00
Parry Sound.....	224	00			224	00
Manitoulin Island.....	297	00			297	00
Algoma.....	739	00			739	00
Total.....					183,398	00

\* Public School Returns imperfect.

## GRAND TOTALS.

COUNTIES.	Public Schools.		Separate Schools.		Total.
	\$	c.	\$	c.	\$ c.
Counties and Districts.....					183,398 00
Cities.....					19,557 00
Towns.....					24,149 00
Villages.....					15,274 00
Grand Total.....					242,378 00

## CHAPTER XIII.

ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE,  
TORONTO, 1875.

TO HIS HONOUR, THE HONOURABLE D. A. MACDONALD, LIEUTENANT-GOVERNOR OF ONTARIO.

The College Council have the honour to present their Annual Report for the year ended December the 31st, 1875.

In July of this year Professor Cherriman resigned the Professorship, the duties of which he had efficiently discharged for many years, and Mr. James Loudon, M.A., who for the last eleven years had faithfully filled the office of Mathematical Tutor, was appointed Professor of Mathematics and Natural Philosophy.

In June, 1875, the following Degrees were conferred by the University of Toronto, on Matriculated Students in Arts of this College:—

M.D., 2; M.A., 10; M.B., 6; B.A., 29; Total, 47.

Since 1853, the following Degrees have been conferred by the University of Toronto, on Matriculated Students in Arts of this College:—

LL.D., 3; M.D., 9; M.A., 172; LL.B., 19; M.B., 34; B.A., 227; Total, 464.

At the Annual Convocation in October, 1875, 68 Students were admitted to this College, of whom 48 were admitted as Matriculated Students in Arts; 1 in Civil Engineering; and 19 as Matriculants; 17 in Arts, and 2 in Civil Engineering.

Lectures were delivered during the past year in the College.

Additional Lectures have been given at hours that are not specified in a prescribed Table.

Examinations are held at the close of each Term, in the Subjects of Lectures during that Term.

All Matriculated Students in Arts, Civil Engineering and Agriculture, are required to attend these Examinations, in every Department prescribed by the University of Toronto as necessary for Students of their respective standings. The Examinations were held during the year 1875, according to the Programmes.

The Council desire to annex a printed statement of the results of the Examinations for the year 1874-5.

TORONTO, January 13th, 1876.

JOHN McCaul, LL.D., President.

NOTE. The details of this examination are not reprinted, as they can be seen in the Appendix to the Journals of the House of Assembly.

## CHAPTER XIV.

### RETURN TO THE HOUSE OF ASSEMBLY ON THE SUBJECT OF THE EDUCATIONAL DEPOSITORY, AND THE SELECTION OF BOOKS FOR THE SCHOOL LIBRARIES, 1872-1875.

#### I. ASSISTANT PROVINCIAL SECRETARY TO THE CHIEF SPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith, copy of a Resolution of the Legislative Assembly, and to request you to be good enough to furnish the information sought for,—so far as relates to your Department—at your earliest convenience.

TORONTO, December 16th, 1875.

ISAAC R. ECHART, Assistant Secretary.

#### ENCLOSURE. RESOLUTION OF THE HOUSE OF ASSEMBLY IN REGARD TO THE EDUCATIONAL DEPOSITORY OF ONTARIO.

*Resolved*, That an humble Address be presented to the Lieutenant-Governor, praying that he will cause to be laid before the House, a Return showing,—

I. Copies of all Reports, Recommendations and Estimates for the maintenance, or improvement, of the Educational Depository, from the Chief Superintendent of Education of Ontario to any Member of the Government during the years 1872, 1873, 1874 and 1875, with any Correspondence thereon;

II. Copies of all proceedings of the Council of Public Instruction, or any of its Committees, in regard to the Depository, during the years 1874 and 1875, with all Correspondence and Documents connected with such Proceedings;

III. and IV. Copies of all Proceedings of the same Council, or its Committees, with any Correspondence therewith, in regard to the Expenditure of One thousand dollars voted by this House in 1874 and 1875 for the Revision of School Text Books, except such as is already in possession of the House.

TORONTO, 15th December, 1875.

CHARLES T. GILLMOR, Clerk of the House.

#### II. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE HONOURABLE S. C. WOOD, PROVINCIAL SECRETARY.

I have the honour, in reply to your Assistant Secretary's Letter of the 16th instant, enclosing a copy of a Resolution of the House of Assembly asking for certain information in regard to the Educational Depository and the revision of School Text Books.

As the Resolution of the House of the Assembly embraces three distinct matters I have, without delay, caused the First Part to be prepared, and, now send it for presentation to the House.

The remaining two Parts of the Answer to the Address will be prepared as soon as possible, and enclosed to you at the earliest moment after their preparation.

TORONTO, December 20th, 1875.

EGERTON RYERSON.

NOTE. The "Reports, Recommendations and Estimates for the Maintenance, or improvement of the Educational Depository, from the Chief Superintendent of Education of Ontario to any Member of the Government, during the years 1872, 1873, 1874 and 1875, with any Correspondence thereon," have already been incorporated in this Documentary History in their proper chronological order, so that it is not necessary to insert them here again, or have them reprinted.

### III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

I have the honour, in reference to your Letter of the 16th ultimo, to enclose herewith, Parts II. and III. of the Return asked for by the House of Assembly, with reference to the People's Depository, and the proceedings of the Council of Public Instruction, and its Committees in regard to it, and, the approval by the Council of Prize and Library Books for the Schools of the Province, and also in reference to the revision of the School Text Books.

This completes the Return asked for, so far as this subject is concerned. That part of the Return in regard to the expenditure of \$1,000, voted for the revision of Text Books is being prepared, and will be sent in as soon as possible.\*

I desire to add my respectful and earnest request, that the Government will not allow any private parties to make extracts from the Papers in this Return until all are printed and made accessible to the public. A similar Return, furnished to the Legislative Assembly, was made by me in 1872, which the Printing Committee refused to print, although requested to do so by both the Council of Public Instruction and myself, but private parties were allowed to make and publish garbled extracts from it, which falsified facts, and did me great injustice. I hope the Government will protect me from like injustice in respect of the Papers contained in the present Return, and more especially as I am about to retire from the Department, and will not have means and facilities heretofore possessed, to vindicate myself from such unfairness and misrepresentations.

TORONTO, January 13th, 1876.

EGERTON RYERSON.

### PART II. CONTAINING RECORD OF THE PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION IN REGARD TO PRIZE AND LIBRARY BOOKS AND THE PEOPLE'S DEPOSITORY DURING THE YEARS 1874 AND 1875, WITH REPORTS AND CORRESPONDENCE RELATING THERETO.

*Meeting of May 21st, 1874.* 1. A Communication from Messieurs James Campbell and Son, was laid before the Council, being a list of Books, with prices of the same, for approval.

2. *Ordered,* That any lists and Books for Libraries and Prizes, submitted by Publishers and others, be referred to Messieurs McCabe, Deroche and Maclellan, such Committee to report thereon from time to time.

*Meeting of June 12th, 1874.* The following Communications were laid before the Council:—

1. From the Committee on Library and Prize Books, being their first Report approving of certain of the Books submitted by Messieurs James Campbell and Son.

2. From the Chief Superintendent of Education, being a list of Books for approval for the Library and Prize Catalogues.

3. On motion of Mr. Maclellan, seconded by the Chief Superintendent, the first Report of the Committee on Library and Prize Books was adopted, and—

*Ordered,* That the Messieurs Campbell be informed of the approval of the Books recommended by them.

4. On motion of Mr. Maclellan, seconded by the Chief Superintendent of Education, it was—

*Ordered,* That the names and prices of the Books thus sanctioned be published in the next number of the *Journal of Education*, in accordance with Section 26, Sub-section 27 (c), of the High School Act.

\* This portion of the Return practically embraced two distinct subjects,—the duty (1) of revising the entire list of Text Books, and (2) the payments made for preparing new Text Books, or for revising some of the Text Books in actual use. Part III has, therefore, for insertion in this History been divided into Parts III and IV

*Meeting of June 27th, 1874.* The following Communications were laid before the Council:—

From the Deputy Superintendent to Messieurs Thomas Nelson and Sons, respecting the Prices of Books.

From Messieurs T. Nelson and Sons, in reply to the foregoing.

Extracts from two Letters from Mr. E. J. Potter, of London, on the same subject.

On motion of the Chief Superintendent, seconded by Mr. W. McCabe, it was,—

*Ordered,* That the Chairman, the Chief Superintendent, (or in his absence, the Deputy Superintendent), and Mr. McCabe be a Committee to report upon the principles upon which the Prices of Books for the Libraries and Prizes are fixed.

*Meeting of July 3rd, 1874.* The Chairman presented the Report of the Committee appointed at the last Meeting, in reference to the principles on which the Prices of Books are fixed.

The Report was to the effect that the Committee felt that there were certain preliminary difficulties in the consideration of the question submitted to them, and agreed that it would be unwise to proceed further in the inquiry until the Chief Superintendent had obtained an authoritative decision as to the meaning of the terms "cost," "prices," and "grant," which occur in the Sections of the Act which refer to supply to the Schools of the Books sanctioned by the Council of Public Instruction.

Whereupon it was moved by the Reverend Doctor John Jennings, seconded by the Chief Superintendent of Education, and,—

*Resolved,* That the Report of the Committee be concurred in by the Council, and that the Chief Superintendent be requested to obtain the opinion of one of the Judges, or of one of the Superior Courts, on the meaning of the terms above quoted, as they occur in the Act, as authorized by Section Thirty-two of the Consolidated Act, Thirty-seven Victoria, Chapter Twenty-seven.

*Meeting of 1st September, 1874.* A Communication from the Chief Justice of Ontario, acknowledging receipt of the Case in regard to the price of Books submitted to him by the Chief Superintendent was received.

*Ordered,* That the Committee on Library and Prize Books be continued as heretofore, with the same Members.

The Chief Superintendent was requested to lay before the Council, at the next meeting, a copy of the Case submitted by him for the opinion of the Chief Justice, at the request of the Council, respecting the Prices of Books.

*Meeting of 3rd September, 1874.* The Chief Superintendent of Education laid before the Council a copy of the Case he had submitted to the Chief Justice.

NOTE. The details of this special Case on the Prices of Library and Prize Books have already been printed in this Documentary History.

*Ordered,* That, in addition to the restrictions on the power of the Interim Committee already adopted, the principle on which the prices of Books are to be fixed be reserved for the decision of the Council.

*Meeting of 6th October, 1874.* A Communication was received from Messieurs Bethune and Hoyles, on behalf of Messieurs J. Campbell and Son, respecting the Case submitted to the Chief Justice.

*Ordered,* That Professor Wilson and Professor Smith be added to the Committee on Library and Prize Books.

*Meeting of October 8th, 1874.*

*Ordered,* That the Reverend Professor Ambery be added to the Committee on Library and Prize Books.

*Meeting of October 16th, 1874.* A Second Report from the Committee on Library and Prize Books, recommending 20 Books submitted by the Chief Superintendent for adoption, was received and adopted.

*Meeting of December 3th, 1874.* Communications, being lists of Books submitted by the Chief Superintendent for Libraries and Prizes, were laid before the Council.

2. The Third Report of the Committee on Library and Prize Books was then presented and read as follows:—

Your Committee on Library and Prize Books beg to report as follows:—

That they have frequently met, in the discharge of the duties imposed upon them to examine and report on Books, as fitting for the purpose of Libraries, or Prizes, or to report as unfit, a number of the Books submitted.

Your Committee find that the Books presented to them were not such as they should be asked to select from, and were, in fact, for the most part, remainders and unsaleable Books sent by Publishers, as a rule not of the highest order, and themselves Works of no permanent use or interest, or fitted to form a centre of useful and sound literature in our Public Libraries.

They found their task was one of a negative character; merely guarding, in a number of generally worthless Books, against anything immoral, or offensive, from its denominational character to one form of belief, or another, without any power of inception, or ability to guide and form public taste, they are restricted to the choice of such Works only as were presented to them.

Your Committee consider the whole arrangement, by which Publishers are invited to send their Works for approval to the Education Office, works badly,—is entirely wrong, and certainly is not responded to by the best Publishers. If the Book Department of the Education Office is to be retained, your Committee beg to recommend that your Committee be empowered—

1st. To examine the present list of Books authorized by the Department, and to determine whether Books of permanent value and such as are universally considered as standard are omitted: if so, to supply such deficiency, and to strike out of the lists such Books as they consider useless and unwholesome.

2nd. That they be authorized to invite the Publishers to send to them all lists of intended publications, and supply them with copies of the *Bookseller* and *Publishers' Circular*, and from these, along with the *Athenæum*, *Saturday Review*, *Poll Mall*, the *London Guardian*, etcetera, have power to select such works of interest in spheres of Art, Science, Morals, Religion, History, Travel, etcetera, as they may deem fit.

TORONTO, December, 1874.

JOHN AMBERY,

Chairman of the Committee on Library and Prize Books.

NOTE. This Report was not adopted by the Council of Public Instruction, but was referred back to the Committee.

*Meeting of December 9th, 1874.* A Communication was received from His Grace the Archbishop respecting Text and Library Books, recommending for adoption as Library and Prize Books Kearney's Compendium, Fredet's General History, Burke's Compendium of Lingard's England and McGee's Ireland.

*Meeting of December 10th, 1874.* 1. The Third Report of the Committee on Library and Prize Books was read, and its adoption having been discussed, it was,—

*Ordered*, That the Report of the Committee on Library and Prize Books be recommitted for consideration and subsequent report, with instructions to inquire whether any, and if any, what improvement may be effected in the present plan of obtaining and distributing the Library and Prize Books in connection with the Education Department. At the,—

*Meeting of February 2nd, 1875*, it was,—

*Ordered*, That a Special Committee be named by the Council to take into consideration the working of the Book Depository, in reference to the supply of the best class

of Books for Prizes and School Libraries, and also in reference to the general interests of the Province with regard to the free circulation of Literature through the ordinary Trade channels; with power to call for all requisite information from the Officers of the Education Department; and pending such investigation, that the Department continue to act on the principles hitherto in use with regard to Prices of Books. That such Committee consist of the Chief Superintendent, Mr. Goldwin Smith, Professor Ambery, Mr. Deroche, Mr. Wood, Mr. MacLennan, and the Mover, Professor Wilson.

*Meeting of May 4th, 1875.* The following Report was presented by the Special Committee on supply of Library and Prize Books.

The Committee appointed to take into consideration the working of the Book Depository, in reference both to the supply of Books to Schools and Libraries, and to its influence on the free circulation of Literature in this Province, through the ordinary trade channels, beg leave to report that they have had several Meetings, and have carefully prepared and submitted to the Education Department a series of Questions designed to elicit from its Officers the information requisite to enable them to communicate reliable results to the Council.

Owing to the absence from Toronto of the Chief Superintendent of Education, and other causes beyond the control of your Committee, they are not now able to present a final Report; but they are already so far advanced in their inquiries that, should the Council consider it desirable they will be preferred to submit their Report at an adjourned Meeting of the present Session.

TORONTO, 4th April, 1875.

DANIEL WILSON, Chairman.

NOTE. This Report was adopted by the Council.

*Meeting of May 19th, 1875.* A Report of the Special Committee was laid before the Council on Library and Prize Books, (recommending 456 Books for adoption), which had been laid before the Council by the Chief Superintendent of Education.

*Ordered,* That the Report of the Special Committee on Library and Prize Books be adopted.

*Ordered,* That the School Trustees be instructed not to give any Pupil as a Prize, any Religious work not previously approved of by the Parent, or Guardian, of the Pupil.

*Meeting of July 7th, 1875.* 1. A Report of the Committee on the Depository was then read.

*Meeting of 8th July, 1875.* Professor Daniel Wilson moved, seconded by Professor Goldwin Smith, That the Report of the Depository Committee, with the Documents appended thereto, be received and printed for the consideration of the Council.

Moved in amendment by the Bishop of Niagara, seconded by the Reverend Doctor Nelles, That this Council conceives, on further consideration, that the appointment of a Committee on the question of having a Depository in connection with this Department is *ultra vires*, and consequently that the Council cannot accept the Report submitted by the said Committee; regrets that this Council should have given the Gentlemen of the Committee so much trouble; under the circumstances of the case, revokes said order and discharges the Committee, with thanks to them and the Officers of the Department for the attention given to the subject. The amendment having been put, the vote was taken as follows:

Yeas—The Chief Superintendent, the Reverend Doctor Jennings, the Archbishop of Toronto, the Honourable W. McMaster, the Bishop of Niagara, the Reverend Doctor Nelles, the Reverend Bishop Carman, the Reverend J. Tabaret, Professor Smith—Nine.

Nays—Mr. McCabe, Mr. MacLennan, Reverend Professor Ambery, Professor Wilson—Four. The Amendment was carried.

On motion of Professor Goldwin Smith, it was then,—

*Ordered*, That the Depository, through which the Government, in place of the Booksellers, supplies Books for School Libraries and Prizes, being an exceptional institution, beyond the ordinary province of the Government, and one by which the Trade with which it interferes feels itself aggrieved; it is desirable, in the opinion of the Council of Public Instruction, that the Government should, from time to time, specially inquire into it, in order to satisfy themselves and assure the public that the reasons for its establishment are still in force, that it fulfils the purpose for which it was intended, that it does not unnecessarily interfere with the regular course of Trade, and that its management, financial and general, is unexceptionable.

That the Chairman be requested to communicate the above Resolution to the Honourable the Attorney-General.

PART III. CONTAINING REPORT OF PROCEEDINGS OF A SPECIAL COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION IN REGARD TO THE WORKING OF THE PEOPLE'S DEPOSITORY, WITH REPORTS AND CORRESPONDENCE.

On the 2nd of February, 1875, the Council adopted the following Minute:—

*Ordered*, That a special Committee be named by the Council, to take into consideration the working of the Book Depository, in reference to the supply of the best class of Books for Prizes and School Libraries, and also in reference to the general interests of the Province, with regard to the free circulation of Literature through the ordinary Trade channels, with power to call for all requisite information from the Officers of the Education Department; and, pending such investigation, that the Department continue to act on the principle hitherto in use with regard to the Prices of Books.

That such Committee consist of the Chief Superintendent, Professor Goldwin Smith, the Reverend Professor Ambery, Mr. H. M. Deroche, Mr. S. C. Wood, Mr. J. Maclellan, and the mover, Professor Wilson.

The Committee on the Depository met on the 11th of March, 1875. Present—Professor Wilson in the Chair; also present, the Chief Superintendent, the Reverend Professor Ambery and Professor Smith.

*Resolved*, That the Chief Superintendent be requested to prepare replies to the following questions, in writing, for the next Meeting of the Committee, to be held on the 19th of March:—

1. Whose duty is it to see that the stock of Books in the Depository is properly kept up?

2. Who has hitherto made the selection, and on what principle is it carried out?

3. You must find some Books more generally selected than others. Please give a list of the Books that have been most largely in demand for the last five years; and state what numbers of each Book have been sent out yearly.

4. When the selection of Books for Libraries, or Prizes, is left by the Trustees to the Department, on what principle are you guided in the selection? Do you in such cases take the Books which experience has shown you to be most in demand; or do you send, in part, those which you have found to be little sought for?

5. Are complaints made by School Trustees, in reference to the selection made for them by the Department? Are the Books so selected by you for them, ever returned as not suitable, or acceptable? Please state how often this has occurred during the past five years; and state if any special Books have repeatedly appeared among those objected to; if so, name the Books.

6. Name the localities to which large supplies of Books have been sent during the past five years. State the number and value of the Books sent in each case.

7. When a Book has been approved of by the Department, or by the Council, are School Trustees at liberty to order or procure any edition of the Author? or do you limit them to one specified edition, or reprint?



8. Are there not Books named in your Catalogue which have been long out of print? Have you at present in stock a supply of every Book named in the printed Catalogue?

*Meeting of 23rd March, 1875.* Present—Professor Wilson in the Chair; also present, the Reverend Professor Ambery, Mr. S. C. Wood, and Professor Goldwin Smith.

Replies to Questions 1-8, proposed to the Education Department at the last Meeting were laid before the Committee as follows:—

REPLY TO QUESTIONS PROPOSED BY THE COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION ON THE SUPPLY OF DEPOSITORY BOOKS TO THE SCHOOLS.

*Question 1.* Whose duty is it to see that the stock of Books in the Educational Depository is properly kept up?

*Answer 1.* It is the duty of the Clerk of Libraries, with the aid of his Assistants, to see that the stock of Books in the Depository is properly kept up; when it requires to be replenished he notifies the Deputy Superintendent of the kind of Books required.

*Question 2.* Who has hitherto made the selection, and on what principle is it carried out?

*Answer 2.* Subject to the approval of the Chief Superintendent, the selection is made by the Deputy Superintendent on the report of the Clerk of Libraries,—taking into consideration the class of publications most in demand and their comparative value with those of other Publishers, and of the same Publishers;—keeping in view also the necessity of making the selection as varied as possible. For instance some 1/-, 1/6, 2/-, 2/6, etcetera, Books of different Publishers, and of the same Publisher, are better value than others at the same prices. This is especially the case in regard to American Books published in England. In checking off the Books, a note is taken for future use of every Book of special excellence and cheapness. The usual plan adopted is for the Clerk of Libraries to mark on the Publisher's recent Catalogues the number of each Book in stock, and to note the Books most in demand, as well as those of special excellence and value. From this Catalogue the new order is made out by the Deputy Superintendent.

*Question 3.* You must find some Books more generally selected than others. Please give a list of the Books that have been most largely in demand for the last five years; and state what numbers of each Book have been sent out yearly?

*Answer 3.* The Books most generally selected during the past five years, (not omitting the usual standard works,) embrace popular and general Works on the following subjects:—Voyages, Tales and Essays, illustrating Practical Life, History, Biography and Literature. The annexed Table will show the number of Books on each subject that have been sent out for Public Libraries for each year during the past twenty-two years.

It also gives the number of Prizes sent out annually since 1857. As we do not keep a classified record of the Books on different subjects sent out for Prizes, we cannot enumerate them, but they consisted chiefly of Books of an interesting and instructive kind, such as those relating to Boy Life, Adventures, Voyages, Tales and Stories illustrative of Practical Life, many of them written by Ballantyne, Kingston, Mayne, Reid, Bowman, Adams, and others, together with a large variety of Juvenile Books, etcetera, selected from various Publishers as well as Popular Scientific Works, and Standard Books on History, Literature, etcetera, the latter especially for Collegiate Institutes, High Schools, and the higher departments of Public Schools in Cities, Towns and Villages. The total number of Prizes sent out during the last five years was 323,851, or nearly 65,000 a year on an average.

TABLE SHOWING THE NUMBER AND CLASSIFICATION OF PUBLIC LIBRARY AND PRIZE BOOKS SENT OUT FROM THE PEOPLE'S DEPOSITORY OF THE ONTARIO EDUCATION DEPARTMENT, FROM 1853 TO 1874 INCLUSIVE,—TWENTY-TWO YEARS.

Year.	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales and Sketches, Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3285	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	.....	432	.....	28659
1856	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5295	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	2557	32390
1858	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	8045	15632
1859	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	.....	172	12089	21397
1860	9072	1861	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	20194	29266
1861	6458	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	26931	33419
1862	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	.....	112	29760	33359
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	864	2286	.....	112	32890	39164
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	57	33381	36742
1865	3882	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	58	44601	48483
1866	6856	1144	217	56	125	81	55	282	26	19	291	652	776	784	2200	.....	148	58871	65727
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	.....	66	64103	69529
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	979	736	2211	.....	52	54715	61288
1869	6428	1148	268	51	96	91	36	198	18	19	162	499	1172	882	1237	.....	60	54057	61085
1870	5024	865	162	28	68	64	36	156	14	.....	159	367	527	610	1542	.....	52	60655	65679
1871	4825	830	152	12	46	41	35	145	18	1	149	366	581	524	1591	.....	37	60420	65245
1872	6015	866	235	49	90	64	57	188	18	.....	132	540	850	566	1671	.....	323	63721	69736
1873	5367	771	176	32	78	74	59	164	23	.....	178	420	734	409	1727	.....	357	71567	76924
1874	7167	1004	175	27	133	97	100	73	9	.....	136	639	777	705	2271	.....	471	67498	74655
Totals ..	266046	45864	16013	2931	6455	5048	2328	13722	1608	795	10187	25237	23931	30181	75413	2399	4134	766645	1032691

20362

Volumes sent to the Mechanics' Institutes and Sunday Schools.....

Grand Total Library and Prize Books despatched up to 31st December, 1874.....

1053053

*Question 4.* When the selection of Books for Libraries, or Prizes, is left by Trustees to the Department, on what principle are you guided in the selection? Do you, in such cases, take the Books which experience has shown you to be most in demand; or do you send in part, those which you have found to be little sought for?

*Answer 4.* When the selection of Books for Libraries, or Prizes, is left to the Department they are first picked out by one of the Assistants from the Books of the several Publishers, and then the selection is revised by the Clerk of Libraries. The selection is afterwards examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that no two Books of the same kind are sent out, but that the fullest variety is given, and that the style, character and number of the Books selected are suitable for the High, Public, or Separate School Trustees, (as the case may be,) who send the remittance. In such cases, regard is had to the condition of the School, the number and ages of the Scholars, the character of the neighbourhood, whether old, or new, Settlement, and the estimated attainments of the Pupils, the nature of the population, whether Protestant, or Roman Catholic, or mixed nationality,—whether Irish, Scotch, or German, etcetera, or any other peculiarity suggested by the parties sending the order, or known to be incident to the case. In order to facilitate interchange of Books after they have been read in one Section, for Books that have been read in another Section, we are always careful to avoid sending the same Books to adjoining Sections, and endeavour to make the reading matter as varied as possible.

When the selection is left to the Department to send out, no Books which we know, or think, are little sought for, because of their inferior interest, or value, are sent. To do otherwise would soon render the Depository unpopular, and, to some extent, defeat one great object of its establishment. Our chief aim has always been to make the Library and Prize system popular; we, therefore, send only such Books as we think, or know, will be appreciated, and read with pleasure. Even when Books are ordered by the Trustees themselves, which we know would be unsuitable for a rural School Section, we invariably either write to the Trustees giving them our opinion on the subject, or suggest other Books of a more popular and useful character as substitutes, subject of course to their approval. This has been invariably done with good effect. As a matter of experience we have no hesitation in saying that the local selection of Books generally errs very greatly in the choice of heavy, dry and unsuitable Books, and even of Books "little sought for." As a matter of fact the selection is of late years chiefly left to the Department, (with what result, see the extracts from commendatory letters herewith\*).

*Question 5.* Are complaints made by School Trustees in reference to the selection made for them by the Department? Are the Books so selected by you for them, ever returned as not suitable, or acceptable? Please state how often this has occurred during the past five years; and state if any special books have repeatedly appeared among those objected to. If so name the books?

*Answer 5.* We do not now remember any complaints made by School Trustees that Books which we selected were unsuitable; on the contrary we constantly receive acknowledgements from the Trustees to the effect that our selections have been most satisfactory, even better than theirs, when we suggest a change, (see opinions of Trustees just referred to (in the foot note below). We now and then have received complaints from Teachers, that we have not included such Books as they require. The following is an example:—

In December, 1874, we received a Letter from a Teacher in South Easthope, in which he says, "It is very annoying to think that we should spend valuable time in selecting from your Catalogue, and then to transmit us any parcel at pleasure. We were under the impression that the new Council would have them fixed up more satis-

\*A series of one hundred and ninety-four commendatory Letters from School Trustees in regard to Books sent out, were appended, but they are not inserted here. They can be seen in the Appendix to the Journals of the House of Assembly for 1875.

factorily before now, but so far, we see no improvement from that body, and if they do not do any better, there was no use making any change in the Council." The facts of the case were that the Teacher, although holding only a Third Class County Board Certificate, without a single Pupil in the advanced studies, had ordered for Prizes; Knapen's Mechanics Assistant, Baker's Statics and Dynamics, Baker's Engineering and Surveying, Law's Civil Engineering, Greenwood's, Navigation, or Sailors' Sea Book and Allen's Cottage Building, (evidently for his own use as the event proved); but because we would not send these Books, he became indignant and wrote in that spirit. That he was trying to defraud the Government the following extract from the Inspector's letter, when written to on the subject, in a sufficient proof. He said: "The School Trustee at first was very reticent, and declined to answer any questions upon the subject of the Prizes, alleging that he did not want to get himself into trouble; but finding the circumstantial evidence of the fraud so strong, he made a pretty clean breast of the whole matter, and admitted that upwards of \$3 of the sum (which would secure upwards of \$6 worth of books) sent for Prizes was advanced by the Teacher himself for the purchase of Books for his own use." In a subsequent Letter the Inspector says:—"I am at a loss to know why he, (the Teacher,) was so insolent, probably he was irritated because he failed to get a certain Certificate which he claims to have from a New Brunswick Normal School, made legal in this Province."

In addition to this, (and since the new School Law has been passed, which enables Trustees to purchase Books from the Booksellers,) we have received the following complaint through Mr. Goldwin Smith from a Teacher:—"Heretofore I have purchased Books from the Depository, but as they did not give satisfaction, we have tried Mr. Campbell," etcetera. In our reply to the Trustees we said:—

"It certainly is very strange that, in the very last Letter received from the same Teacher and dated the 23rd of May, 1874, he said;—"the Books which we got last December satisfied us well and we thought they were well chosen."

So many attempts were made by Teachers to obtain Books for themselves, as I have just illustrated, that we were compelled years ago to introduce the following words in the Trustees' guarantee for proper disposition of the Books:—"and the Corporation hereby pledges itself not to dispose of these Books, etcetera, nor permit them to be disposed of to any private party, or for any private purpose whatsoever; but as Members of that Corporation we shall see that they be distributed solely as Prizes among the Pupils attending the School, and not to the Teacher, or other party, or parties, whatever, in terms of the Regulations granting one hundred per cent. on our present remittance."

Apart from this, we have received no complaints from Trustees that the Books sent were unsuitable. We have now and then at their request exchanged some large, or Standard, Books, for smaller, and more juvenile ones, when the number sent has not been sufficient for the whole School, or were of too advanced a character for the younger children.

Our standing notice to Trustees is that Books selected by us are sent subject to their approval; when not acceptable, they are exchanged at our expense, but it is very rarely the case that any are thus exchanged, and no special Books have ever been returned that we can now remember.

In connection with these statements and explanations, a reference to the opinions of the 63 Public School Inspectors in the Province, on the practical working and value of the Depository, (in which this special subject is referred to), may be desirable. I, therefore, send a copy of them to the Committee herewith.

*Question 6.* Name the localities to which large supplies of Books have been sent during the past five years; state the number and value of the Books sent in each case?

*Answer 6.* The localities chiefly supplied with Books are west of Toronto and east of Toronto, omitting the Counties of Addington, Frontenac, Leeds, etcetera. The annexed Map is coloured to show the different Townships and School Sections, where

Public School Libraries have been established by the Department. This Map is a good criterion as to the demand for Prizes.\*

We have sent out during the past five years, 28,398 Library Books in 408 Separate lots, valued at \$20,288. The number of Prize Books, etcetera, sent out during the same period in 4,990 Separate lots was 323,851, the value of which was \$115,918.

*Question 7.* When a Book has been approved of by the Department, or by the Council, are School Trustees at liberty to order, or procure, any edition of the Author? or do you limit them to one specified edition, or reprint?

*Answer 7.* As we have several editions of the same Book on our Catalogue, (see pages 28-31 of it), our rule is that Trustees purchase only those actually sanctioned by the Council, otherwise it would be difficult to check correctly the Invoices received from Booksellers for payment by the Department. And it is impossible for Trustees to know whether they are getting a 3/6, or 5/-, edition of a Book, unless it is so described in the Official Catalogue. In special cases, however, the rule may be departed from, when the actual edition purchased can be identified on the Publishers Catalogue.

*Question 8.* "Are there not Books named in your Catalogue which have been long out of print? Have you at present in stock a supply of every Book named in the printed Catalogue?"

*Answer 8.* Whenever the Library, or Prize, Catalogue has been revised, great care has been used to expunge from it any Book that we know to be out of print. In the present Catalogue (published in June, 1874,) we find, for instance that in the first three subjects in the Catalogue, 254 different works, out of print, etcetera, were left off, which were on the preceding Catalogue, videlicet: History 81, Voyages 102, Biography 71.

We have not in stock at the present time a supply of every Book on the Catalogue; but at the time the Catalogue was prepared in June, 1874, we either had each Book in stock, or had ordered a supply from the Publishers. If any of these were out of print, we were not aware of it, or we should have struck them off our Catalogue.

The foregoing Replies of the Department to the Questions 1-8, proposed at the last Meeting were read, and it was,—

*Resolved,* That opportunity should be given to the Members to peruse them at leisure.

The following additional Questions were agreed to:—

9. The printed Circular recently issued by the Department of Public Instruction, characterizes its scheme for supplying Books to Municipal and School Corporations as "*The People's Depository of Ontario*;" have not this, and the terms set forth in the Circular, given offence to the regular Book Trade? Do you think their complaints entirely groundless? If so, state the reasons which justify your belief.

10. What is the special object of the Book Depository? Against what special evils is it intended to guard? What purposes does it accomplish for the Province which the regular channels of Trade could not do?

11. In the printed Circular of the 12th of February, 1875, it is stated that after the 1st of March Books are to be supplied from the Depository at a reduced rate. Explain how this accords with the order of the Council of Public Instruction of February the 2nd, that, pending the investigation of this Committee, "the Department continue to act on the principle hitherto in use with regard to Prices of Books."

12. Are the Committee correct in understanding that previous to 1874 the Department was in the habit of charging at the rate of twenty cents on the shilling sterling of retail cost. If so, for how long previous to 1874, or whatever be the correct date, was the charge at that rate?

\* This map of Upper Canada was specially coloured to send to the Committee, but it cannot be reproduced here.

13. What was the date of reduction to the rate of nineteen cents? Explain what changes have occurred in the cost of Books, in profits on their sale, or in any other way, to enable the Depository to reduce its rates, first from twenty cents to nineteen cents, and now, in the Circular recently issued, to eighteen cents on the shilling sterling?

14. Was a profit made by the Department when the higher rates were charged? If so, state its estimated annual amount, and the purposes to which it has been applied. If no profit was made, explain how Books can now be supplied at so much lower a rate than was formerly charged by the Department.

15. Are not the Mechanics' Institutes of the Province systematically supplied with Books by the Regular Booksellers, under a mode of Government aid analogous to that of School Libraries, or from funds derived from Parliament? Are you aware of any evils that result from the Managing Committees of such Institute libraries purchasing directly from the Book Trade?

16. Can the Managers of Mechanics' Institutes, if they desire it, obtain their Books from "The People's Depository of Ontario" of the Education Department? If so, state to what extent they avail themselves of the right. If not, explain how it is right, or expedient, that such Corporations should be free to purchase where they please, while a special Departmental Depository is maintained for the supply of Municipal and School Corporations with both Prize and Library books.

*Meeting of the 13th of April, 1875.* Present—Professor Wilson in the Chair; also present, the Reverend Professor Ambery and Professor Goldwin Smith.

The Minutes of the preceding Meeting were read and approved.

A Memorandum of the Deputy Superintendent of Education, with accompanying Correspondence with the Attorney-General as to his seat on the Committee, were read.

The following additional questions for the Chief Superintendent were agreed to:

17. Your attention is again directed to Question three. The request there made was for a list of the Books most largely in demand for the last five years, and the numbers of each sent out yearly. Please answer this definitely. Your present answer does not give definitely enough the information required.

18. Special attention is also requested to Question six. The information there sought for is the names of the localities to which large supplies of Books have been sent during the past five years, and the number and value of the Books in each case. Please answer this Question definitely, by naming the Towns, or Villages, and stating the number and the value of the Books sent to each Town, or Village, named in say single year.

*Meeting of the 29th April, 1875.* Present—Professor Wilson in the Chair; also present, the Chief Superintendent, the Reverend Professor Ambery and Professor Goldwin Smith.

The Chief Superintendent submitted Replies to the Questions, (9-16,) put by the Committee, together with a Letter from himself on the subject.

NOTE. These Replies and the Letter of the Chief Superintendent were left for the perusal of the Members at their leisure.

I herewith transmit a Memorandum, which has been prepared by Doctor Hodgins, the Deputy Superintendent of Education, with the assistance of the Officers of the People's Depository of the Education Department, in answer to the supplementary Questions 9-18, which you have proposed in regard to the Educational Depository and its operations. These Answers have been prepared, chiefly during my absence, at a very great expenditure of time and labour by these Gentlemen. I have carefully examined them and believe them to be correct. They are very elaborate and exhaustive,—required to be so by the Questions proposed, although not coming properly within the prescribed duties of the Council of Public Instruction. For example, the expediency, or in expediency, the continuance, or discontinuance, of the Educational

Depository, is not a subject appertaining to the duties of the Council of Public Instruction, but appertaining to the Government and the Legislature. The Questions and Answers in the accompanying Memorandum of the Deputy Superintendent, on this subject appear to me to be extra-official, although I think the Answers to the Questions contain a complete and exhaustive vindication of the great importance and usefulness of the People's Depository of the Department.

When you proposed in the Council the Resolution of inquiry into the Depository, I saw that it embraced several subjects not included in the duties of the Council of Public Instruction; but I was anxious that the fullest and most minute inquiry should be made, whether for gratification of individual curiosity, or for answering every doubt, or objection, that might be entertained, in regard to the management of this branch of our Educational System.

The School Law imposes upon the Council of Public Instruction a two-fold duty,—(1) that of examining and deciding upon the character of Books submitted for Libraries and Prizes in the High and Public Schools, and (2) the Regulations and conditions, according to which the Libraries shall be managed and the Prizes bestowed; while the same Law imposes upon me the duty of procuring and distributing these Books. Another part of the work heretofore performed by myself, and which the School Law leaves doubtful, I have sought to devolve upon the Council, and which it has consented to perform, namely, determining the principle on which the prices of the Books should be supplied to Municipal and School Corporations. Much of what is contained in the Questions and Answers of the accompanying Memorandum goes beyond what the School Law thus imposes upon the Council and myself; but I trust they may prove useful and satisfactory to any gentleman of the Council, who wishes to investigate the subjects to which they refer.

Notwithstanding the elaborateness and fullness of the Answers to the Questions in the accompanying Memorandum of the Deputy Superintendent, I desire to preface, or supplement, some of them by a few remarks of my own. The first eight Questions, which were shown to me before I went for a month to my Island Cottage retreat at Long Point, and to which I saw no objection, have been answered, and the Answers were laid before you during my absence. It is only to your Supplementary Questions, numbered from 9 to 18, that I now refer, and on some of which I beg to remark as follows:—

*Question 9.* In your 9th Question, you seem to doubt the propriety of my designating the Book Depository of this Department "The People's Depository of Ontario," and ask if it has not given offence to Booksellers. In addition to the Answer given in the accompanying Memorandum, I observe that in past years certain Booksellers have called the Depository, "Doctor Ryerson's Book Shop," and other names of the kind. In the settlement of the Depository System, under the amended School Act I determined to give the Depository the proper and characteristic designation of the "People's Depository of Ontario," and for the obvious reasons that it has been established and is maintained by the money of the People of Ontario, by legal enactment of the Representatives of the People of Ontario, and for the sole interests of the People of Ontario, and not for the interests of any individual, or firm, which is the case of the establishment of every Bookseller in Ontario. Whether my designation has offended any Booksellers, who have been accustomed to assail the Department and myself in past years, I have not thought it worth my while to inquire, or care, as I know every true friend of the people must desire the success, as well as proper designation of what the people of Ontario, through their Representatives in successive Parliaments, for a quarter of a century, have authorized, and the People themselves have nobly supported.

*Question 10.* Your Questions under the 10th head, are amply answered in the accompanying Memorandum.

*Questions "11," "12," "13," "14."* These four Questions relate to the same subject, and are, perhaps, sufficiently answered in the accompanying Memorandum of



Doctor Hodgins. Nevertheless, I desire to offer some additional remarks, that there may be no possible misunderstanding on this important subject, respecting which so many misrepresentations have been made.

(1) The principle of the School Law, and the practice of this Education Department has ever been to provide carefully selected Books at cost prices,—including, for many years past, the expense of management as one item in the cost of the Books. This item of expense has necessarily to be a matter of estimate, prospectively; it was at first, thirteen per cent., afterwards reduced to ten per cent. on the original prices of the Books. When, by improved arrangements\* with English and American Booksellers, we could get the Books at lower than the previous prices, or, by further experience and improved facilities in the Department, the expense of management was reduced in either, or both, of these cases, we reduced the prices of the Books accordingly, and furnished them to the local School and Municipal Authorities at prices lower than those stated in the previously printed Catalogue. It is in this way, and acting upon this principle, as is explained in detail in the accompanying Memorandum, that we have, from time to time, reduced the prices of the Books.

(2) After the passing of the amended School Acts, early in 1874, I ascertained the exact state of the Depository, and determined, as soon as possible, to have the present rates of prices of Books established, and I proposed it at a Meeting of the Council last July, when objections were raised as to the prices proposed, and the matter was referred to a Committee, which recommended, as a means of putting the matter at rest, that the question as to what should be considered the “cost” of Books be referred to the Judge, or Judges, of one of the Superior Courts. I consented to this course, not supposing that it would occupy more than three, or four, weeks, but, after it was deferred by Judge and Counsel until the beginning of the present year, the Honourable Attorney-General Mowat, advised the withdrawal of the “Case,” and, in a Letter addressed to me the 2nd of February, 1875, he said,—“accordance with the 30th Section of the Statute, 37 Victoria, Chapter 27, I authorize you to assume and act on the following view of the Law: 1st, That the fixing the prices of Books now at the Depository is a matter of internal arrangement over which Booksellers and others outside have no individual control.” On the same day, but before I received the Letter from the Attorney-General, the Council of Public Instruction adopted a Resolution, stating, pending certain inquiries, “The Department continues to act on the principle hitherto in use with regard to the prices of Books.”

Acting “on the principle hitherto in use,” [as laid down in the preface to it Library Catalogue of 1857], I felt it my duty to fix the prices of Books at what I believed to be their cost, as I had proposed to the Council last July, when objections were raised against the lawfulness of the Council thus proceeding, and, acting under the express directions to me,—and interpretations of the School Law,—by the Attorney-General, I prepared and issued my Circular of the 12th of February, stating that,—

“After the 1st of March, and until further orders, Library and Prize Books would be supplied to Municipal and School Corporations at the rate of eighteen cents for a shilling sterling of the Publishers’ retail prices.”

(3) As to any “profits” on School Library, and Prize Books supplied by the Department, the annexed Memorandum prepared by Doctor Hodgins, explains how they arise and how they are applied; but, under no circumstances, can there be any profits to individuals, as every farthing received at the Department for Books, Apparatus, and even for Advertisements in the *Journal of Education*, is forthwith paid into the hands of the Provincial Treasurer, and placed to the credit of the Province.

Questions “15,” “16,” relating the Mechanics’ Institutes, are fully answered in the accompanying Memorandum; to which I will only add that there is no analogy

\* See particulars of Mr. James Brown’s Report on the financial condition of the Depository, which was submitted to the Legislature by the Minister of Education in January, 1877.



between the circumstances, duties and wants of forty-three Mechanics' Institutes, (established by certain individuals in as many Cities, Towns, or Villages), for reading and evening exercises in some cases and seasons, without any system, or supervision, except the annual visit of a Public School Inspector), and those of 5,000 School Corporations scattered all over the Country, and intrusted with the whole educational instruction and intellectual culture of the rising generation, according to a legally established and uniform System of Public Education. When it is considered that, according to official Reports, quoted in the accompanying Memorandum, a large part of the public money granted to these forty-three Institutes for evening Classes and the purchase of Books has not been applied for the purchase of Books at all, and much of it not reported, and that many of the Books purchased are otherwise than desirable in any Library for youth, the mode of expending public money by these Institutes, in relation to providing Books, is a beacon of warning for us to avoid rather than as an example for us to imitate.

"Additional" Questions "17," "18." These Questions have not been attempted to be answered in the accompanying Memorandum; nor can any more explicit answers be given to them than those which have been given in the answers to questions Three, and Six, and in my Annual Report. Even if it were possible, to make out "a list of Books most largely in demand for the last five years, and the number of each sent out yearly," and to "give the names of localities to which large supplies have been sent during the past five years, and the number and value of the Books in each case," with the "names of the Towns and Villages, and stating the number and value of the Books sent to each Town, or Village named, in any single year;" to comply with all these your requests would require the whole time of twice our present staff of Depository Clerks for months. The five years' sale lists of these Books are several thousands, and the number of Books upwards of three hundred and fifty thousand; to examine each of these lists, and to ascertain and write down the number of copies of each Book sent to each locality, in each of the five years, with the value, would be a work of time and labour difficult to imagine, and, as far as I can conceive, of no practical value, could it be accomplished, in enabling the Council to perform its prescribed duties of judging of the quality of Books submitted for its approval and making Regulations for their use.

2. In my last Annual Report for 1873, pages 82-86, 162-166, will be found a list of all of the Public School Libraries in the Province, their Counties, Townships, School Sections, Cities, Towns and Villages, the number and value of Books in each of them, etcetera. In the same Report, pages 88, 89, will be found the number and value of Prize Books sent to each of the several Counties, as also to the Cities, Towns, and Villages. But, in addition to this ample information, for me to give the name of each Book, of more than three hundred and fifty thousand, with its value, sent to each locality during each of five years, is out of my power, and the knowledge of it, could it be obtained, would be useless for any Departmental purposes that I can imagine.

In conclusion I desire to make two, or three, observations.

1. Considering that the outside opposition to "The People's Depository of Ontario" is limited to one or two Toronto Booksellers,—to one such Bookseller at the present time, as far as I know,—I regret that so much time and labour have been bestowed on subjects aside from the duties of the Council of Public Instruction and of the otherwise onerous duties of the Officers of the Education Department, as prescribed by law.

2. In the accompanying Memorandum of the Deputy Superintendent, the opinions and testimonials of Inspectors of Public Schools are referred to and quoted. These Inspectors have been appointed and their salaries fixed by the County Councils,—the elected Representatives of the People in each County:—they have the best opportunity of knowing and judging whereof they speak; and they have been so appreciated by the Legislature as to be invested with the right of representation in the Council of Public Instruction.

3. From the statements and opinions of Educationists and Superintendents of Public Instruction in the neighbouring States, it is plain that by our system of improving the efficiency of Public Schools by means of Libraries and Prize Books, we have avoided evils which our American neighbours have painfully experienced, and that there is no medium between the principle of our School System in this respect, and the abandonment of this mode of co-operation with School Trustees and Municipalities for supplying their youth with the best means of useful knowledge in connection with their school education.

4. In the prosecution of this important branch of my almost life-long work, I have thus far received no assistance from the Council of Public Instruction as newly constituted. Between May and October of last year I laid before the Council upwards of thirteen hundred Books for examination and approval for Libraries and Prizes for the Public Schools; on not one of these Books has the Committee appointed to examine then reported; and not one of them have I, therefore, been able to add to our printed Catalogue, although more than three-fourths of the Books have been printed during the last eight years, and more than one-half of them during the last five years. I hope and pray that this course of proceeding may not continue. I am anxious for the assistance of the intelligence and judgment of every Member of the Council; and if, from the numerous Catalogues of more than one hundred and fifty principal Booksellers in England, and the chief Booksellers of Boston, New York and Philadelphia, in the United States, that I receive, from time to time, any Member of the Council can select and recommend me to procure any Book that I have not on hand, or have not ordered, I will most readily and thankfully act upon his recommendation to procure the Book, or Books, suggested for examination and use of if approved by the Council.

EGERTON RYERSON.

MEMORANDUM OF THE DEPUTY SUPERINTENDENT OF EDUCATION, IN REPLY TO QUESTIONS 9-16, PROPOSED BY THE COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION ON THE SUPPLY OF LIBRARY AND PRIZE BOOKS TO THE SCHOOLS.

*Question 9.*—The printed Circular recently issued by the Department of Public Instruction, characterizes its scheme of supplying Books to Municipal and School Corporations as “The People’s Depository of Ontario.”

Have not this, and the terms set forth in the Circular given offence to the regular Book Trade? Do you think their complaints entirely groundless? If so, state the reasons which justify your belief.

*Answer 9.*—The Legislature having sanctioned the establishment and provided for the maintenance of the Depository for the benefit of the “People,” the Chief Superintendent very properly gave it the appropriate designation of “The People’s Depository.” This was the more necessary as the old title of “Educational People’s Depository” was monopolized by some Booksellers in Town. As the views and opinions of the “regular Book Trade” on the subjects, the Department can give no information.

*Question 10.*—What is the special object of the “Book Depository?” Against what special evil is it intended to guard? What purposes does it accomplish for the Province which the regular channels of trade could not do?

*Answer 10.*—This includes three questions, which I shall answer separately:—

1. The object of the People’s Depository, as one branch of the Department, (as the Normal School is another), is to assist us in carrying out the general scheme of Education established by Law, and for which the Department is responsible to the Government and to the Country. It provides the proper material for our Schools; it gives the Teachers facilities for imparting, and the Pupils facilities in acquiring instruction. It is as much the duty of the Education Department to provide for, and do, this, as to prepare trained Teachers, and to see that the School Law is properly carried out. In this view of the case, the Department looks upon the public and general

question,—(as to the rights and interests of the Schools),—and the private and personal question, (as to the gains, or profits, of Bookellers),—as of easy solution. In point of fact, the whole question may be narrowed down to that of cheap, or dear, Books,—to that of economy, or waste of the public money,—to that of the personal interest of a few men, (who look only to that interest), and the disinterested care and oversight of a Public Department charged with, and responsible for, the efficiency and well being of these Schools.

In view of that responsibility the Department should possess within itself, a certain cheap and easy way of reaching all of the Schools, even the most remote, and of supplying them with certainty and directly, (as from a perennial fountain), with pure and healthy literature purchased and sold by parties who can have no personal objects to serve in the matter, and no prospect of personal gain in the future.

Under no other system can a Legislative Grant for Library and Prize Books be honestly, fairly, or economically, administered. Should "the general Book Trade," as it is called, of 200 or 300 Booksellers succeed the Department in this work, it will be impossible for any governmental machinery to be so adjusted as to exercise that care and supervision over individual sales, or the character, editions and prices of the Books supplied which is essential to prevent a misapplication, or perversion, of the Fund, and the creeping in of abuses which a system, which provides only for a nominal oversight of the acts of interested parties is sure to engender. Such a supervision must always be unsatisfactory in its character, while it can readily be made a cause of complaint,—especially when interest comes in, to prompt such complaints.

As to the general question itself, of the necessity for an Educational Depository, I may say that, no one will, for a moment, deny to a City Board of Trustees, or to the Township Board of Education, the right to establish, at its option, a Depository for the purchase in large quantities, and the supply to the Schools under its care, of every article which these Schools might require. Indeed, such Depositories are constantly being established, and are practically provided for in the 2nd Clause of the 87th Section of the Act. In the interests of economy they are essential, no less than for the promotion of the greater efficiency and prosperity of the Schools themselves.

Now what is our Depository but an extension to our 5,000 Schools of a principle which when applied to 10, 20, or 30 Schools in a City, or Town, commends itself to every one practically connected with the every day management of these Schools? Our objects are precisely the same,—the Books are provided for, and are supplied only to, our Public Schools, and not to private parties, or to individuals.

The Chief Superintendent of Education, in one of his Reports, discusses this question thus:—

It has been objected, that the purchase and sale of School Requisites and Books for Public Libraries, ought to be left to private enterprise,—that the Government ought not to have a Book Establishment for the supply of Schools and Municipalities with these essential instruments of sound education and general knowledge,—that the private Trader ought not thus to be superseded by Government, with whom he is unable to compete.

This objection is based upon the acknowledged fact, that School Requisites and Books are supplied to local Municipalities much more economically and advantageously for the latter by the aid of Government than by private Traders. It is then a question whether the interests of Public Schools and Municipalities are first to be consulted, or those of private individuals?

It is also to be observed that the same objection may be urged upon the same ground, and with equal force, against any System of Public Schools whatever, as they interfere with the "Trade" of the private Teacher; for, in proportion to the excellence of Public Schools, and the degree in which they are aided by the Legislative Grants and local Assessments, that the education of individuals, thus cheapened, will private Schools decline, and the interests of private Teachers be affected? The same objection lies equally against all Endowments, or public aid of Colleges, as the "Trade" of the private Tutor is thereby injured and, for the most part, extinguished, in regard to the whole business of Collegiate teaching. The interests of a class of private Teachers are as much entitled to protection against the competition of Public Schools, as are the interests of a class of private Booksellers to protection against the competition

of Government in supplying the Public Schools with the requisite Prize Books and Libraries. If the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no System of Public Instruction whatever, nor any public aid to any branch of the education of the People. But such an objection has never been admitted in the government and legislation of any enlightened Country.

The ground on which the Public Schools and Municipalities are provided with School Requisites and Libraries through the medium of a Public Department of the Government, and by means of Public Grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having Public Schools at all, for, if a people determine, through their Legislature, that they will have Public Schools, it is clear that those Schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the Legislature to promote the education of the People by the establishment of Public Schools, it is equally its duty to provide all necessary facilities and means for making those Schools as thoroughly efficient as possible, and of supplying them with such Requisites as will render them most instrumental in educating and instructing the youths committed to their care.

The objection too is founded upon a false view of the legitimate sphere of Government duty and private enterprise. It is as much the duty of Government to adopt the most economical and effective means to furnish the Public Schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own Departments. The extent and manner in which it does so, must depend on circumstances, and is a matter for the exercise of its own discretion, irrespective of any pretensions of private, against public, interests. The private Bookseller has a right to sell his Books as he pleases; and each School Section and Municipality, and each Public Body of every description, as well as each private individual, and not less the Government, has a right to purchase Books where, and of whom they please. Each Municipality, as well as the Legislative Assembly itself, may have its own Library procured and imported by a public Agent, and not by a private Trader, to whom large additional prices must be paid for his risks and profits.

Besides, most of the Books for the Libraries were unknown in the Country, and would have been unknown, had they not been introduced by the agency of a Public Department. I believe that the private Booksellers have largely profited by what I have done in this respect; that they have found demand for many Books which no doubt have first been made known in the Official Catalogue, and chiefly through the medium of the City and Town Public School Libraries. They have the entire and exclusive possession of the large field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the Public Schools and Municipalities with Books and School Requisites.

The "Special Objects" of the People's Depository may be thus briefly summarized, as follows:—

1. The Law authorizes, (and provides facilities for), each Board of School Trustees, in Cities, Towns, etcetera, to establish and maintain what is equivalent to a Depository, or School Dépôt, for the supply of its Schools with approved Books, Stationery, etcetera, of all kinds, and authorizes the charge of a fee for its maintenance.

2. The Depository connected with the Education Department, is nothing more than such a City, or Town, School Dépôt on a large scale, and under Provincial control, out of which to supply all the Schools of the Province.

3. What is right and proper for a City and Town Board of Trustees to do in this respect, (under the sanction of the Legislature), cannot be wrong for the Central Depository of the Education Department to do on a large scale, under the same sanction.

4. The Educational Depository exists solely for, and, in the interests of the Schools alone, and that it has never supplied private parties with Books, nor interfered with private "trade" in any way.

5. The principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery Offices, Queen's Printers', Post Offices, Arm and Navy supplies, etcetera.

6. To abandon the principle of the Educational Depository, would be either to confer a monopoly of high prices upon a few individual Booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious, as well as the good, as I shall demonstrate by incontrovertible testimony and examples.

7. The examples in our own Country, and the warning of our American neighbours, (which I quote), should not be disregarded by us, but should be carefully pondered.

8. After an experience of twenty years, not one of the nearly 5,000 School Corporations have asked for any change in the Depository System, but numbers of them have regarded the Depository as a great boon, and have so expressed themselves, of which evidence has been laid before the Committee.

9. None but interested parties have ever petitioned the House of Assembly against the Depository, or in any way sought to interfere with its working or impair its efficiency.

10. If the Government, under the authority of the Legislature, has a right to give money and provide trained Teachers for the Schools it has also a right to provide facilities for the Teacher's efficiency in the Schools and give Books and requisites to them; and there is not a shadow of difference in the principle of the one gift, and the other.

11. The Depository has now been in successful operation for nearly twenty-five years,—has sent out, (or at the end of this year will have sent out), upwards of a million Volumes of approved Books, for Libraries and Prizes.

All the Depository Books for the Schools are purchased from wholesale Booksellers and others,—thus efficiently promoting the "Book Trade,"—at wholesale rates, and are sold at less than currency for sterling rates, or about 35 per cent. less than the usual current retail prices, and no School has to pay more than one-half of this reduced rate.

The Depository has developed new branches of home manufacture and industry in Ontario, and has largely increased the demand for Books, of which the Booksellers have reaped the benefit. The alleged interference of the Depository with the Book Trade in Ontario is the reverse of correct, as the "Trade Returns" will show. It has, on the contrary, largely developed this "Trade," by sending Books into every corner of the land, (see the Report of the Inspector of Schools, on the Colonization Roads, (north of Hastings), in the *Journal of Education* for this month). The value of Books imported into the Province of Ontario, in 1874, was \$530,143, while the average import of Books by the Department has not been five per cent. of this latter sum.

The entire Text Book "trade" for all the Schools and Colleges is in the hands of the Booksellers; these Books are all named and known, and no departure from the list can take place; but that with the large and constant influx of new Library and Prize Books, no such supervision could take place over the supply of Booksellers of these Books, as I have shown. To the statement that private Booksellers can supply the Library wants of the Schools, as well, or nearly as well, as the Education Department, my reply is four-fold:—

1st. That a Department, specially charged with the care and oversight of the Schools, being a disinterested party, must be better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of Educationists on this subject in the United States is that Booksellers, through their Agents and Travellers throughout the rural parts of the States, have, with some good Books, disposed of immense quantities of pernicious Books, which it is almost impossible to control.

3rd. That, if the right of supply is thrown open to Booksellers indiscriminately, the bad, as well as the good, will take advantage of the facilities thus offered for flooding the Country with their own publications, without adequate check, or restraint. To restrict the right of supply to one, or more, Publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all Vendors alike full permission to circulate such Books as they please,—bad and good,—or, as an alternative, withdraw the Grant altogether.

4th. No private Publishing House, even in the Cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety

of Books, which would be necessary for circulation in our 5,000 Schools. Nor could it supply them at the low price at which they are now furnished to the Trustees.

In a matter of this kind the views and opinions of the Public School Inspectors are of the greatest value. They are practical men, who have constantly to do with the Schools, and can only look at this question in the light of the public interests and the efficiency of the Schools under their charge.

1. Mr. John Bell, the School Inspector of Number Two, County of Essex, says:—

The Government and Legislature assumes a parental attitude towards the youth of the Province, and the effort to direct the attention and guide the taste of the young, in a selection of suitable reading matter, is only a judicious carrying out of the same principle.

2. Mr. R. Little, of Halton, says:—

It is conceded that the establishment of the Depository by the Department has fostered a desire for literature amongst the people.

3. Mr. J. R. Miller, of South Huron, says:—

The Depository is a benefit to society at large.

4. Mr. John Johnson, of Number Two, Hastings, says:—

My own experience, as a Teacher for over fourteen years, and as Inspector, enables me to say that the Prize and Library Books . . . sent out by the Department have been of the right kind to create a taste for reading, and to instil into the minds of both young and old, good moral principles and general information.

5. Mr. J. B. Boyle, of London, says:—

In regard to the usual objections urged against the "Government Book-shop," as the opponents of the scheme are pleased to call it, I never could discover much weight. Booksellers pretend that it interferes with private enterprise; but these gentlemen seem to forget that the Government, in training Teachers at the public expense, and in paying a part of their Salary out of the Public Purse, is guilty of a more fatal interference with private enterprise in the case of the Teachers' profession. In fact, it has already interfered with private enterprise in this branch of business, to such a degree that the Teacher of a Private School may be looked upon as a defunct species, and his occupation as one of the lost arts. But, it is not long since the Teachers of Private Schools outnumbered the Booksellers ten to one; yet those had to give place to the trained Teacher, in accordance with the ideas of a progressive age, and, therefore, if the "Government Book-shop" be formed to meet any of the necessities of the times, the private Trader will just have to submit. Still there is a question as to the extent to which the private Trader supplies, through the monopoly of the Government in furnishing Public Libraries. Does the old dogma of the Economists, that demand and supply mutually beget and control each other, apply here in its usual simplicity? Is mental food subject to precisely the same laws as those that govern the supply of corn. In Britain, for instance, given the number of mouths, the amount of home produce in any season, and the complement in quarters that will require to be imported can be calculated to a nice degree of approximation. Can this be done with the supply of Books? The very reverse is the case. Granted the material wealth of a people to purchase, then the extent of the "Trade" will depend almost entirely on the intelligence and education of the people. But we have already seen that the Public School Libraries, when judiciously managed, are themselves educators, or aids to education; and, therefore, the greater the number of these Libraries, other things being equal, the greater will be the general demand for Books, and the greater the patronage an enlightened public will bestow on this branch of business. From as careful an examination of the whole subject as I am capable of bestowing upon it, I am led to the conclusion that the interests of education and the general progress of the country, require a Depository of Books, Maps, etcetera, under the immediate control of a Government Department, such as we have at present. It costs the Country but a trifle, and this trifle is well bestowed in furnishing to our children at School a good class of Books, in encouraging a taste for judicious reading.

6. The Reverend George Blair, M.A., County of Grenville:—

The Schools supply instruction through Text Books and certificated Teachers, who are partly paid by the Government; the Depository supplies, on precisely the same principle, the aids and appliances required in accomplishing this work, and also a vast mass of excellent reading material in the shape of cheap, well selected Libraries and Prizes, without which the instruction communicated at School could not be turned to any good account, or would actually be put to a bad use, by youths in devouring the trashy and corrupt literature which floods the neighbouring States. To show that in expressing a decided and earnest opinion on this subject, I am not a person likely



to be prepossessed in favour of the Government monopoly, or Departmental interference, I may state that I was long connected with the liberal newspaper press of England and Scotland, and was, for some time, engaged on the literary staff of the Anti Corn Law League organ, published in London, under the superintendence of Messieurs Cobden and Bright. My sympathies are, therefore, as might be supposed, strongly in favour of free trade, and of the non-interference of Government, (in ordinary cases), with the law of supply and demand. At the same time, I hold that there are necessary exceptions to this rule, as well as to other rules, and that the Book Depository of the Department is one of them. Our entire School System, in fact like all other National Systems of Education,—is a standing exception to the rule. It assumes by the very fact of its existence, that the natural demand for education is not sufficient of itself to ensure an adequate supply, and that it is for the interest of the Province to subsidize voluntary effort, not only by compulsory taxation but also by a liberal Grant of money. The tendency of this is clearly to discourage Private Schools, or, in other words, it stands opposed to free “trade” in teaching; yet few will be found bold enough to affirm that our National System of Education should be abolished, because it interferes with the business, or with the profits of certain private Teachers. And, if the Government chooses to say that the teaching in Schools, by Teachers under Government supervision, shall be supplemented by the teaching of Libraries and Prize Books provided under similar guarantees, and fenced round with similar safeguards, I must say that I cannot see any objection to the action of the Government in the one case which would not apply equally in the other. As a thorough free-trader, I repeat that the Book Trade has no more right to demand the abolition of the Depository than private Teachers to demand the abolition of the Public School System in their favour.

7. Doctor M. J. Kelly, County of Brant:—

The Government of a Country ought to be solicitous about the general, rather than the individual, interest. It is surely one of the foremost of public duties to furnish the people with the means of education at the lowest possible rates, and to see that the material furnished is of the best quality. This duty has been, I conceive, faithfully performed, in so far as our Schools are concerned by the Education Department under the control of the Government. What care Booksellers, generally, about the public good, separate from their own? Their main object is gain. The education of the people is with them a secondary consideration.

The Second branch of this question has already been partially answered.

1. It may be further stated that one of the evils against which the Educational Depository guards, and one of the most pernicious, is that it prevents the intrusion of private interest in the mode, or channel, of supply of Library and Prize Books to the Schools.

2. The Educational Depository further insures the supply of these Books to the Schools at the lowest possible rates of cost price,—while Traders buy and sell Books for profit. The Depository thus prevents the evil, and the additional expense to the School of high prices.

3. The Depository also secures to the Schools an ample supply of the best Books from all the leading Booksellers, without regard to the special terms which English and American Publishers offer, from time to time, to Canadian Booksellers of the remains of editions of Books that have become unsaleable, or are to be superseded by new editions. The Depository thus effectually prevents the supply of Books being narrowed down to issues of a single Bookseller, or of Books that are out of date in England, or the United States, and which the Publishers seek to palm off on Canadians.

4. The smaller Traders throughout the Country cannot with any profit, sell Books to the Schools at the Depository prices, the result is, that the Trade which was intended to be general is thrown, (as we have proof), into the hands of a single Bookseller in Toronto. The Depository is, therefore, the only barrier to the entire monopoly of the “Trade” in the hands of one person.

5. One of the most important functions which the Department performs in the supply of Books is the disinterested counsels which it is its duty to give to Trustees in the selection of Books suitable for their Schools. As a general rule, Trustees, not being personally acquainted with Books, do not feel themselves competent to be judges of the best and most suitable ones. When it is a Bookseller’s interest to get rid of his bad stock, rather than his good, disinterested counsels are not likely to be given,—although in some cases they would be given no doubt. In point of fact, in any system,

where self is permitted to enter, one evil after another will be sure to follow. In the supply of Books the Educational Depository guards against this pernicious evil.

In connection with this point, the following extracts from the writings of American Educationists on this subject are most valuable and instructive:—

The Superintendent of the Public Instruction for the State of Michigan, (after speaking of some other difficulties in carrying out their Library System), says:—

But a worse evil grew up in the systematic plans of Peddlers to palm upon the Libraries a mass of cheap, trashy, and often, pernicious literature. One, or two, wealthy Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few Libraries were well selected, and well kept, but so valueless for the public good, and especially for the education of the young, had the great majority of the Libraries become, that all intelligent friends of education desired a change.

The State Superintendent found it necessary, therefore, to issue the following notice to the Schools:—

*Caution.*—School Officers are especially cautioned against travelling Book Peddlers, who, pretending to be Agents of the State Contractors, or asserting that they will sell cheaper than the contract prices, palm off on the Libraries inferior and cheap editions of the work selected, or of worthless Books in their places, and, in common and frail bindings. Every Book on the list, (sanctioned by the State), is contracted for at considerably less than the Publisher's retail price for the same in common binding, while the binding provided for by the contract is a much more expensive, as well as durable binding, than ordinary cloth, or even sheep binding. . . . It would be difficult to devise a more simple plan than that sanctioned by the State. It is like bringing a large Book Store home to each District. A large list of good Books,—more than twice as large as any Book Store in the State can show, has been carefully selected, with the aid of some of the best men in the State. . . .

Mr. C. S. Stebbins, in his "Educational Needs of Michigan," says:—

The founders of our School System thought Libraries indispensable to furnish reading to the young. We do not need them now so much to furnish reading as to secure the proper kind of reading. This, our present Law, would do, but for one fatal defect,—a defect as fatal as would be the omission of the Connecting Rod in a Locomotive. . . .

In the State of New York, the Library System has, under the pernicious efforts of itinerant Vendors, as just pointed out, greatly declined. The *New York Teacher* thus gives some of the reasons for this decline:—

The Trustees . . . exercise a low and pernicious taste in the selection of Books. Dark and dismal tales of war and bloodshed, the silly catchpenny publications of the day . . . usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. . . . Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of Teachers' wages, and that, too, when the School is destitute of many useful items of Apparatus, sometimes even of a Globe and Blackboard.

In *The Globe Newspaper*, "Trade Review," of a few years ago, the Writer states that:—

For years this Country, (Canada), has been flooded with the lowest, and most trashy class of literature from the American press. Books whose only merit was their bulk and binding have been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers.

In addition to these wholesome warnings we add the following practical remarks on the subject by our own Public School Inspectors. They deal substantially with the same questions, although they are discussed from a different standpoint:—

1. The Reverend James Herald, of Dundas, writes:—

If there is a Department of Public Instruction for the Province, the business of which is conducted by educated men, who have a practical knowledge of educational matters, it appears to me altogether unnecessary to say that the selection of Books for School Libraries and Prizes, Maps and School Apparatus must be more efficiently made by them than by other classes of men. The policy is one which recommends itself, I feel convinced, to unprejudiced and uninterested minds. I have looked upon any Prize Books that we have got for our Schools here from the Department, as the most suitable that could be got, and such as one feels a pleasure in putting into the hands of the young student. I sincerely trust that no interference, on the part of interested parties, will ever be permitted to prevent the Education Department for Ontario from



carrying out a policy that, I am satisfied, is doing valuable work in forming the literary tastes of the youth of our Province.

2. Mr. H. M. Deroche, a Member of the Council, writes as follows:—

I have the honour to transmit to you the following Resolution, which was adopted unanimously at the last Meeting of our Teachers' Association for the County of Lennox and Addington. Moved by Mr. William Tilley, "That this Association considers the Depository Branch of the Education Department a very great benefit to the cause of Education in the Province, by securing, as it does, a uniformity in those School Requisites furnished to the different Schools, and thus contributing largely towards the harmonious working of our School System, and by enabling Trustees in every School Section throughout the Province to obtain, with certainty and despatch, the School Requisites, which, in very many cases, they would not know where to seek for elsewhere, that this Association bears testimony, so far as the experience of its Members enables it, to the evident pains taken on the part of the Officials connected with the Depository, in order to give the utmost satisfaction in filling the orders sent to them, and that, on account of these, and other advantages, the abolition of the Depository Branch of the Education Department is most earnestly to be deprecated."

Doctor J. J. Wadsworth, of the County of Norfolk, says:—

As to convenience, the present is unrivalled. It would, I imagine, be much more troublesome for Trustees to visit, say the County Town, and there select from a limited stock, than it is to leave the whole labour of selection to the disinterested Officers of the Depository . . . as they can make a much more judicious selection than the local dealer. For the stock on hand is always much larger than any private dealer could command. . . . There is another strong reason why the Depository should be sustained, videlicet:—That if closed, there would be a large falling off in the amount purchased. From what I know of the manner in which Trustees are induced, in many cases, to send an order for Books, and School Requisites, to the Depository, I am sure that if there be any additional difficulty thrown in the way of procuring them, the purchasers would be seriously diminished. In rural School Sections, Trustees will fill up a form of application with alacrity, while the necessity of dealing with some Bookseller would appear to them to be a serious obstacle. Besides, the Depository, by diligence and good management, has built up a business reputation. It has established a sort of business connection from one end of the Province to the other. Every Trustee knows precisely where and how Books, Maps, etcetera, may be obtained. But, of the claims of various rival local Dealers have to be considered, the pros and cons will have to be discussed, then will be deliberation. The simple *carte blanche* to the Depository is by far the best means.

Mr. William Carlyle, of the County of Oxford, says:—

In case the selection is left to Trustees and the "Trade," such articles will be urged upon the attention of Trustees, as yield the best profit, to the sacrifice of uniformity and every other consideration.

3. The purposes that the Depository accomplishes, which the Trade could not satisfactorily do, are partly answered in the preceding remarks, as well as in the extracts from the Inspectors' Reports. . . . This point is further illustrated by Mr. Glashan, an Inspector, of West Middlesex, in the following remarks:—

The mass of rural School Trustees are not readers, especially readers of Books for children, the consequence is that Books are often bought for their bindings, or for their illustrations, or, because they yield to the Bookseller a larger profit. . . .

Trustees have enough to attend to without suffering from the frequent and persistent importunities of Drummers and Book Agents . . . that would flood the Country with all kinds of Books, good and bad, were the Depository abolished.

Mr. H. Reasin, of West Victoria, says:—

It has frequently been my painful experience to notice that the very Booksellers who complain of the Departmental system of furnishing a properly supervized class of Prize and Library Books to the youths of the land, are themselves in the practice of selling American dime novels containing both profane and immoral language, to any youthful purchaser who may offer to purchase. The true light in which this subject should be approached appears to me to be the educational interests of the children of the Province, in comparison with which the commercial interests of a few individual Booksellers sink into insignificance.

The Reverend John May, M.A., of the County of Carleton, says:—

Any person who believes in the general dissemination of useful and entertaining literature, and is at the same time aware of the famine of Books which prevails almost everywhere in the rural parts of this Country, must, I think, be convinced, that some-

thing more than the mere shop of the Bookseller is needed as a means of removing a defect so deplorable. . . .

Mr. T. O. Steel, of the County of Prescott, says:—

It is difficult to get a proper supply for the Schools in most Countries, even of the ordinary Text Books, from the country Merchants, although they have the sole monopoly of their sale.

Mr A. Dewar, of North Huron, says:—

To break up the Depository would be to place a monopoly in the hands of some one or two persons, as only one or two Booksellers could keep a large stock on their shelves. That this would not be received with favour by the public can be judged from the following opinions on the subject given by Inspectors.

To grant a monopoly to one, or two, even reliable Booksellers would be deprecated all over the Province. The Educational Depository has done the Country good service in the past,—is doing so now, and will, I trust, be allowed to continue doing so in the future.

Mr. A. F. Butler, of Number Two, Lambton, says:—

I am firmly of the opinion that the abolition of the Book Depository would be nothing less than a great public calamity. The materials for instruction and learning, now annually distributed among the people, would be at once greatly diminished; and, since the nature and variety of the articles used in Schools, it is not likely that more than a very few Booksellers would keep all these in stock, and thus a real monopoly would at once commence. The present aid and facilities for obtaining School Requisites. Library and Prize Books, has been to the Schools here the right arm of strength, and should the question of cutting off the source of supply, in its present form, come before Parliament, I shall feel it my duty, in their best interest, to circulate Petitions, and thus secure, if possible, against it, the votes and influence of our own local Representatives. I may be allowed also to state that since observing last Winter, from a remark by Mr. Mowat, the Premier of Ontario, that the step mentioned is in possible contemplation, I have, on many occasions, during public lectures, brought the subject before the Ratepayers, and their verdict has always confirmed the views here expressed.

Mr. John Brebner, of Number Two, Lambton County, says:—

Many appear to forget that the Depository was not established either to benefit, or to injure, the "Book Trade," but for the benefit and good of the public, at whose expense it is maintained; and, so long as it furnishes fit and proper Books and School Requisites, every means should be used to strengthen the hands of the Department in regard to it; for only by having the School Requisites—especially Books,—pass through the Depository, can it exercise effectual control over the class of Literature furnished for Prizes and Libraries.

Mr. William Alexander, of the County of Perth, says:—

As to the "monopoly" charge, it seems to me that it would be as reasonable for the proprietor of a private educational enterprise to bring it against the Free School System, as injurious to his interests, as it is for the "Trade" to complain, because the chiefs of the Education Department, with the approval of the Government and Legislature, and solely for the public good, and for the benefit of our children and our Schools, have taken upon themselves the burden and responsibility of managing the Depository, and thus affording thereby increased facilities for the instruction and elevation of our children.

To me it appears that this constantly recurring controversy about the Depository is . . . so palpably a contest between men who are fighting selfishly for their own interests, and men who have had a long and careful experience, which have no personal objects to promote, but who are striving only for the public good, the advancement of education and the placing of its advantages within the reach of all. I would heartily regret the closing of the Depository, or the curtailing of its powers, which, in my humble opinion, have been wisely exercised, and have benefited the rising generation of Canadians to an extent which it is impossible to estimate.

I believe it is admitted, by the objectors to the present system, that, in the infancy of the School System, the Depository was absolutely needed, but they now contend that the necessity for its continuance no longer exists. I would ask, who are the judges as to whether the Depository is any longer necessary, or not? Those who are anxious to profit by selling Books and Requisites to our Schools, or those who have to supply the ways and means for doing so? . . . The establishment of the Depository was a necessity, the good it has done can scarcely be estimated; to-day it is as necessary and as useful as it ever was, and it would be a matter of much regret to me, if the Government should yield to the importunities of an interested few, and, in the least, lessen its powers, or impair its usefulness.

Mr. Donald McKinnon, of the County of Peel, says:—

I am familiar with the history of the opposition to the Depository during the last seventeen years. Little has been written, or said, about it which has escaped my observation. I have read the Letters in *The Globe* Newspaper, and of others equally interested. . . . But, I have never considered the arguments urged by any of these Objectors against the maintenance of the Depository, valid arguments. That it has unjustly interfered with the "Trade," the "Trade Returns" disprove, for the value of the Books imported into the Province now being nearly three times what it was twenty years ago.

It might perhaps be desirable for the Department to publish by way of contrast a Catalogue of Library Books, showing the price at which each Book might be bought from any Bookseller, and from the Depository,—and the Government percentage allowed thereon, in either case.

That these opinions of Inspectors are correct, when they state that the stock kept by Booksellers is limited as compared with the stock of the Depository can be judged from Table prepared by the Department, which shows that out of one hundred and seventy-two various Publishers, whose Books are on our Catalogue, only a few have been represented in the sales of local Booksellers; and what is also to be regretted, is that several copies of the same Book have been sent to the same School,—contrary to our rules and practice,—for example, the Trustees of one School purchased from a Bookseller, a number of Prizes. They took from two to six copies of each Book,—133 out of 143 of the Books purchased being Nelson's publications. This system of supplying one Publisher's books, would, of course, frustrate one of the most important objects which the Department has always kept in view, videlicet:—To supply the greatest possible variety of Books to the same School, or Township, from various Publishers, and never, except in very special cases, to send more than one copy of each Book to the same School. This point is specially referred to and explained in the answer to Question IV of the Book Committee of the Council of Public Instruction.

*Question 11.*—In the printed Circular of the Department of the 12th of February, 1875, it is stated, that, after the first of March, Books are to be supplied from the Depository at a reduced rate.

Explain how this accords with the order of the Council of Public Instruction of February 2nd, that, pending the investigation by this Committee, "The Department continues to act on the principle hitherto in use with regard to prices of Books."

*Answer 11.*—The reason prices were changed after the first of March was in consequence of authority received, (in a Letter, dated on the 2nd of February last, from the Honourable the Attorney-General, to the Chief Superintendent of Education), to deal with the question as one relating to the internal economy of the Department.

The reason for the reduction of prices is given in Answer to Question Thirteen, and the latter part of the Answer to Question Fourteen.

*Question 12.*—Are the Committee correct in understanding that previous to 1874, the Department was in the habit of charging at the rate of twenty cents on the shilling sterling of retail cost?

If so, for how long previous to 1874, or whatever be the correct date, was the charge at that rate?

*Answer 12.*—The Committee are not correct in understanding that the Depository charged at the rate of twenty cents for Books purchased at one shilling sterling, up to 1874.

*Question 13.*—What was the date of reduction to the rate of nineteen cents for the shilling sterling?

Explain what changes have occurred in the cost of Books, in profits, on their sale, or in any other way, to enable the Depository to reduce its rates first from twenty cents to nineteen cents, and now in the Circular recently issued to eighteen cents, on the shilling sterling.

*Answer 13.*—In the year 1867 Doctor Hodgins, when in England, made special and better terms than we had previously enjoyed with various Publishers, which enabled

us, soon after his return, to reduce the price of certain publications. The plan at first adopted was to reduce the price of old stock in proportion to the additional reduction on new stock, but, for the past three, or four, years we have made the reduction on part of the new Books, to the rate of eighteen and nineteen cents on the shilling sterling, still continuing to mark some that were considered to be extra good value for the money at the rate of twenty and twenty-one cents for the shilling sterling. This enabled us to reduce the prices of that portion of old stock still on the Catalogue, which was not much in demand, and to place our entire stock upon a more correct value commercially. Some publications for the past three, or four, years have been marked so low as eighteen cents for the shilling sterling Book, and it was in contemplation in July, 1874, when the last Catalogue was published, to make eighteen cents the uniform rate, but it was deferred until after stock-taking at the end of the year, and until the questions in dispute as to prices of Books should be settled. Another reason for reducing the price of Books was that, as the Legislature continued the Depository as a recognized Institution, and provided by Grant for the Salaries of the Clerks engaged in the Depository, and Contingencies, the necessity for taking them into account in making a profit was not necessary, although it might be considered expedient to do so,—and yet, the profits made during each year has more than covered these expenses.

*Question 14.*—Was a profit made by the Department when the higher rates were charged? If so, state its estimated annual amount; and the purposes to which it has been applied. If no profit was made, explain how Books can be supplied at so much lower a rate than was formerly charged by the Department.

*Answer 14.*—This question can be best answered by the following statement:—

The gross expenditure of the Depository since its first establishment in 1850 for Prize and Library Books, Freight, Packing, Printing, Salaries. Insurance, Fuel, and other Contingent Expenses up to the end of 1874, was .....	\$751,971
The value of Books sold in the Depository during the same period was .....	\$738,737
Difference to be accounted for .....	\$13,234
To cover this difference in receipts for sales and expenditure, we had in stock at the end of 1874, Books to the estimated net value of .....	\$26,880
Other School Requisites to the estimated value of .....	\$30,683
	\$57,563
Deduct "difference to be accounted for" as above .....	\$13,234
	\$44,329

Divide this amount by twenty-four (years), we find the annual profit (invested in stock), to be \$1,847, after paying all expenses. It is proper to remark that this net profit would have been reduced at the rate of \$1,021 per annum, had not the Government itself assumed the payment of the Insurance, and, owing to the pressure brought upon it in 1869, it reduced the Salaries of those in the Department, who had to do with the management of the Depository, to the extent of \$800 per annum.

As a matter of internal economy of the Department the Chief Superintendent had arranged that every branch of it should bear its own proportion of the expense of management. Hence the share of the Salaries of the Officers of the Department proper, (not Depository Clerks), chargeable to the Depository was \$800. A small part of these Salaries have been since restored. . . .

Again, the following statement shows how the whole of the great work accomplished by the Depository has been carried on by a comparatively small annual grant by the Legislature.

Thus the whole annual expenditure for Depository purposes from 1850 to 1874, including Salaries and Contingencies, was .....	\$751,971
but of this sum we received from the Trustees, and which we accounted for, or returned to the Treasury, during the same period .....	\$440,349
Difference paid from Public Revenue .....	\$311,622

So that by this gross expenditure of \$311,622 by the Legislature we have supplied the Schools, (they paying their share), with \$738,737 worth of everything which they required, after paying all expenses of management for the last twenty-four years.

If you put this in another form, you will see that the Legislature has only expended on an average \$12,984 per annum for all the purposes of the Depository, and yet, the average annual value of things sent out has been \$30,780, (or \$738,737 worth in twenty-four years), as above explained.

The reason why we can reduce the price of Books to eighteen cents for the shilling sterling, as previously stated, is:—1st, That great economy is caused by increased experience, as applied to the management of the Depository; 2nd, That profit over actual expenses is not an object; and 3rd, That the special terms made with Publishers from time to time, enable us to do so.

The Depository was, therefore, fully justified, in a financial point of view, in fixing the prices of Books at eighteen cents on the shilling sterling, or ninety cents for a five shilling Book:—

A five shilling sterling retail Book, on which we get thirty-five per cent. discount, and thirteen as twelve copies, costs us, laid down in Toronto, (adding the usual rate of 45 per cent. for freight and exchange), 82 cents.

Selling a five shilling Book, therefore, at ninety cents, we gain a profit of ten per cent. to cover Clerks' Salaries and all Contingencies.

*Question 15.*—Are not the Mechanics' Institutes of the Province systematically supplied with Books by the regular Booksellers, under a mode of Government aid analogous to that of School Libraries; or from funds derived from Parliament?

Are you aware of any evils that result from the managing Committees of such Institute Libraries, purchasing from the Book Trade?

*Answer 15.*—In our Reply, we will divide the Answer into two separate parts:—

1. The Mechanics' Institutes are not supplied with Books by the regular Booksellers under a mode of Government aid analogous to that of School Libraries, the only analogy is that they are supplied with funds from the Government, for the purchase of Books,—the system of supply, as we shall show, is very different.

In the Act to amend the Agriculture and Arts Acts, assented to on the 15th of February, 1871, we find that:—

Any Mechanics' Institute having Evening Classes organized for the imparting of practical instruction to its Pupils, or having established a Library of Books on one, or more, of the following subjects, videlicet:—Mechanics, Manufacturing, Agriculture and Horticulture, Science, Fine Arts, and Decorative Arts, History and Travels, shall be entitled to receive a sum not to exceed Four hundred dollars in one year; Provided, that a sum equal to one-half of the amount, to be supplied by the Government is locally contributed, or appropriated, or has been expended by such Institute during the current year for such specific object, or objects.

It is further enacted that each Institute shall cause to be forwarded to the Commissioner of Agriculture not later than the first day of July in each year, a proper certified copy of its Annual Report for the year in which the aid has been granted.

We will now show that there is no analogy between the system pursued by the Officers of Mechanics' Institutes and School Trustees in regard to the supply of Books purchased by each of these respectively, with moneys received for that purpose from the Government.

Ever since the Library and Prize system has been established by the Education Department, it has been compulsory on the Trustees receiving the Government apportionment on their purchases of Books from the Depository, to sign a form of Application as a Voucher, attested with the Corporate Seal, pledging themselves as a Corporation, not to dispose of the Books, nor permit them to be disposed of, or used for, any other purpose than that mentioned on the printed form of Application. The Officers of the Mechanics' Institutes do not pledge themselves in this manner, or in any way, when purchasing Books for Institutes with funds received from the Government, and what is the consequence? We find, from the Annual Reports of the Commissioner of Agriculture, that moneys are expended year after year, without any printed Report to show that the Government Grant has been applied to the purchase of Books, or that the supply of Books has been kept up.

Our information is taken from the most recent Reports printed; and we shall refer to two Institutes as examples, (others can be given if necessary).

In 1870, Seaforth Mechanics' Institute reported 250 Volumes in their Library. In 1871 they received \$100 as a Government Grant, but still reported on 250 Volumes. In 1872 they received an additional Grant of \$100, and again reported 250 Volumes. In 1873 there is no Report whatever from them.

Now if we deduct the amount paid by them for Evening Classes, videlicet, \$6.25, there is a balance of \$193.75 which was received from the Government for the purchase of Books, which is in no way accounted for in the printed Report.

In 1871, The London Mechanics' Institute received \$400 and reported 1,162 Volumes in the Library. In 1872, they received the further sum of \$400 and report only 1,116 Volumes. In 1873 they report only 939 Volumes in the Library. So that with aid from the Government to the amount of \$800 for two years, their Library has decreased in two years over 200 Volumes.

The amount paid by this Institute for Evening Classes during 1872-3, was \$195, which leaves a balance of \$605 for Books. Yet there is a decrease reported in the number of Volumes in the Library.

This is a sufficient proof that the Government Aid to Mechanics' Institutes is not managed on the same system as that of the Education Department. Under the system pursued in regard to Mechanics' Institutes the funds might easily be wasted, as there is no prescribed list of prices, or Catalogue of Books from which to select, and the parties concerned are at liberty to purchase anywhere indiscriminately, and at any prices they please, from Booksellers and others, without any guarantee being given that the Books shall be of the prescribed kind, or that they shall be applied exclusively for the benefit of the Institute,—a guarantee which we specially require the School Trustees to give.

The annexed Table, compiled from the Report of the Commissioner of Agriculture, shows the number of Mechanics' Institutes that received aid from Government, and the amounts received.

TABLE SHOWING THE MECHANICS' INSTITUTES THAT RECEIVED GOVERNMENT AID, 1871.

Number of Institutes reported.	Number of Institutes not reported.	Total Number of Institutes.	Amount received by those reported.	Amount received by those not reported.	Total amount received.	Average amount received by each Institute.
29	14	43	\$9,012 68	\$3,585 36	\$12,598 04	\$292 00

From this Table we find that although forty-three Institutes received Government aid in 1871, only twenty-nine of them reported. In 1872, of the forty-two Institutes that received Government Grants, only thirty-four reported.

The total amount received from the Government by forty-three Institutes for Evening Classes and the purchase of Books in 1871 was \$12,598, the amount accounted for by twenty-nine Institutes was \$9,012. In 1872, forty-two Mechanics' Institutes received Government aid to the amount of \$11,405; thirty-four Institutes accounted for \$9,585. For the two years, 1871-72, the sum of \$5,405 received by Mechanics' Institutes from Parliamentary Grants is not accounted for by the Institutes in the Report of the Commissioner of Agriculture.

*Question 16.*—Can the Managers of Mechanics' Institutes, if they desire it, obtain their Books from "The People's Depository of Ontario?" If so, state to what extent they avail themselves of the right. If not, explain how it is right, or expedient, that such Corporations should be free to purchase where they please, while a special Departmental Depository is maintained for the supply of Municipal and School Corporations with both Prize and Library Books.

*Answer 16.*—The Managers of Mechanics' Institutes can purchase Books from the People's Depository if they desire it. The extent to which they have availed themselves of it, is very small.

In 1871, we received \$385 for Books from Mechanics' Institutes. In 1874 we sold Books to them to the amount of \$133.

The Institute is a local Institution, dependent upon local popular support. Its Managers, therefore, for obvious reasons, prefer purchasing Books from their own friends, or neighbours, who may also be Members of their Institutes. As many of the Books purchased are of a class that very few people read, no person will take sufficient interest in the matter to care whether the prices paid for them are cheap, or dear, especially as the Government pays for them. Another reason is, that the Institutes may not be aware that the Depository will supply them with the Books required. We have never brought it officially before their notice, and it is likely they do not know where to purchase unless from the local Bookseller. In 1868, Mr. Edwards, the Secretary of the Association of Mechanics' Institutes published a Catalogue of Technical Books, and offered to purchase Books for the Institutes,—very few availed themselves of this system, and it gradually was done away with, so that recently they have nothing to guide them in making the selection, with the exception of a few Institutes who take the "Bookseller," which gives a list of new publications.

The matter has been brought under the notice of the Government with a view to the adoption of our plan for supplying Mechanics' Institutes with Books. The Honourable Achibald McKellar, Commissioner of Agriculture, in reply, hesitated to adopt the suggestion, as he said:—

The one hundred per cent. allowed on such purchases would have to be made up from the Public Revenue, which would only be another way of increasing such Grants, otherwise I would be happy to accept your suggestion.

We feel satisfied that, if the Depository was made available to Mechanics' Institutes, as it is to the Schools, there would be a considerable improvement in them, and an increase in their Libraries. On the other hand, should the present Mechanics' Institute System be adopted for the Public Library and Prizes, it would be an entire failure, and would probably, within a few years, lead to the abolishment of this fund now given by the Legislature.

#### PROCEEDINGS OF THE COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION RESUMED.

*Meeting of the 5th of May, 1875.* Present, Professor Wilson in the Chair; also present, the Chief Superintendent of Education, the Reverend Professor Ambery, Professor Goldwin Smith and Mr. S. C. Wood.

The Committee adjourned to the 12th of May, when the Depository is to be visited.

*Meeting of the 12th of May, 1875.* Present, Professor Wilson, in the Chair; the Chief Superintendent of Education and Professor Goldwin Smith.



The Members present visited the Depository, and directed that a Meeting should be called for the 17th instant, at three o'clock, to adopt a Report.

*Meeting of the 17th of May, 1875.* Present, Professor Wilson, in the Chair; also present, the Chief Superintendent of Education, Mr. James Maclellan, the Reverend Professor Ambery, and Professor Goldwin Smith.

Professor Wilson submitted a Draft of Report, which was taken into consideration, and it was agreed that the Report be further considered at a Meeting to be held on the 29th instant, or upon a day that may be found convenient to the Members, with the view of revising the Report for Council.

NOTE. I had prepared an elaborate Memorandum on this Draft Report for the information of the Chief Superintendent of Education, and had also got Doctor May, Superintendent of the Depository, to prepare one for me, but, as the substance of them is contained in Doctor Ryerson's Reply to that Report, they are not repeated here.

*Meeting of the 10th of June, 1875.* Present, Professor Wilson, in the Chair; also present, Mr. James Maclellan, Reverend Professor Ambery and Professor Goldwin Smith.

The resignation of Mr. S. C. Wood, as a Member of the Council, was intimated to the Committee by the Secretary.

Notes from Professor Wilson, dated 4th June; from the Chief Superintendent of Education, dated 7th June; and from Professor Wilson, dated 7th of June, were read. Moved by Mr. Maclellan, seconded by the Reverend Professor Ambery, and,—

*Resolved,* That the Letter now read from the Chief Superintendent of Education to the Clerk of the Council, dated the 7th June instant, is, in the opinion of the Committee, expressed in terms which make it not proper to be received, and that the Committee decline to receive it accordingly.

NOTE. This Letter related to a failure of Doctor Wilson to attend an adjourned Meeting, and implied a censure on him.

The Letter from the Chief Superintendent of Education to the Chairman of the Committee, dated the 29th of May, was then read.

NOTE. I have largely curtailed, where it was possible, this very comprehensive and voluminous Letter of the Chief Superintendent of Education, dealing, as it does, very fully with historical and various Departmental matters. The effect of it on the Chairman of the Committee, (Doctor Wilson), was not what Doctor Ryerson wished, or intended, as the Draft Report, which had been referred back to the Committee, was very slightly altered, Doctor Wilson having opposed its alteration, even those parts of it which Doctor Ryerson had very strongly opposed, as not being in accordance with the facts of the case, as he understood and regarded them. The consequence was that, when the Draft Report came back from the Committee to the Council, as altered, it was rejected by a vote of nine Members to four. (See page 115). The Chief Superintendent's Letter, even as condensed, is as follows:—

In my Letter addressed to you on the 28th ultimo, I transmitted the Answers which had been prepared by the Officers of the Education Department to your Questions, and added some remarks in reply to your attack upon the Answers to those Questions, and to my own remarks,—an attack which you have made in the form of a Draft of



Report, proposed on the 17th instant, for the adoption of the Depository Committee,\*—an attack which I affirm to be unprecedented in character, unfair and disingenuous in statement, fallacious in argument, and at variance in its spirit and object with the successive Acts of the Legislature for twenty-five years.

I affirm that your Report is unprecedented in character, as it contains a lengthened attack upon myself, (who am a Member of the Committee), upon the administration of the Education Department and upon the Council of Public Instruction of former years. It contains also a misrepresentation of the Answers made to the Council by Officers of the Education Department, without their having an opportunity to defend themselves, and without your proposing to have their own answers, instead of your misrepresentations of them, laid before the Council. It was but fair, under any circumstances, for you to have proposed to append the Answers to your Questions, so that they might be printed for the examination of the Members of the Council themselves; but more especially was this required as a matter of justice to them, when you took upon yourself to misinterpret and criticize their Answers.

But I proceed to correct your misstatements and to show the hostility of your views to the interests of the Public Schools, the provisions of the School Law, and the administration of the Education Department, as well as to point out the extra official character of the Questions, which you have raised against the Department,—(the discussion of which has caused much unpleasant and needless consumption of the time of the Council), and to offer such suggestions and present such facts, as will prevent your repeating this controversial and hostile course of proceeding, and also enable the Council to perform its duties, as prescribed by Law, with more expedition and harmony.

But before proceeding to discuss your Draft Report on the Depository, I must make two, or three, preliminary remarks:—

*First*, I assume that the Council could not have intended that you, or the Committee, should do what the School Law does not authorize the Council itself to do. Being satisfied of this in my own mind, I made no objections to the general terms of the Resolution which you proposed for the appointment of the Depository Committee; and as I observed your intense anxiety to pry into everything connected with the Education Department, I was quite disposed to indulge your curiosity to the utmost of my power, as I courted, and do court, publicity, and as I did not suppose you would mistake my courtesy for official obligation, and assume towards me the language of a Master, as if I were your servant, much less that you would assume to judge and censure the acts of the Council of Public Instruction and the administration of the Education Department years before you had a seat in the Council, or to contravene the provisions of the present, as well as former, School Acts.

*Secondly*, I observe that the first eight Questions proposed by you were read to me before I left for my Long Point hermitage; they appeared to me to cover the whole ground of your curiosity; and, although, some of them related to matters beyond the limits of the duties of the Council of Public Instruction, as prescribed by the School Law, I gave directions to have them as fully answered as possible; but the Answers did not furnish you, it appears, with the material for what, (it has now become apparent), was your original object in proposing them,—namely to depreciate, and render the Depository useless, and then abolish it altogether. You, therefore, in my absence, prepared ten other supplementary Questions, some of which were altogether extra-official, others unreasonable for the time expected to answer them, and one, or two discourteous and offensive in tone. But the Answers given to them were nevertheless as full and courteous as possible; yet I could not otherwise than also courteously suggest in my Letter accompanying them, that you were exceeding the limits of the Law in this sort of mandatory cross-examination. At this, you have taken offence, and

\*This Draft Report prepared by Dr. Wilson the Chairman of the Depository Committee, was presented to the Council on the 17th of May, but was not then adopted. After reading the Letter of the Chief Superintendent criticising that report, it was referred back to the Committee, and, after revision by the Committee, was presented to the Council for adoption on the 8th of July, but was rejected by a vote of nine to four. See Proceedings of the Council of Public Instruction of that date, page 115.

impugn the Department for not obeying your commands in answering Questions which would require months of labour for two, or three, Clerks to do. . . .

1. On page six of your Draft Report, you say "Again in answer to Question Three, give a list of the Books that have been most largely in demand?" The Department replies:—

The Books most generally selected, (not omitting the usual standard Works), embrace popular and general works on the following subjects:—Voyages, Tales, and Essays, illustrating practical life, History, Biography and Literature.

You then say:—

And to this answer a printed Table is annexed, equally general in character, extending over twenty-three years; whereas the Questions of the Committee referred expressly to the last five years; and furnishing no names either of authors or works.

Now, Sir, let us look at your own statement of your own Question, and the Answer it it.

In the first place your Question, as stated by yourself, is as general as the Answer; for no one could have supposed that under the phrase:—"List of Works more generally in demand," you meant, or expected, that the Officers of the Department would write out in a "list" the names of 323,851 Books, with the Author's names, which have been sent out by the Department during the last five years, and the number of the copies of each Book sent out, in order to show what works were most generally in demand. The Department gave the natural common sense answer to your general Question, and then added a Table, showing what kinds of Works had been most in demand, not only during the last five years, but during the last twenty-three years. Your censorious remark implies, indeed, that no information had been given in reply to your question relative to the last five years; but the Table proves the reverse, and that it gave information not only as to which kind of Books has been most in demand during the last five years, but during the eighteen years previous,—an amount and kind of information which it appears you did not want; as it did not answer your purpose. . . .

Then, Sir, you say that the Department has "furnished no names either of Authors, or Works." Now the very paragraph which follows that which you quoted as an answer to your Question Three, contains a refutation of your statement in the following words:—

As we do not keep a classified record of the Books on different subjects sent out for Prizes, we cannot enumerate them; but they consisted chiefly of Books of an interesting and instructive kind, such as those relating to Boy Life, Adventures, Voyages, Tales and Stories illustrative of Practical Life, and many others written by Ballantyne, Kingston, Mayne Reid, Bowman, Adams and others, together with a large variety of Juvenile Books, selected from various Publishers, as well as Popular Scientific Works, and standard Books, as History, Literature, etcetera,—the latter especially for Collegiate Institutes, High Schools, and the higher departments of Public Schools in Cities, Towns and Villages. The total number of Prizes sent out during the last five years was 323,851, or nearly 65,000 a year on an average.

Your statement in the face of such a paragraph requires no comment.

2. In the second and third pages of your Draft Report, you admit that, during the last,—

Quarter of a century, the Province has advanced in all ways, in wealth, intelligence, and widely diffused educational advantages, to an extent which will stand comparison with the most progressive Countries of either hemisphere.

You admit that "no unimportant share in the merit of such progress is due to our excellent system of Provincial Schools and Colleges."

You admit further that,—

In the earlier years, while the Book Trade was in its infancy, and the whole machinery of our provincial system of education was in the process of evolution, among a people inexperienced and in many cases themselves uneducated; it is not to be doubted that the Educational Depository formed a valuable auxiliary to the Common Schools and Grammar Schools of the Province.

But you add, that, at present we are under a total change of circumstances, and you quote the present Bishop of Manchester to show that our present Education Depository is no longer necessary. You say:—

It appears from a Report submitted to the English Educational Commission by the present Bishop of Manchester, then acting as an Assistant Commissioner, (1866), that a Department analogous to the Depository existed during the earlier stages of the system of Public Education in England, but subsequently, he says, "on very good grounds, as it seems to me, it was abandoned."

This is the keynote of your whole Report, the burden of which is to prove that the Depository is no longer necessary, and that furnishing Library and Prize Books for the Public Schools at cost prices is a public injury, rather than a benefit. Your whole labour is to depreciate the Depository and its management; and your ultimate proposal is to compel Municipalities and Trustees of Public Schools to pay to Book-sellers one-fifth more than they do now for the aids they get from the Depository to promote the efficiency and advancement of their Schools.

In regard to your quotation of the Bishop of Manchester's authority for the abandonment of the Depository, I observe that the Law does not make you, or me, in our official capacity, the judge of the expediency, or in expediency, of the Depository, any more than of the expediency, or in expediency, of the Education Department, or of the Public School System itself. The Legislature has decided that question, and enacted a Law which you, as well as myself, are in duty bound to carry into effect.

I observe also, that when you quote the present Bishop of Manchester's authority against our Depository, you represent him as doing the very reverse of what he did; for he declared his belief that it was "beneficial."

The present Bishop of Manchester, (before his elevation to the episcopacy), as the Reverend James Fraser, A.M., (now D.D.), was appointed Assistant School Commissioner, and directed in 1866, to examine and report upon the School System of the United States and Canada. As you have invoked his authority, I will quote his own words in regard to the Depository and our School System generally. Doctor Fraser in his Report says:—

Two special merits which the Canadian System claims for itself, as compared with any other established on the North American Continent, are the provision which it makes for supplying Schools with Maps, Apparatus, Prize and Library Books, and Municipalities with Libraries; and secondly. its provision for pensioning superannuated or worn-out Teachers. (Page 273).

Doctor Fraser then proceeds to give an account of the Upper Canada System of Education for the formation of Libraries, for the establishment of which he says there had been "almost a mania in the minds of the framers of the system." He says:—

The total number of Free School and other Public Libraries in 1863, is reported as 2,948,—an increase of 92 in the year,—containing 691,803 Volumes.

Doctor Fraser then explains the system as follows:—

The system under which these Books are provided cannot be better described than in the language of the Chief Superintendent:—

A carefully classified Catalogue of about 4,000 Works, which, after examination, have been approved by the Council of Public Instruction, is sent to the Trustees of each School Section, and to the Council of each Municipality. From this Catalogue, the Municipal, or School Authorities, desirous of establishing, or improving a Library, select such Books as they think proper, and receive from the Department the Books desired, with an apportionment of one hundred per cent. upon whatever sum, or sums, they provide for the purchase of such Books.

Next Doctor Fraser describes the Canadian system of supplying the Public Schools with Maps, Apparatus and Prize Books on the same terms as Books for Libraries. He says:—

The Maps, Globes and other articles of School Apparatus issued by the Department are nearly all manufactured in Canada, after the most approved patterns, and exhibiting the latest discoveries, and adds:—

It is also to be noticed, as worthy of remark, that this branch of the Education Department is self supporting, the whole expense being reckoned in the cost of the Articles, and Books procured; so that the only cost to the Provincial Revenue is the public apportionment, which is granted to meet an equal sum provided by the School Section or Municipality.

Then follow the two paragraphs, one part of a sentence of which you quote to condemn the continuance of our Educational Depository. I will give them entire as follows:—

It is admitted that this method of supplying Schools with Libraries, Maps and Apparatus, is borrowed from the system once employed in our own Education Office, but subsequently, on very good grounds, as it seems to me, abandoned. It has caused a good deal of agitation in Canada, particularly in the bookselling and publishing Trade, and a Petition signed by forty-eight persons engaged in those Trades was presented to the Legislature about eight years ago, stating, "that lawful trade was seriously injured by the interference of the Chief Superintendent of Education with many of its principal branches," and praying that "an inquiry might be made into the scheme and operations of the said Educational Depository in all its branches."

Thus challenged, the Chief Superintendent defended both himself and the System in a vigorous Pamphlet, in which he disposed, with more, or less, success, of the various charges that had been brought against both; but though the system still continues, and I believe, works beneficially, I must say that, from complaints that met my ears from many quarters at Toronto, that he had not entirely succeeded in putting down opposition, or allaying murmurs.

Doctor Fraser justly remarks that I had not been able to "put down opposition," or "allay murmurs;" and, of course, I never shall, as long as selfishness and party influence some men more than patriotism. Yet what you quote, Doctor Fraser as declaring on very good grounds should be abandoned, he himself declares, he believes works beneficially.

Besides, Doctor Fraser was not aware that in 1858 the Legislative Assembly appointed a large Select Committee, (of which the Honourable George Brown was Chairman), to inquire "into the scheme and operations of the said Educational Depository in all its branches," as prayed for by the "forty-eight persons," engaged in the Bookselling and publishing trade; the Select Committee visited the Depository not as you did, for six, or eight, minutes, but for several hours, and examined every part of it, and its management; the Representatives of the Petitioners appeared for one day before the Committee and stated their case at length, and were so completely met by the Officers of the Department, that they never appeared before the Committee again, and in default of further accusations and accusers, the proceedings broke down, and the Depository remained untouched and increasingly strong "in all its branches."

Then ten years afterwards, in 1868, the Legislative Assembly appointed another Select Committee, (of the sub-Committee of which, the Honourable John McMurich was Chairman), to examine into, and report upon the Education Department, especially the Depository branch of it; that Committee spent several days, instead of several minutes, in visiting the Department and investigating every part of the work done, and reported not only as to the great usefulness of the Depository, and as to its being more than self-supporting, but that it was so managed as to entitle to an increase of Salaries, the very Officers whom you attack.

The Educational Depository thus, within ten years, passed through two ordeals of parliamentary investigation, and under the direction of Members of the Legislature, who had been prejudiced against it, and it came out of these searching ordeals with all the honours that I could desire. And so I am persuaded it will survive with renewed strength, your, not open and public efforts, but efforts in secret, to disparage and destroy it.

But to return to Doctor Fraser's Report. After describing at length the second peculiar feature of the Canadian System of Public Schools,—namely, "its provision for pensioning Superannuated, or worn-out Teachers," he says:—

The whole plan does credit to both the wisdom and liberality of its framers. That a Country, comparatively so poor as Canada, should be able and willing to maintain a system of equitable relief to superannuated, or disabled, Teachers, which we, with all our wealth, attempted, and felt ourselves obliged to abandon, is, to my mind, a fact not a little remarkable.

The relief now paid and provided to superannuated, or disabled, Teachers is more than twice what it was nine years ago, when Doctor Fraser bore that testimony so

honourable to our Country; but, in the establishment of no part of our School System have I encountered such showers of abuse from Newspapers and even from many Teachers, as in my efforts to provide relief for superannuated, or disabled Teachers. So violent and strong was the opposition, and so numerous were the Petitions against it sent to the Legislature, that some Members of the Government avowed their purpose to yield to the pressure, and abolish it; and I only saved it from destruction by imploring the Government to allow it two years' trial. That trial has silenced every Newspaper and other Objector; and that most humane feature of our School System, and great boon to the School Teachers' profession, has become the subject of universal praise. So, Sir, shall I survive your re-hash of old attacks upon the Educational Depository; and so shall the Schools be saved from the destruction of this vital element of their success and usefulness.

I will now give Doctor Fraser's summary estimate of our School System, and of the humble instrument of its establishment,—so special an object of your hostility. It is as follows:—

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 in a Country, occupied in a greater part of its area by a sparse and anything but a 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 adaption 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.

3. Having now shown the fallacy and unfairness of your citing the authority of Doctor Fraser against the Department "supplying Schools with Libraries, Maps and Apparatus," and given his estimate of our School System, I will next show the fallacy which underlies your entire reference to the English system,—namely, that our method of supplying the Schools with Maps, Apparatus, Libraries and Prizes, is analogous to that which has been tried and abandoned by the Education Committee of the Privy Council in England.

First, the Education Committee of the Privy Council never had a Map, or Book, Depository at all. In December, 1850, I commenced a negotiation with the Lords of the Privy Council on Education, through the Colonial Secretary, (Earl Grey). In their Lordships' first reply to Earl Grey, on the 18th of December, 1850, their Secretary, Mr. Lingen, said:—

A specimen copy of each Book and Map upon their Lordships' Schedules, costs, in the whole, somewhat more than £40. Their Lordships would not be at liberty to make a grant to Doctor Ryerson out of the Education Fund. Their Lordships do not keep any Depôt of the Books named in their Schedules. They are ordered twice in every month, according to the demand, by their Agent from the several Publishers. The specimens, therefore, which Doctor Ryerson requires may be included in one of the orders from Canada.

In another part of the same Letter, are the following words:—

The terms, upon which the various Works named in their Lordships' Schedules are supplied by the Publishers, have been the subject of separate agreements, and part of the understanding into which the Privy Council Committee entered with the Publishers was to the effect that orders for Books at the prices specified should be issued by their Lordships on account of those Schools only, which would be admissible to receive other assistance from the Education Grant. This Grant being applicable to Great Britain only, and not to the Colonies, my Lords cannot under the existing agreements carry Doctor Ryerson's proposal into effect. They will, however, issue a Circular to the Publishers, inquiring whether they are willing that Doctor Ryerson's

orders should be included in those issued to them by the Committee. My Lords do not anticipate any objection on the part of the Publishers. . . .

The English Publishers concerned unanimously assented to the proposal of the Circular addressed to them. I, therefore, entered into an agreement, which was printed, and signed in duplicate, with the Committee of the Privy Council, and procured a specimen copy of each of the publications on their schedules. My order, dated May the 8th, 1851, specified the three following conditions:—

If the order applied for be granted, the undersigned will comply with the following conditions:—

1. The Books and Maps thus obtained shall be distributed by the Department of Public Instruction in Upper Canada to the Managers of Schools and Libraries under its superintendence, and to no other persons.
2. The Books and Maps so distributed shall be reserved for the sole use and property of the School Library receiving them, and shall not be resold, and,
3. At prices not exceeding the cost.

EGERTON RYERSON, Chief Superintendent of Schools for Upper Canada.

Such were the chief features of the system adopted by the Privy Council Committee on Education to supply with Books and Maps the Elementary Schools in England, and such was the origin of our Map and Book Depository System. . . . There was no uniform series of Text Books for the English Schools, but a miscellaneous collection of what were deemed the most popular School and Reading Books, and a miscellaneous collection of Maps,—copies of each article and Books of the whole of both collections, amounting to the value of only Forty-eight pounds worth, instead of the 4,000 Works which we have in our collection of Books for Schools, besides a large variety of Maps, Globes and other articles of School Apparatus. 2. The Privy Council granted to the English Schools only one-third of the value of the Books and Maps, “provided that the other two-thirds of their value be raised by local subscription.”

In our system one-half of the value of the Books, Maps, etcetera, is granted by the Legislature to Municipalities and School Trustees. 3. The Privy Council would not supply Books and Maps at the reduced price to the same School a second time, but only “at the end of three years” from the date of the first supply granted, and then award only one-fifth of their value at the reduced prices. We do not thus restrict the orders for Books, or Maps, in behalf of the same Municipality, or School in any way, nor diminish the one hundred per cent. on the amount of local contributions. 4. The Privy Council did not allow the supply of Books and Maps, at the reduced prices, to exceed in value two shillings per head on the average number of Scholars in attendance at the “School during the preceding year.” In our system there is no such limitation. 5. The Privy Council had no Depository whatever, but required School Managers to pay five per cent. to a Booksellers’ Agent of the Privy Council, in addition to the printed prices of the Books and Maps. We have a Depository, and no “Agent.” 6. The system of the Privy Council was a heavy charge upon the public revenue, in proportion to the amount of aid given to the Schools. There was, in the first place a separate Office, with a staff of Clerks for their work, and secondly, an expensive agency. The Royal Commissioners on the State of Popular Education in England in 1861, state in their Report that, “The machinery of this department must be very expensive in proportion to the Grant administered. . . .” The “machinery of this department” of our School System is self supporting, and does not cost the Public Revenue one cent, while it sends out thousands of Library and Prize Books in a year, besides large numbers of Maps, Globes, and other School Apparatus.

Doctor Fraser, Assistant Commissioner, in his Report of 1861, “on the state of Popular Education” in various Agricultural and other Districts in England, says, on the state of the Apparatus in Schools:—

One article, however, that I never remember to have seen, and which appears to me absolutely necessary for the comprehension of geographical phenomena, is a Globe.\*

\*There was a black outline globe I observed at Bridston; but it was perched upon a high window shelf, covered with dust, and looked as though it were never used.



The People's Depository of Ontario had sent out over one thousand Globes of various sizes, previous to the date of Doctor Fraser's Report, (1861), and since that time this number has been augmented to over three thousand,—all Globes of Canadian manufacture, many of which have been sent to the extreme limits of this Province, and indeed some few have been sent to Manitoba and British Columbia. . . .

Doctor Fraser says, in his Report of 1866:—

I must do the Canadian manufacturers the justice to say that the specimens of their skill and workmanship which I saw in the Depository of the Department were in the highest degree creditable to them,—quite equal, it seemed to me, to anything of the kind that we produce in England.

When, therefore, you say "that a Department analogous to the Depository existed during the earlier stages of the System of Public Education in England," you assert that of which you know little, or nothing, and which I have thus shown to be fictitious. There were ample reasons for abandoning the English system, which was so cumbrous, so expensive, and did so little, while there are ample reasons for continuing the Canadian system, which is so comprehensive, so simple, so inexpensive, and does so much good.

Before 1850, we adopted in this Province, the Irish system of School Text Books, and presented a complete set of them, (generously given me for that purpose by the Irish National Board), to each of the then forty County Councils in Upper Canada, had arranged to procure them at a large percentage below the regular prices, and got permission to reprint them in this Province. . . .

The only feature of the English System which I found adapted to my purpose was that of obtaining Books and Maps at an average of about forty-four per cent. below the regular trade retail prices, and to supply them to Canadian Schools at cost. The Circular of the Privy Council Committee of Education, above quoted, introduced me to the Booksellers of England and Scotland, and when I applied to them direct to know if they would let me have any Books, which I might select from their Catalogue for Canadian School Libraries and Prizes, upon the same terms with those which they had agreed to in respect to the Books and Maps on the Schedule of the Privy Council Committee of Education, they readily assented to my proposal, and agreed also to execute my orders for the Books and Maps named on that Schedule, instead of doing so at the instance of the Privy Council, through its Agent. The Secretary of the Privy Council Committee very gladly agreed to be thus relieved of executing my quarterly orders for Books and Maps. By these arrangements, I saved to Canada five per cent. from the Privy Council agency, in the purchase of Books and Maps, obtained all other School Library and Prize Books at the same reduced prices, and in the execution of as many orders as I might think proper to send in a year, but with the pledge that the Education Department here would dispose of such Books and Maps to Schools only, and at cost prices. On that pledge to the British Government and British Booksellers have been founded all the provisions of our laws and practice of the Education Department in respect to supplying, at cost prices, Library and Prize Books, Maps, Globes, etcetera, to the Public Schools of this Province for the last twenty-five years.

On the ground of that pledge, and before leaving England, I selected upwards of 4,000 Books from the Catalogues of English and Scotch Booksellers for examination and approval here by the Council of Public Instruction for Libraries and Prize Books in our Schools.

So much then, Sir, for your assertion that the abandoned English system was "analogous" to ours.

4. But, while you appealed to the abandoned English system, you were careful not to appeal to the present English system substituted for that which had been abandoned. Under the new English School Law of 1872, School Boards have been established in the great Cities and Towns of England and Wales. One of their first acts was to establish what you, in your first Report to the Council, sought to abolish here,—a uniform series of Text Books for their Schools, and which the old Privy Council Com-

mittee had failed to do. At the head of these English School Boards is that for the City of London,—a body three times as large as our Council of Public Instruction, composed of Scholars and men of rank, and having charge of the elementary education of the children of a population more than twice as large as that of the Province of Ontario. Within the jurisdiction of that Board are included all the great Book Publishers and Booksellers in England; and if there is any place in the whole world in which the local Managers of Schools can be supplied with everything they require through the ordinary "Book Trade," it is in the great metropolis of England. What you advocate had been tried there, not only after the Privy Council Committee had abandoned its expensive experiment, but during the first years of the existing School Board. But, after all these trials, and such unrivalled facilities in the midst of the great Booksellers and Publishers of England, the great London School Board adopted, as late as last June, and has carried into effect, the following minute:—

That it is desirable that the Board should establish a Store in charge of a Superintendent, the said Superintendent to receive and distribute Books, Apparatus, etcetera.

The Reverend J. Rodgers, who moved this Resolution, adduced many of the reasons which I have urged for our Depository.

Thus the London School Board have established in 1874 the system which I established before 1854, and which you are now so sedulously seeking to destroy.

5. Having shown that the English authority and example, to which you have appealed, are both against you,—that, in fact, you seem to be entirely ignorant of what has been done and is doing in the Mother Country in reference to Public Education,—I will now show that your statements are equally unreliable and your authority valueless in regard to educational matters in "this Canada of ours." You profess to have inspected the Depository, and to have made important discoveries there. You say:—

From what came under their notice in the course of a subsequent inspection of the Depository, and the reply given to their interrogations by the Persons in charge of the Bookselling department, in reference to the detailed records of all transactions kept by them, the Committee have been led to doubt whether the difficulty of furnishing the information would be so great as the Chief Superintendent supposes; but having repeated their questions on both cases, they must of course acquiesce in the replies.

Now, Sir, it is absurd and an abuse of language, to call a glance of five to eight minutes at the Depository by you, Mr. Goldwin Smith and myself, an "inspection of the Depository." But during this five, or eight, minutes glance, you profess to have discovered that the "detailed records of all transactions," which caused you to "doubt the difficulty" of answering your Seventeenth and Eighteenth Questions, were such as I had stated; in other words you imply that I had by misrepresentation sought to conceal information desired by you. In this, Sir, your statement of the facts is as disingenuous as your insinuation against me is unjust. Your statement implies that I had pretended a difficulty in answering your questions for the want of "detailed records of all transactions" in the Depository,—the very reverse of what was assumed and implied in my remarks. . . .

In your Draft Report you do not say that your visit to the Depository was the result of repeated requests to do so, on the part of the Chief Superintendent; much less, that, during the few minutes you were there, you made not a single enquiry relative to matters with which, according to Law, the Council of Public Instruction had to do.

In my last Annual Report will be found a list of all the Public School Libraries in the Province, their Counties, Townships, Sections, Cities, Towns and Villages, the number and value of Books in each, etcetera. In the same Report will be found the number and value of Prize Books sent to each of the several Counties, as also to the Cities, Towns and Villages. But, in addition to this ample information, for me to give (which you ask), the name and another of each Book, of more than three hundred and fifty thousand, (with its value), sent to each locality during each five years is out



of my power, and the knowledge of it, could it be obtained, would be useless for any Departmental purposes that I can imagine.

Although I repeatedly stated my inability to conceive the object you had in view in asking questions which it would take months of labour to answer, (as the information demanded could serve no Departmental purposes, and no purposes for the objects prescribed by Law to the Council of Public Instruction); you persistently kept your object secret, notwithstanding I was a Member of the Committee. No purpose consistent with the objects, or provisions of the Law, need be kept secret, from other Members of the Council. No other than a private Bookseller's object could be promoted by the information sought in the unprecedented, extravagant, and, I submit, ultra-official questions referred to.

7. You seem astonished at a discovery made during your few minutes' visit to the Depository,—namely, that it supplies Books to Sunday Schools. To this "feature in the working of the Depository" you "invite the attention of the Council." You say, "Not only does the Department undertake to supply Books for Libraries and Prizes for Public and High Schools at less than currency for sterling rates, or about thirty-five per cent. less than the usual current retail prices; but it also supplies Sunday Schools at the same rates, although no such procedure appears to have been contemplated by the Legislature; nor indeed does it seem reconcilable with such a National System of Education as that which has been established in Ontario, in the operations of which the Legislature expressly leaves specific Religious Instruction to the voluntary acts of the Ministers of the several Denominations, including Sunday Schools."

You seem to have been unconscious as to much that has been doing for twenty years by the Education Department of Ontario, for the Department has been doing this very thing for twenty-five years, and I have yearly reported the facts to the Legislature, and it was never objected to by any one except yourself, so far as I know, and except also by a Mr. Geikie in 1858. . . . Had you inquired, you would have learned that no apportionment of public money has been made for this purpose, as in the case of Public and High Schools, but ten per cent. profit on all such Books has been paid by the Sunday Schools to the Department to assist in defraying the expenses of providing them with the very same Books as are supplied to the Public Schools,—thus aiding, instead of taxing, the Department.

You would also on enquiry have learned that I have purchased no Books for Sunday Schools, as you state, "for specific Religious Instruction" of a denominational character; that the only exception to this is in the Roman Catholic Books, which the Department has for years provided for Separate Schools; but that the Books, Maps and Sheets furnished to Sunday Schools, are the same as those provided for Libraries and Prize Books in Public Schools, but which many promoters of Sunday Schools desire to procure, as illustrative of the Geography, Natural and Institutional and Biographical History of the Bible. You might also, have had a printed sheet, (published by the Depository), before you were a Member of the Council, headed, "Books, Maps, Charts, Sheet Lessons, Prints, etcetera, suitable for Sunday Schools," consisting of "Publications of the Religious Societies in London, the Boston and New York American Tract Society, etcetera, and by the American Sunday School Union, Presbyterian Board of Education, and Methodist Book Room at New York." You would have also found it stated on the same sheet, that the Department has supplied the Colleges and Academies and Schools, established by various Denominations, or Companies, in the Province, with Maps, Globes, and other Publications, as well as Mechanics' Institutes upon the same terms as Sunday Schools. The Department held that Sunday Schools, being mostly voluntary contributors to the great work of public instruction, and supplementary to it, were entitled to every encouragement which any Public Department, as well as public man can give, which does not involve a charge upon the Public Revenue.

In regard to Mechanics' Institutes, you say, "The provision of Books for Mechanics' Institutes is entrusted to their own elected Managers, subject to the supervision of

School Inspectors by an Act which has been in operation since 1871." This is entirely incorrect. The School Inspectors have no "supervision" whatever over the selection of Books for the Mechanics' Institutes. The School Inspectors simply report to the Government on the condition of the Institutes. That done, their "supervision" ends.

In answer to your Questions Fifteen and Sixteen, relative to Mechanics' Institutes, the Officers of the Department in their reply occupied nine pages with extracts from the Reports of School Inspectors, respecting the state and management of Mechanics' Institutes. . . . It was not, I hold, honest in you to ignore these Reports,—to make no reference whatever to them, and to ascribe to me what is stated in these Reports, and which contain the evidence which you say is not before the Committee. In my Letter I pointed out the fallacy of your pretended analogies between forty-three Institutes, established by voluntary Associations in certain Cities, Towns, or Villages, for special purposes, and 5,000 School Corporations connected with the Department, scattered all over the Province, and entrusted with the whole educational instruction and intellectual culture of the rising generation, according to a legally established and uniform System of Public Education. I then added as follows:—

When it is considered that according to the Official Reports quoted in the accompanying Memorandum a large part of the public money granted to these forty-three Institutes for Evening Classes and the purchase of Books, none of it has been applied to the purchase of Books at all, and much of it is not reported, and that many of the Books purchased are otherwise than desirable for youth, the mode of expending public money by these Institutes, in relation to providing books, is a beacon of warning for us to avoid, rather than an example for us to imitate.

I submit, Sir, whether it was honest for you to ascribe to me, as suggesting, without evidence, what the School Inspectors had stated, and to whose statements you make no reference whatever, but virtually declare them to be "no evidence." . . .

In what I assume and assert on this subject, I but echo, and bow obedience to Acts and appropriations of Parliament for twenty-five years; I but echo the sentiments of the most experienced Educationists in Great Britain and the United States, and the opinions founded on experience and observation, among scores of others, of Public School Inspectors, whose opinions you do not notice, much less recognize.

NOTE. I here omit the extended references made by the Chief Superintendent of Education to the Catalogue of Books published by the Department as of more local than of public interest and importance.

(6) When you first laid a manuscript Catalogue of Books before the Council, I regarded it as a friendly and generous contribution on your part in aid of a work which has largely occupied me for more than thirty years, and as such I acknowledged it to you verbally and by Letter. Little did I suspect on examination that that Catalogue would prove of so little practical use, or that you were at that very time preparing an onslaught upon me and my work, and was intending to use that very manuscript Catalogue as a pretext and instrument to give intensity and force to your attack.

I now notice the part of your Draft Report relating to the Book Trade. When, Sir, you constitute yourself the advocate of the Book Trade, against the Public Schools,—proposing to tax the latter on the average of at least twenty per cent. on their Books for the benefit of the former,—you forget that the duty of the Council of Public Instruction, and, of course, of each Member of it, is, as the Law expresses it, with "the interests of Public Schools,"—not against them for the interests of a trade.

(1) Your Draft Report assumes throughout that the Libraries are for all classes of the community, including its literary and public men,—that is Public Libraries in the largest sense,—indicating a forgetfulness on your part that they are simply Public Free School Libraries and Prize Books,—designed for School Boys and Girls, although others may, and no doubt do, read them, and although some of the Books may suit more advanced readers than School children and youths.

(2) You assert that the Depository as managed, "must have a most depressing effect" upon the Book Trade; but you adduce not a single fact to sustain your assertion, although the history of the Country, and of the Book Trade for the last twenty years, was accessible to you, as it was to me, for that purpose.

(3) You speak of the desirableness of "a well furnished Book Store in every Town, or centre of population;" but have you adduced, or can you adduce, a single fact or authority to prove that Book Stores have not as rapidly multiplied among us, and are not as numerous and as well-furnished in proportion to the population of Ontario as in any State of America, or in the world, of the same age and population?

(4) I will now oppose facts to your assertions. According to the Trade Returns, and estimates founded upon them between Ontario and Quebec, the value of Books imported into Ontario by the Book Trade during 1874, (as stated in reply to your Question Ten), was \$530,000, while the value of Books imported by the Education Department was not quite \$17,000. Now, any man of common sense must see that, if the whole of the \$17,000 worth of Books had been given to the School Trustees for their Pupils, it would not have affected the Book Trade in its sale of the \$530,000 worth of Books imported into the Province in the same year, more than the falling dew drops of our nights have affected the waters of Ontario.

(5) And now, Sir, for the statistics and authorities of the progress of our Book Trade. Be it observed, in the first place, that the Book Trade never had anything to do with the work of the Depository; that the supplying of the Public Schools with the Library and Prize Books was a creation of the Education Department, independent and outside of the Book Trade altogether; that the Book Trade has to do with the public at large of all classes and with which the Education Department has never interfered; that the Education Department has only to do with the Public and High Schools, and through them alone promotes the diffusion of education and knowledge amongst the children and youth of the land; that with the establishment of the Depository for Schools commenced the unprecedented extension of the Book Trade in the Province for the public at large; that the printing and sending to each County, Township, City, Town, and Village Council, and to each School Corporation, together with the monthly *Journal of Education*, of a select Catalogue of nearly 4,000 Books, not one-fourth of which had ever been known, or heard of, among the people of Ontario, but which could not be obtained from the Department by any other than Municipal and School Corporations and School Authorities, for Schools, created a knowledge of Book literature, and a taste for it which had never previously existed in the Country, and of which the Book Trade reaped the profit, and, as it has been acknowledged that the Depository has contributed to improve the character of Books sold by ordinary Booksellers, as well as largely increased their sales,—their trade having increased more than five hundred per cent. since the establishment of the Depository. The proof of these statements is as follows:—

My first Witness shall be your apparent client and protégé; Mr. James Campbell. In 1858, as stated by Doctor Fraser, and quoted in the former part of this Letter, a Booksellers' crusade was set on foot by a Mr. J. C. Geikie, (predecessor to Mr. Graeme Mercer Adam), against the Depository of the Department, and the Legislative Assembly was petitioned on the subject. Mr. James Campbell, at the head of several Booksellers, addressed a Memorial to the Legislative Assembly,—a Memorial which contained the following words:—

That your Memorialists, the undersigned wholesale and retail Booksellers and Publishers in Toronto, are deeply interested in the welfare of the bookselling trade of Canada, and, in all institutions which tend to give a proper tone to the reading of the Country, and to diffuse a love of literature amongst its inhabitants.

Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal, in fostering a desire for literature among the people of Canada, and has indirectly added to the wealth of persons in the Book Trade, inasmuch as the desire for general literature has been supplied through their means, and your Memorialists would respectfully refer for a proof of this to the Customs returns attending this branch of trade in the Province of Canada.

Now the words uttered by Messieurs Campbell and others, the 10th of May, 1858, are equally true on the 29th May, 1875, as an appeal to the "Customs Returns" will show; to which I add the present testimony of more than twenty Public School Inspectors and other Educationists, given in the answers to your Question Ten, including that of Mr. Deroche, M.P.P., and a Member of the Council, and of the County Teachers' Association over which he presided. All these testimonies you now conveniently ignore, but they are not the less conclusive on that account. . . .

Then, as to the progress of the Book Trade, I will content myself with extracts from *The Globe's* Reviews of the Book Trade:—

1860. This branch of trade, the existence of which in its present distinctive character only dates back a few years, has been prosperous during the past season and is rapidly becoming an important item in the commerce of the City.

It is thus seen that *The Globe* said the Book Trade in its distinctive character dated back "only a few years" before 1860; that is, at the very time, (before 1860), the Education Department established the Depository of School Library and Prize Books, and sent out its Catalogue, extensively throughout the Province. *The Globe* also said, (as quoted in Answer to your Question Ten):—

For years the Country has been flooded with the lowest and most trashy class of literature from the American press, Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers.

But in 1861, *The Globe* said:—

The retail trade is generally in a healthy condition, and its character especially in the Country, is yearly improving.

Messieurs James Campbell and others, in their Memorial of 1858, above quoted, stated the cause of the improved character of the Book literature of the Country three years before *The Globe* thus significantly remarked upon it. In 1863, 1866, 1867, 1869, *The Globe* spoke thus concerning the Book Trade:—

1863. The improvement which we from time to time have noticed in this branch of business, has, during the year just closed, been fully maintained. The trade has been healthy and profitable, and in extent it exceeds that of previous years. . . . We are glad this year to report a still greater improvement in the character of the Books and periodicals most generally read and circulated in the Province. English Books, as a rule, are having a much increased sale. . . . In all points of view there is much room for congratulation as to the improved condition of the Book Trade in Canada.

1866. The Book Trade of the Province is year by year assuming larger proportions, and it is a matter of no little congratulation that each year this important branch of commerce is rapidly extending itself.

1867. Looking about us, and casting over the classes that are likely to produce the demand for Books, we fail to account for the great strides in the Book Trade of the Province. . . . There is a large importation of Books in miscellaneous literature, and in professional and in other high classes, which evinces the great growth of the Trade, and speaks well for the reading predilections of the people.

1869. The Houses in this Department of Trade report a large increase of business during the year, especially in Books. British publications continue to take the lead in the market.

I have not at hand the latter Annual Reviews of the Book Trade by *The Globe*, or other papers; but every one knows that the Book Trade has never been more prosperous than during the last few years, and at the present time.

The review of the rise and progress of the Book Trade, contemporaneous with the establishment and operations of the School Library and Prize Book Depository of the Education Department, proves the very reverse of what you state to be the facts of the case.

Your statements, in regard to the intentions of the School Act of 1874, as to the price of Library and Prize Books, are as far from being correct as are your statements already noticed, that the Depository has "a most depressing effect" on the Book Trade. Your argument and assumptions are, that the School Act of 1874 made such a change in the character and relations of the Depository to the Public Schools that the prices of the Books were not to be lowered where practicable, but to be henceforth so fixed

as to enable the Booksellers to sell them at a profit; that is, that the Trustees of Schools should be assessed to pay higher prices for their Library and Prize Books than those of the Depository, in order that the School should support the Trade of the Booksellers.

Now, Sir, you have heard both Mr. Wood and Mr. Deroche, who are Members of the Legislature, and who were Members of the Committee of the Legislative Assembly that prepared the School Act of 1874,—you have heard them both declare in their places in the Council that it was never intended by the Legislature that the Books at the Depository of the Education Department should be sold at higher than cost prices; and the declaration of the Booksellers, in desiring such a provision in the Law, was that they could supply the Schools with the Books sanctioned by the Council of Public Instruction as cheaply as could the Education Department. And the Act itself says that the Chief Superintendent of Education,—

Shall not pay more than one-half the cost of Books so purchased elsewhere, according to the prices specified for them in the printed Catalogues, or in the authorized lists of such Books published in the *Journal of Education*.

The Statute does not say half the Booksellers' prices, but half the prices specified in the Catalogue, or in the *Journal of Education*. But you contend that the Council must regulate the prices of the Books authorized, with a view to the profit of Booksellers, and not the cost of the Books to the Department,—an idea which, had it been mooted when the Bill was before the Legislative Assembly, would have caused the summary rejection of the Booksellers' clause. It is also absurd and unprecedented for a Government to make a profit out of unpaid Public Corporations created for public purposes. If the Government, therefore, supplies School Corporations at all with what is requisite, it must do so at cost prices, and not seek to speculate out of them, or increase the Public Revenue at the expense of these Schools and unpaid School Trustees. Your contrary doctrine is without precedent, and is simply absurd.\*

But the Honourable Attorney-General Mowat has put this question beyond dispute. In a Letter written to me on the 2nd of February, and which was quoted in my Letter to you of the 28th of April, (although you conveniently ignore it, as you do everything that contravenes your purpose), the Attorney-General said:—

In accordance with the 30th Section of the Statute, 37th Victoria, Chapter 27. I authorize you to assume and act on the following view of the Law:—1st. That the fixing of the prices of Books now at the Depository is a matter of internal arrangement, over which Booksellers and others outside have no individual control.

Your doctrine, on the contrary is, that the profits of "Booksellers and others outside" should "control" the "internal arrangement" of the Department, as to the prices of Books to the Schools under its control. The Attorney-General further on, in the same Letter, says:—

Should the new Books, which are submitted by Booksellers, (and which are sanctioned by the Council and advertised in the first numbers of the Journal), be afterwards kept for sale at the Depository, there is no legal necessity for the Depository prices being regulated by those previously named by the Booksellers.

A word, or two, now, as to what you say on the reduction of the prices, and the reduced prices of Books. You say:—

The following is the Advertisement issued by the Department, immediately on the appointment of this Committee by the Council.

You then quote the advertisement, which stated that after the 1st of March, and until further notice, the Books enumerated in the two Catalogues of the People's Depository would be supplied to Municipal and School Corporations at the rate of eighteen cents on the shilling sterling of the retail cost of the Book.

Now, according to the wording of your statement it conveys the impression that I seized the moment of the appointment of the Committee on the Depository to reduce the price of the Books enumerated on the Library and Prize Catalogues. This is one

\* It should be remembered that when I made the satisfactory arrangement with the Privy Council Committee in England in 1856 for the supply of our Schools with Books and Maps, I agreed, (as that Committee required) "to dispose of these Books and Maps to Schools only and at cost prices." See page 147.

of your convenient omissions when you wish to escape from an awkward dilemma, as I have had on frequent occasions to notice. In my Letter to you of the 28th ultimo, I gave four reasons for issuing the notice, or Advertisement, referred to; but, as usual, you ignore them and insinuate another reason. First, I stated that, in the very order appointing your Committee, and pending the enquiries, the Council adopted the Resolution that "The Department would continue to act on the principle hitherto in use in regard to prices of Books." The Council, therefore, contemplated and provided for my acting, while you complain that I acted at all. Secondly, on the second day after the Council had adopted that Resolution, or order, I received the Letter from the Attorney-General above quoted, dated on the 2nd of February, and in which he authorized and required me to assume that the prices of Books in the Depository was a matter of "internal arrangement over which Booksellers and other parties outside had no control." With this twofold authoritative sanction, I issued the advertisement, or notice, in question. Thirdly, I had proposed to the Council last July the very thing announced in the Advertisement of the 12th of February. Fourthly, I had acted upon the same principle of reducing prices in past years, as was notified on the Catalogue, or in the *Journal of Education*. These four reasons I mentioned in my Letter to you of the 28th ultimo, and of which you were aware when you said that, "immediately on the appointment of this Committee," the Advertisement, or notice, was issued.

And I repeat that the principle acted upon in my notice of the 12th of February is the principle to which I agreed with Her Majesty's Government and the English Booksellers, when I obtained the first collection of 4,000 Works from them in 1851,—the principle on which Acts of Parliament have been passed here, and appropriations made for more than twenty years; namely, that the cost of the Books should regulate their prices, and that Municipal and School Corporations should never be charged more than cost prices for their Books. That principle is set forth in the very "Prefatory Note" to the Catalogue, on which you have animadverted, and which you have sought to misrepresent. In that note I say as follows:—

The terms on which these Books will be furnished to the Municipal and School Authorities are less than currency for sterling. Both the Publishers and the Departmental prices are given in connection with the title of each Book, and are stated in reference to the prices at which the Books could be obtained up to the present year; but should the American or British Publishers of these Books reduce the price of any of them to the Department, a corresponding reduction will be made to the Trustees.

But you say the Books are too cheap, as the Booksellers cannot sell them at our prices without a loss. I answer, the cheaper good Books are, the better for the Municipal and School Corporations and the Public and High Schools. Messieurs James Campbell and Son, in a Letter addressed to me, in reference to the prices of Books mentioned in the Departmental Advertisement, or Notice, and written on the 20th of February, (after the publication of that Advertisement), say:—"We are contented to enter into competition with the Depository."

Mr. J. C. Geikie, the leader of the assaults on the Depository in 1858, declared then, with other Booksellers, that they could undersell the Educational Depository. Mr. Geikie said:—

The universal conclusion is that Books are more cheaply sold and obtained with less trouble and annoyance at the ordinary Book Stores of the Country than at the sham Book Depository.

And the Booksellers, led by Mr. Geikie, said in their Petitions to the Legislative Assembly:—

That, while the Chief Superintendent of Education proposes to furnish Libraries at a great saving to the public, they are not sold at less than your Petitioners constantly supply similar wholesale orders, although they live by the profits, and have to pay Rent and Salaries.

The cry of certain Booksellers in past years, and even up to 1874, has been, if they only had a chance they could sell the Library Books as cheap, or cheaper, than the Depository, and live and make profits. The Law of 1874 gave them that chance, and now they raise the cry through you, that the Depository Books are too cheap for them.



to sell them, except at a loss! But I do not apprehend that your crusade, even although aided by the Reverend Professor Ambery, who has said that he would "stick to you as long as he lives," will accomplish much more against the Depository than similar more powerful periodical crusades have done in past years.

You have professed that if the prices of School Library and Prize Books were increased, or the Depository superseded, a "well furnished Book Store" would spring up in every Town and "centre of population." I have referred to the groundlessness of this absurd pretension, while I have demonstrated that it would simply create a monopoly for one, or at most, two, Toronto Booksellers, with Agents in different parts of the Country. This, indeed, has been avowed, and is now practically illustrated. Mr. J. C. Geikie, the mainspring of the raid upon the Depository in 1858, said:—"A Country Bookseller could get a commission to purchase a Library, and the wholesale Dealer could halve the profits with him. I have no doubt that were Libraries free, Country Booksellers would act as Agents for those in Cities, engaging to supply at City prices, and receiving so much for the order from City Houses."

Then during the present week Messieurs Campbell and Son have issued the following Advertisement:—

#### NOTICE TO SCHOOL TRUSTEES.

Now ready: The Catalogue of Prize Books,\* authorized to be supplied to High and Public Schools in Ontario. The Government Grant of fifty per cent. is allowed to School Trustees on all orders taken from this Catalogue, amounting to ten dollars, or over, if sent through any Bookseller in Ontario, or to James Campbell and Son, Toronto.

These facts show that could you even succeed in destroying the Depository, you would but create a monopoly for your friends, the City Booksellers named, but not add a single "well furnished Book Store" to any of those now established in the Towns and Villages of the Province. Indeed, the supposition is absurd in itself, that the addition of \$17,000 worth of Library and Prize Books, (the value of Books imported by the Education Department in 1874), as against the \$530,000 worth of Books imported by Booksellers at the same time, would cause the establishment of a "well furnished Book Store in every Town, or centre of population," in Ontario. And the absurdity of such a supposition is made more apparent from the fact, that the importation of the \$530,000 worth of Books referred to, and that Messieurs Campbell and Son are the only Booksellers in Toronto, and in all Ontario, who have submitted any Books for the sanction of the Council of Public Instruction for School Libraries and Prizes, and the number they have submitted is less than three hundred! Out of the two hundred and ninety-two Volumes which they have sent for examination, one hundred and nine were already on the Official Catalogue, leaving only one hundred and eighty-three for approval. Two of these were rejected, and one hundred and eighty-one recommended. Now if we deduct from these, five submitted that we have proof are out of print, there are only one hundred and seventy-six of the two hundred and ninety-two Books approved, and even these include several old publications.

You have also asserted, (but without the least proof, or authority), that the sanction of the Council of Public Instruction to a Catalogue of Books, (without any fixed standard as to editions, or prices), would be ample to secure the supply of Books to the Municipal and Trustee Corporations for School Libraries and Prize Books. The impracticability of any such system is shown in the Answers to your Questions, and on the authority of the most experienced Educationists of other Countries, where such attempts have been made; and are still more palpably and practically demonstrated to be futile by the action of the great London School Board, mentioned in a former part of this Letter,—a Board which has found it necessary to establish a Store, or Dépôt, of their own, in addition to selecting and sanctioning Books, Maps and Appar-

\* I have already shown that this so-called "Catalogue of Prize Books" only includes a third part of the Official Catalogue of Prize Books, being that part only of the list of books in the Catalogue which Messieurs Campbell may have to sell.



atus, upon the very ground that they could not otherwise get Books, or School Requisites, "equal to the samples," or could not test the qualities of the Books, etcetera, ordered for the Schools. If this great London Body could not accomplish this without a Store, or Depôt, of their own, in regard to Books, and other articles for Schools under their charge, in a single City, containing more than a hundred Book-sellers and Publishers, how could anything of the kind be done in Ontario for Schools scattered over thousands of square miles?

I have now, Sir, answered and, I trust, successfully, your renewed attacks upon the work of many years performed by myself and Assistants, and the gratuitous, intelligent and even willing Labourers with me of the Council of Public Instruction for a quarter of a century or more. Had you, in a practical and friendly spirit, (as I had hoped), sat down to promote and improve that work by aiding, to examine and report upon the 2,900 additional Books, which I had submitted to the Council, and to add to them by other selections, as far as might be thought necessary, and then to consider the principle of the prices of them, you would have not only had my hearty co-operation, but my cordial thanks for your valuable labours, and would, I am confident, have rendered important services to our Public Schools and the youth of the land; but instead of such a common sense course of friendly co-operation and patriotism, you have, in a strongly hostile spirit, framed a variety of Questions, (scarcely one of which is within the range of the legal duties of the Council of Public Instruction), and evidently intended to elicit and collect materials of attack; and, under the form of a proposed Report of a Committee, have assailed, all that has been done by men who have long borne the burden and heat of the day in the noblest and most successful department of our Country's civilization, and have further employed language neither courteous nor just, in regard to myself, and fellow workers. I take up the gauntlet you have thrown down and meet you face to face on your own chosen ground of attack; and, as much as I desire and need quiet and retirement, I will retain my position for years to come, if necessary, and if my life and strength be spared, to defend a work to which I have devoted the best part of my long public life, and which I believe involves, for present and coming generations, the best interests of my native land.

TORONTO, 29th May, 1875.

EGERTON RYERSON.

After reading this Letter, the Committee resumed its Sittings:

*Meeting of 17th June, 1875.* Present, Mr. James Maclellan, the Reverend Professor Ambery, and Professor Goldwin Smith. No Depository business was transacted, owing to the absence at Quebec, of Professor Wilson, the Chairman.

*Meeting of 23rd June, 1875.* Present, Professor Wilson in the Chair; also present, Mr. James Maclellan, the Reverend Professor Ambery, and Professor Goldwin Smith.

The Minutes of the preceding two Meetings were read and approved.

The Committee adopted the Draft Report, as amended by the Committee, and instructed the Chairman to sign it, and present it to the Council at its first Meeting.

The Committee then finally adjourned.

NOTE. The following is a Draft Report on the Depository as amended by the Depository Committee, after reading the Letter of the Chief Superintendent of the 29th of May, 1875.

By resolution of the Council of Public Instruction, of the 2nd of February, 1875, a Special Committee was appointed to take into consideration the working of the Book Depository, in reference to the supply of the best class of Books for Prizes and School Libraries; and also in reference to the general interests of the Province with regard to the free circulation of literature through the ordinary trade channels.

In pursuance of the duties thus entrusted to them, the Committee prepared a series of Questions, designed to elicit from the Officers of the Education Department the information requisite to guide them in arriving at a correct result. They have also

made such a careful review of the printed Catalogues of the Depository issued by the Education Department, as may enable them to judge of the success of such official management as a means of supplying the Schools and Libraries with Books, alike in accordance with the true wants of the Pupils and the general interests of the Province. The Committee have also had the advantage of personal explanations, as well as written Communications of the Chief Superintendent of Education, have inspected the Depository under his guidance, and beg leave to report as follows:—

The Book Depository has now been in existence for a quarter of a century, during which the Province has advanced in all ways, in wealth, intelligence, and widely diffused educational advantages, to an extent which will stand comparison with the most progressive Countries in either Hemisphere. No unimportant share in the merit of such progress is due to our excellent System of Provincial Schools and Colleges. During the same period, the Educational Depository has been a useful branch of the Public School System; and, in the earlier years, while the Book Trade was in its infancy, and the whole machinery of a Provincial System of Education was in process of evolution, among a people inexperienced, and, in many cases, themselves uneducated, it is not to be doubted that the Educational Depository formed a valuable auxiliary to the Common Schools and the Grammar Schools of the Province. It is scarcely necessary, therefore, to say that in now enquiring into its working and results, under a total change of circumstances, no reflection is intended to be cast on the Officers of the Education Department, under whom it has been so long available to the School Trustee Boards of the Province.

With a view to the important questions referred to this Committee, as to the working of the Depository, in relation to the interests of the Province, especially in regard to the free circulation of Literature, the Committee submitted Questions to the Department, asking for the names of localities,—Towns, or Villages, to which the largest supplies of Library Books have been sent; and for lists of Books most in demand, and the number and value of Books supplied in each case. Your Committee regret that upon those important points, the Department has not furnished such information as would be desirable for the guidance of the Council.

One Question, (No. 6), is to this effect:—Name the locations to which large supplies of Books have been sent during the past five years. State the numbers and value of the Books sent in each case.

To this the Department replies:—

The localities chiefly supplied with Books are West of Toronto and East of Toronto, omitting the Counties of Addington, Frontenac, Leeds, etcetera, (and to this a Map is annexed), “to show the different Townships, and School Sections where Public School Libraries have been established” and as “a good criterion as to the demand for Prizes.”

Bearing in remembrance the narrow limits of the Province to the north, between the Georgian Bay and the Lake Shore; and that the Lake lies immediately to the South of Toronto, such a statement of localities “West of Toronto and East of Toronto” did not afford the specific information sought by the Committee, and they again invited the special attention of the Department to the point. But they have been unsuccessful in their efforts to elicit more specific information.

Again in Answer to Question Three:—

Give a list of the Books that have been most largely in demand, the Department replies:—“The Books most generally selected, (not omitting the usual standard works), embrace popular and general works on the following subjects:—Voyages, Tales and Essays illustrating Practical Life, History, Biography and Literature.”

And to this a printed Table is annexed, equally general in character, extending over twenty-three years; whereas the Questions of the Committee referred expressly to the last five years.

As this failed to meet the requirements of the Committee, attention was again invited to this question also, with a special request for more definite information. To this the reply was presented in the form of a Letter from the Chief Superintendent in which he informed the Committee, of which he is a Member, that he regarded the

Answers already furnished as, "very elaborate and exhaustive," while, at the same time, he intimated to them that they are dealing with questions "not coming within the prescribed duties of the Council of Public Instruction." Nevertheless, while informing the Committee that their proceedings are "extra-official," he adds his conviction that the Answers "contain a complete and exhaustive vindication of the great importance and usefulness of The People's Depository."

As to the actual information deemed by the Committee of special importance, and as such repeated in Questions Seventeen and Eighteen, the Chief Superintendent replies:—

These Questions have not been attempted to be answered; nor can more explicit answers be given to them than those which have been given in the Answers to your Questions Three and Six, and in my Annual Report.

From what came under their notice in the course of a subsequent inspection of the Depository; and the Replies given to their interrogatories, when personally inspecting the Bookselling Department, the Committee have been led to doubt whether the difficulty of furnishing the information would be so great as the Chief Superintendent supposes. Indeed they can hardly see how, without such information in an accessible form, as they have unsuccessfully endeavoured to obtain, the Department can have any assurance of the beneficial working of the system.

The information, and the records communicated to them by the persons in charge of the Bookselling Department in reference to points of enquiry accorded with the Chief Superintendent's own statement in his last Report, that,—

There is kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.\*

As, however, the Officers of the Department are sustained by the Chief Superintendent in not attempting to furnish the desired information, after the Question has been repeated, that must be received as their reply.

Since these subjects have been specially referred by the Council of Public Instruction to this Committee to report upon, it is perhaps scarcely necessary that they should consider the question raised by the Chief Superintendent in his Letter how far the subjects are within the legitimate range of duties pertaining to the Council. But it may suffice here to remark that, by the amended Act of 1874, a very important change was introduced by the Sections which permit Municipal, or School, Corporations to purchase Prizes, or Library Books, from any Bookseller, or other parties, instead of at the Depository.

Immediately upon the appointment of this Committee, the Educational Department issued the following Advertisement of reduced prices:—

After the 1st of March, proximo, and until further notice, it has been decided to supply all the Books enumerated in the two Official Catalogues of Prize and Library Books issued last year by the Education Department at the rate of eighteen cents on the shilling sterling of retail cost, (being also at the rate of ninety cents for a five shilling sterling Book, at retail cost), instead of the rate of nineteen and ninety-five cents respectively, as mentioned in these Catalogues.

After that date, therefore, (1st March, 1875), and until further notice, the Books enumerated in the two Catalogues named will be supplied from the People's Depository of Ontario, to Municipal and School Corporations at the revised official prices named above.

TORONTO, 12th February, 1875.

It is difficult to conceive that the Sections above referred to, in the amended Act of 1874, were designed to be reduced to a dead letter, by the adoption of such prices in the Educational Depository as should prevent Booksellers supplying such Corpora-

\* This Statement is literally correct. The name of every library book sent out can be given, but the Committee asked for the name of every Prize and Library book sent out. Many of the former being only worth from 10 to 25 cents, their names were not kept—only their numbers.

tions except at a loss to themselves.\* It is to be assumed that the Legislature recognized, by such Section, that the changed conditions consequent on a quarter of a century of progress no longer admitted of the system of exclusive Departmental supply, which had been deemed necessary in the infancy of the School System of the Province.

The duty imposed on the Council of Public Instruction of sanctioning Books purchased in either way, seems to assign to them a part in regulating and carrying out the presumed policy of the Legislature, sufficiently to bring it within the line of their duty to inform themselves of the operation of the existing system, and the probable effect of substituting for it, wholly, or in part, the alternative system suggested by the Act.

Even if it be assumed that the Depository accomplishes all which is claimed for it, in meeting the wants of the Schools of the Province, by furnishing suitable Prizes and Library Books at a low price; it is still an important point to determine how far it affects the general interests of the Province. In dealing with this, it appears to your Committee that the Officers of the Educational Department have come to look on it erroneously as a question affecting no more than the individual interests of certain traders. In their Answers, "the private trader," "the private enterprise" of Booksellers and even their "selfish" aims, are repeatedly contrasted with the Educational Depository as a public interest. The aims of an individual Bookseller may be private and in that sense selfish. But the Book Trade, as the only possible organ for the production of literature and its general diffusion through the Province, is no mere private interest, in which certain traders are alone concerned.

It is the interest of the whole community that no impediment shall be placed in the way of a healthful extension of the Book Trade throughout the Province. A well furnished Book Store in every provincial centre of population cannot but be regarded as, at least, an important auxiliary to the Schools and Colleges of the Province, and it is well deserving of the consideration of the Council of Public Instruction, whether, in exercising any discretion vested in them by the Act, they should not, in the interest of Education itself, bear in mind the more general interests of popular instruction and culture at the same time.

The maintenance of a Depository by the Government for the purchase and sale of Books, Maps, etcetera, advertised as "The People's Depository," and offering Books not only with a large bonus; but at, or below, cost price, is manifestly opposed to general principles of economical science; and can only be justified as an exceptional case, where clearly recognized benefits to the public more than counterbalance the injury it inflicts on an important branch of commerce. It appears to your Committee of paramount importance to the general culture and intellectual progress of the Province that no impediment should be placed in the way of the Book Trade calculated to discourage the establishment of well furnished Book Stores in all the larger Towns and Villages of the Province; and your Committee had specially in view in Questions Three and Six, the effect of the existing system on the Book Trade; as again, in their renewed, but unsuccessful efforts to obtain the desired information, in Questions Seventeen and Eighteen.

The Depository they are informed has now been in successful operation for nearly twenty-five years and has sent out upwards of a million volumes of approved Books for Libraries and Prizes. All the Books are purchased at the lowest wholesale rates, and are sold at less than currency for sterling rates, or about thirty-five per cent. less than the usual current retail prices.

Your Committee would further invite the attention of the Council to a feature in the working of the system to which their attention was specially directed during the visit to the Depository. Not only does the Department undertake the supply of Books for the Libraries and Prizes of the Public and High Schools of the Province, but it supplies Sunday Schools also at reduced rates, although no such procedure appears to

\* The Writer here does not seem to be aware of the agreement made by the Chief Superintendent with the Privy Council Committee in England in 1856 to supply our Schools with Maps and Books obtained from England "at cost prices." See note on page 153.

have been contemplated by the Legislature, nor indeed does it seem to your Committee reconcilable with a National System of Education, which expressly reserves all specific Religious Instruction to the voluntary acts of the Ministers of the several Denominations.

In the *Journal of Education* for January of the present year, as in earlier numbers, the following Advertisement appears under the head of Departmental Notices:—

#### SUNDAY SCHOOL BOOKS AND REQUISITES.

Application having been frequently made to the Department for the supply from its Depository of Sunday School Library and Prize Books, Maps and other Requisites, it is deemed advisable to insert the following information on the subject.

1. The Department has no authority to grant one hundred per cent. upon any remittance for Library, or Prize, Books, Maps, or Requisites, except on such as are received from Municipal, or Public School, Corporations in Ontario, Books, Maps, and other Requisites suitable for Sunday Schools, or for Library, or other similar Associations, can, however, on receipt of the necessary amount, be supplied from the Depository at the net prices, that is about twenty-five, or thirty, per cent. less than the usual current retail prices.

2. On receiving the necessary instructions, a suitable selection can be made at the Department, subject to the approval of the parties sending the order. Any Books, Maps, etcetera, not desired which may be sent from the Depository, will be exchanged for others, if returned promptly and in good order.

The Chief Superintendent of Education, in his last Annual Report, to which he has referred your Committee, couples together the Books sent to Mechanics' Institutes and Sunday Schools. From 1853 to 1873, they have amounted to 19,807 Volumes. From 1855, when the Map, Apparatus and Prize Book branch was established, until 1873, 3,110 Classical and Scriptural Maps were also furnished by the Department, in addition to 7,252 other Maps, but the portion of Scriptural, or other, Maps supplied to Sunday Schools is not mentioned.

As stated in the above Departmental Notice:—"The Department has no authority to grant the one hundred per cent" for Books, Maps and other Requisites for Sunday Schools, nor, so far as it appears to your Committee, was any such preceeding contemplated by the Legislature. But, on this subject the Committee have received the following explanation from the Chief Superintendent:—

No apportionment of public money has been made for this purpose, as in the case of Public and High Schools, but the ten per cent. profit on all such Books has been paid by the Sunday Schools to the Department to assist in defraying the expenses of providing them with the very same Books as are supplied to the Public Schools, thus aiding, instead of taxing, the Department.

That such a rivalry with the regular local Book Trade as the whole operations of this system involve, must have a depressing effect, can hardly be doubted. A School Inspector is quoted as to "The famine of Books which prevails almost everywhere in the rural districts;" and repeated references are made to the utter inadequacy of local Booksellers to supply the demands of School Boards. But this appears to be no more than the natural and inevitable result of such departmental rivalry with the regular trade. Your Committee are informed, for example, in reply to Question Thirteen, as to the recent reduction of the prices of Books by the Depository, that owing to their having, in 1867, "made special and better terms" than previously, with various Publishers, "they were enabled to reduce the prices of that portion of old stock still on the Catalogue, which was not much in demand." This seems to your Committee a procedure such as might be naturally adopted on the part of a Tradesman trying to get rid of bad stock; but,—since it can scarcely be assumed that the Books are of a character requiring special inducements to be held out to School Trustees for their acquisition,—it is more difficult to justify on the part of a Government trading with public money; and free from the checks and liabilities of private trade.

Nevertheless, it is assumed throughout the Answers furnished by the Department that the Book Depository is an indispensable and permanent branch of the Educational System of the Province. Your Committee accordingly asked (in Question Six), for

explanations as to the purposes it accomplishes for the Province, which could not be secured through the regular channels of Trade. In reply, it is once more stated that:—

The Department looks upon the public and general question, (as to the rights and interests of the Schools), and the private and personal question, (as to the gains and profits of Booksellers), as of easy solution.

And it is accordingly, once more assumed, that the great and important trade of publishing and bookselling is one in which nobody has any interest but a few selfish Booksellers. In like manner it is argued that,—

The interests of a class of private Teachers are as much entitled to protection against the competition of Public Schools, as are the interests of a class of private Booksellers to protection against the competition of Government, in supplying the Public Schools with Prize Books and Libraries.

When the interests of the whole community come into rivalry with those of private Teachers, the latter must give way, although in reality none but the incompetent private Teachers suffered from the introduction of a System which amply provided Salaries and all else from public funds. It may safely be said that the educational profession in this Province has been, and would acknowledge itself to have been, greatly the gainer by the policy of the State. The interests of an efficient, enterprising Book Trade, as has already been stated, are not private. The whole community is benefited by its success; and a well stocked Book Store in every Town and incorporated Village of the Province will be one of the best evidences of an efficient Educational System. But it is stated to your Committee as one of the special virtues of the Depository, that,—

The smaller traders throughout the Country cannot with any profit sell Books to the Schools at the Depository prices, the result is that the Trade, which was intended to be general, is thrown into the hands of a single Bookseller in Toronto.

It is not to be doubted that, in the face of the recently issued Advertisements of the Department, offering all Books at eighteen cents on the shilling sterling, the smaller Traders are effectually excluded from the sale of Books. But the true cure for this evil would appear to be to restore the Trade to its regular channels; and thus leave the public to derive the benefit of healthful rivalry and enterprise.

But in answer to the Question:—"Against what special evil is it intended to guard?" it is assumed in reply that,—

It is impossible to exercise that care and supervision over individual sales, or the characters, editions, and prices of the Books supplied, which is essential to prevent a misapplication, or perversion, of the fund. To abandon the principles of the Depository would be either to confer a monopoly of high prices upon a few Booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious, as well as the good.

This latter assumption of the inevitable diffusion of pernicious literature under a system of free bookselling is again and again reverted to in the strongest terms. But the abandonment of the Educational Book Depository in no way involves the abrogation by the Council of the power and duty to determine the authorized Catalogue of Books. If, therefore, Books continue, as now, to be selected from an approved list, the suggested abuses are only conceivable on the assumption of collusion and fraud systematically carried on by Booksellers, School Inspectors, Teachers, and School Trustees.\*

The Legislature, however, appears to regard as not only trustworthy, but competent for the purpose, bodies which must be selected from the same class, by the same electors, and probably often contain some of the same Members as those to which the provision of library and Prize Books will be entrusted in the absence of Departmental interposition. The provision of Books for Mechanics' Institutes is entrusted to their own elected Managers, subject to the supervision of the School Inspectors,\* by an Act

\* The Committee here ignore the statement in the report of the State of New York that this abuse exists there, and *The Globe* report already quoted shows that such a system of abuse did formerly exist in this Province. See footnote on subject on page 132.

† Doctor Ryerson has shown in his Letter of the 29th of June that School Inspectors have nothing to do with supervising the Book purchases of Mechanics' Institutes, and yet the statement is repeated here notwithstanding his denial of the fact of such supervision by the School Inspectors. See page 150.

which has been in operation since 1871. Apparently the aggregate value of the Books purchased in this way nearly equals that of the Books imported by the Depository within a corresponding period. It is suggested in the letter of the Chief Superintendent that the privilege has been grossly abused; but the only evidence adduced consists of two extracts from the Reports of Inspectors; which will be found in the Memorandum accompanying the Letter of 28th April, herewith annexed.\* It will be seen that the charge contained in the first of these is unsupported by any particulars; while the second amounts to no more than an expression of opinion that such a control as the Inspector assumes to be exercised by the Department, but which is really exercised by the Council, over the choice of Books for School Libraries, would be beneficial in excluding objectionable Books from the Libraries of Mechanics' Institutes.

But further the Committee are told that,—

The Depository secures to the Schools an ample supply of the best Books from all of the leading Booksellers, without regard to the special terms which English and American Publishers offer, from time to time, to Canadian Booksellers, of the remainders of Books which have become unsalable, or are to be superseded by new editions.

In still stronger terms the same idea is set forth in a Prefatory Note to the recently issued Departmental Catalogue of 1874. The Chief Superintendent has drawn the attention of the Committee to a revised and amended version of this "Prefatory Note," which reads as follows:—

This Catalogue contains only the Books for School Libraries which were sanctioned before the passing of the Consolidated School Acts of 1874, (37th Victoria, Chapters 27 and 28), and under the authority of the Consolidated School Act of 1859, (22nd Victoria, Chapter 64). Since the preparation of the General and Supplementary Catalogues of 1858 and 1868, many works mentioned in them have ceased to be published, and are now out of print. In the preparation of this Catalogue the works out of print have been omitted.

This General Library Catalogue, as now revised, contains works in every department of human knowledge. The principles upon which these Books have been selected are fully stated by the Council of Public Instruction on page iv. These principles have been carefully acted upon; but, beyond the limitations stated, the selections made have been as full and varied as the resources of our English and American literature would admit.

This fact is not disputed, but, on the contrary, the attention of the Committee has been specially directed to it.

That the Catalogue printed in 1874 contained only the names of the Books which had been printed in the General Catalogue of 1868, after which no Catalogue was printed nor a Book sanctioned by the Council of Public Instruction until since the passing of the Act of 1874.

In making the above statements that the revised Catalogue "contains works in every department of human knowledge;" and, that, subject to the specified limitations, "the selections made have been as full and varied as the resources of our English and American literature would admit;" your Committee entertain no doubt that the Officers of the Department were fully persuaded of their accuracy. A careful examination of the Catalogue, however, only suffices to prove how difficult it is for any Government Department to supersede with advantage the enterprise and competition of ordinary trade. That the Books set forth in the authorized Catalogue are fresh, varied, and well selected, it will be found could not be asserted without great qualification. Many are old; a considerable number appear to be out of print; several of the publishing firms named have ceased for years to exist; while, as indicated in the above Prefatory Note, no Book appears on the list published later than 1867.

In the subjects of History and Travel, for example, the absence of recently published Books is specially noticeable; and generally, the absence of recently published Books issued by leading British Publishers, and specially suited to the purposes in view, cannot be overlooked. Of the Longmans, Rivingtons, Seeleys, Blacks, Edmonston and Douglas, Blackwoods, Macmillans, and others of the foremost Publishing Houses,



their recent publications are admittedly wanting; and others are at best very inadequately represented. Of Macmillans' publications, for example, only seven Books apparently represent their whole issue. Other Houses of equal standing are not represented by a single Volume.\* In many cases American editions of British Books are alone authorized; and much stress is laid by the Department on the specified edition, binding, etcetera. To your Committee it appears that a Book being sanctioned, it is the very smallest reasonable discretion to allow the School Trustees to select any edition they may prefer. Four American editions, for example, of Macaulay's History are authorized, while a superior cheap edition, by Longman, at twelve shillings, is omitted, and cannot, therefore, be ordered; though a dearer one is on the list. Of Prescott's "Philip II." only the more costly three volume edition by Routledge appears, while a cheaper one is omitted; and the one volume edition is continued, although it contains only a portion of the work as completed subsequent to its Author's death.†

As the selection and authorization of Books devolve on the Council, the correction of this condition of things rests with them; and, therefore, it is the duty of this Committee to draw their attention to the extremely imperfect condition of the Catalogue. In the Department of History alone numerous works are absent, which are peculiarly suited to School Libraries; and the whole list is defective and greatly in arrear.‡

In this, as in other respects your Committee beg leave respectfully to submit to the Council that, so far as any discretion is vested in them by the Law, it is desirable that they should give full effect to the intention of the Legislature, in favour of competitive enterprise, and of the regular channels of Trade, indicated in the School Act of 1874, which contemplates the purchase of Books by Municipalities, or School Corporations, from Booksellers, or other parties, instead of from the Educational Depository. . . .

TORONTO; 24th June, 1875.

DANIEL WILSON, Chairman.

*Meeting of the Council, July 7th, 1875.* 1. The Draft Report of the Special Committee of the Council on the Depository, as amended, was then read.

2. Professor Wilson gave notice that at the proper time he would move that the Report of the Depository Committee, with the Documents appended thereto, be received and printed for the consideration of the Council.

3. The Chief Superintendent gave notice that on the motion for the reception of the Report of the Committee on the Depository, he would move, That it be referred back to the Committee, with instructions to have printed the Minutes of its own Proceedings, together with the Correspondence between the Chairman and Chief Superintendent and Clerk of the Committee in relation to its Proceedings, including the Letter of the Chief Superintendent, dated the 29th May, 1875.

*Meeting of 8th July, 1875.* 1. Professor Wilson moved, seconded by Professor Goldwin Smith, That the Report of the Depository Committee, with the Documents appended thereto, be received and printed for the consideration of the Council.

2. Moved in amendment by the Bishop of Niagara, (Doctor Fuller), seconded by the Reverend Doctor Nelles, That this Council conceives on further consideration, that the appointment of a Committee on the question of having a Depository in connection with the Department is *ultra vires*, and consequently that the Council cannot accept the Report submitted by the said Committee; regrets that this Council should have given the Gentlemen of the Committee so much trouble; under the circumstances of

\* So many of the Books published by these Firms were so purely scientific and technical as not to be suitable for popular School Libraries.

† The Committee here assumes that it is the particular edition of a Book that is sanctioned, whereas it is the Book itself, and not the edition. An edition is often named so as to allow School Trustees a choice in the matter of the prices named.

‡ The Committee do not pretend to state that of the number of omissions from the Catalogue any books sanctioned by the Council of Public Instruction have been omitted. It is clear that the Publishers named by the Committee, or their Agents in Toronto, did not submit the missing, or omitted, books to the Council of Public Instruction for sanction, or else the list of such Books would have been inserted in the Official Catalogue.

the case, revokes said order and discharges the Committee, with thanks to them and the Officers of the Department for the attention given to the subject. The amendment having been put, the vote was taken as follows:—

Yeas—The Chief Superintendent, the Reverend Doctor Jennings, the Archbishop of Toronto, the Honourable W. MacMaster, the Bishop of Niagara, the Reverend Doctor Nelles, the Reverend Bishop Carman, the Reverend J. Tabaret, Professor Goldwin Smith.—Nine.

Nays—Mr. McCabe, Mr. Maclellan, the Reverend Professor Ambery, Professor Wilson.—Four.

The Amendment was carried.

3. On Motion of Professor Goldwin Smith, it was then,—

*Ordered*, That the Depository, through which the Government, in place of the Booksellers, supplies Books for School Libraries and Prizes, being an exceptional Institution, beyond the ordinary province of the Government, and one by which the Trade with which it interferes feels itself aggrieved; it is desirable, in the opinion of the Council of Public Instruction, that the Government should, from time to time, specially inquire into it, in order to satisfy themselves and assure the public that the reasons for its establishment are still in force, that it fulfils the purpose for which it was intended, that it does not necessarily interfere with the regular course of Trade, and that its management, financial and general, is unexceptionable.

4. That the Chairman be requested to communicate the above Resolution to the Honourable the Attorney-General.

Before the Council adjourned, the Chief Superintendent of Education addressed the Council at length on the subject which had occupied the attention of the Depository Committee for so long and on which a Vote on its Report had just been taken. He said he would put into writing what he had said and thus place it on record. This he did in the form of a Memorandum. The Council then adjourned.

MEMORANDUM BY THE CHIEF SUPERINTENDENT OF EDUCATION IN REGARD TO SOME MATTERS ARISING OUT OF THE PROCEEDINGS OF CERTAIN MEMBERS OF THE DEPOSITORY COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION, 1875.

I desire to place on record a summary of the facts which I stated to the Council of Public Instruction on Thursday, the 8th of July, in regard to Doctor Wilson, as Chairman of the Committee on the Depository, and in reference to the Report which he presented to the Council, and which the Council, by a majority of nine to four, refused to receive. In this summary of my reply to Doctor Wilson's rejected Report, I omit repeating numerous facts which I stated in my address to the Council in refutation of his statements in that Report, and in exposing his mode of proceeding as Chairman of the Committee. I will confine myself to references of certain facts which ought to accompany his rejected Report when all the Papers connected with the Proceedings of the Council may be called for by, and laid before, the Legislative Assembly.

1. It will be recollected that this Committee was moved for by Doctor Wilson himself, consisting of himself, Professors Ambery, Goldwin Smith, three Members of Parliament, (Messieurs S. C. Wood, Deroche, and Maclellan), and the Chief Superintendent. Mr. Maclellan afterwards ceased to be a Member of Parliament, but continued to be a Member of the Council and to act on the Committee. Mr. Wood was present at two of the earlier Meetings; Mr. Deroche was not present at any Meeting of the Committee. I made no objection to the general terms of Doctor Wilson's Resolution in appointing the Committee, although I knew that they far exceeded any legal powers vested in the Council. I was aware that, if I objected to the terms of his Resolution, it would be alleged that I desired to prevent the enquiry desired; and I felt assured that if Doctor Wilson desired to promote the efficiency of the Department, it would be apparent, and he might render some useful aid; but that, if his object was,

(as I had reason to believe), to cripple and destroy the Departmental part of the School System, in respect to Prizes and Libraries for the Public Schools, he would show his disaffection to the School Law, while I would have an opportunity to vindicate the Department and defeat his purpose. I, therefore, thought it best to let him take all the rope of discretionary proceeding he desired; and the result has been all I could desire in my after exposure of his statements and proceedings, and those who have gone with him in this crusade against a vital part of our School System.

2. It will be recollected, (as stated in the Proceedings of the Council), that Doctor Wilson moved the reception and printing of his own Report, which excluded and censured my Letter dated May the 29th, 1875, which refuted all the statements which he had made, and exposed the fallacies which he had employed, in order to promote his objects. He requested Mr. Goldwin Smith to second his Motion, which was done with apparent hesitation, and reluctance,—Professor Smith remarking that he would second it to bring the subject before the Council, but afterwards voted to reject the Report to which he had agreed in Committee, and the reception of which he seconded in Council. Before addressing the Council in reply to Doctor Wilson's Report and statements I called for the reading of the Minutes of the Proceedings of the Committee. From these Minutes it appeared that, in the first instance, Doctor Wilson proposed Eight Questions to the Officers of the Education Department; but, when he found on reading the Answers to these Questions at a subsequent Meeting of the Committee, that although elaborate and minute, they did not answer his purpose, he proposed ten more Questions,—eighteen in all,—to which the fullest Answers possible were given, with an explanatory Letter from myself. These Papers were read, when a Meeting of the Committee was agreed upon to discuss the subjects to which they referred. At the Meeting thus agreed upon, Doctor Wilson, (before a single subject of the eighteen Questions and Answers was discussed, or a word said respecting them, and, of course, without any request from the Committee), came with a Paper of nearly thirty pages of manuscript, which he read as a proposed "Draft Report," and in which he attacked the Answers and their Authors, the Chief Superintendent, the administration of the Department, and the whole System of Public School Libraries and Prize Books, which had been created and maintained by the Legislature, in successive Parliaments, and under successive Administrations of Government for twenty-five years. This onslaught upon the whole Depository and its administration was as unexpected as it was unauthorized; and I desired at least a week, or ten days, to examine, and prepare for the discussion of the Draft Report assailing me, and my administration of the Depository branch of my Department. . . .

TORONTO, 14th July, 1875.

EGERTON RYERSON.

NOTE. I omit the rest of this Memorandum, detailing certain proceedings of Doctor Wilson, in regard to this change of the time of the arranged for Meeting, as being of a purely personal character, when Doctor Ryerson who was then about to leave town, would not be present.

## CHAPTER XV.

## PART IV OF THE RETURN OF THE HOUSE OF ASSEMBLY OF DECEMBER, 1875, RELATING TO TEXT BOOK REVISION.

## I. THE ASSISTANT SECRETARY OF THE PROVINCE TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to transmit herewith a copy of a Resolution of the Legislative Assembly, and to request you to be good enough to furnish the information sought for,—so far as relates to your Department, at your earliest convenience.

TORONTO, 16th December, 1875.

ISAAC R. ECKART, Assistant Secretary.

*Resolved*, That an humble Address be presented to the Lieutenant-Governor, praying that he will cause to be laid before the House, a Return showing, (1), Copies of all Reports, Recommendations and Estimates for the maintenance, or improvement of the Educational Depository, from the Chief Superintendent of Education to any Member of the Government during the years 1872, 1873, 1874 and 1875, with any Correspondence thereon; (2), Copies of all Proceedings of the Council of Public Instruction, or (3), Any of its Committees, in regard to the Depository, during 1874 and 1875, with all Correspondence and Documents connected with such Proceedings; (4), Copies of all Proceedings of the same Council or its Committees, with any Correspondence therewith, in regard to the Expenditure of One thousand dollars voted by this House in 1874 and 1875 for the revision of School Text Books, except such as is already in possession of the House.

TORONTO, December 15th, 1875.

CHARLES T. GILLMOR, Clerk.

NOTE. The following preliminary Correspondence on this subject took place between the Chief Superintendent of Education and Members of the Government,—Parts I., II. and III. having previously been furnished to the House of Assembly.

## II. THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour, in reply to your Letter of the 16th ultimo, to send Part IV, being the whole of the balance of the Return relating to the People's Depository, and the Revision of Text Books asked for by the Honourable the Legislative Assembly.

I have included in this Return all the Letters, Reports and Correspondence, relating to the adoption of new, or the revision of old, Text Books for the Public and High Schools,—together with the Reports and other Proceedings of the Council of Public Instruction and its Committees thereon.

I trust that the whole will be published intact for the information of the Members of the House, the Inspectors, Trustees and Teachers of Schools, as the subject is one of great public interest at the present time.

TORONTO, 21st January, 1875.

EGERTON RYERSON.

## III. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

I have the honour to submit the following remarks to your favourable consideration:—

The Copyright of the Public School Text Books is vested in the Chief Superintendent, subject to the orders of the Council of Public Instruction. The revision of

most of them, at intervals, becomes a matter of necessity,—especially in the Geographies and Maps which they contain. . . .

When the new Series of the School Readers and other School Text Books were revised several years since, the Council sanctioned by Regulation the payment by the Publishers of certain sums for their revision, or preparation, for the Press, and they were allowed the exclusive sale at least for one year of the Books thus revised. In two instances it turned out that payments for this work were made to Members of the Council,—namely Doctors Ormiston and McCaul. . . . The Government, some eighteen months since, expressed its strong disapprobation of any Member of the Council of Public Instruction receiving any remuneration for editing, or revising, any Book authorized by it for Public Schools; and I then, in an Official Letter assured the Government that, before undertaking again the preparation, or revision, of any Text Book for the Schools, I would apply to the Government for means for doing so, without the payment, or employment, of any Member of the Council for doing it.

Under these circumstances, I apply for a sum not to exceed One thousand dollars, (\$1,000), for this service to be expended, as far as may be required under the direction of the Council of Public Instruction.

The Geographies have not been revised since 1868. Since that time many changes have been made by Confederation and otherwise, in Municipal and Electoral Divisions of Ontario and other Provinces of the Dominion, according to which the Maps, descriptions, etcetera, in the Geographies should be corrected. In some of the other Text Books, errors and defects are alleged to exist.

I need not state the vast importance and immense advantage of a uniform Series of proper Text Books for the Grammar and Public Schools,—the great saving of expense, time and labour in Parents, when removing from one part of the Country to another, or removing their children from one School to another, not being compelled to buy new School Books, different to what they have been using, or Pupils going from one School to another not having to learn new Books, or Teachers, engaging to teach new Schools, not being compelled to use new Books. In this most important part of the School System, two things are to be carefully observed. First, that the Text Books should be adapted to the Country and keep progress with the times; secondly, that, in any revision, or alterations, of them, the changes should be as few as possible, without, if possible, changing the paging, and should be gradual; and, after due notice, so as to cause as little expense as possible to Parents, embarrassment to Teachers and Pupils, and loss to Publishers. These objects the Council of Public Instruction and the Education Department keep steadily in view.

2. I propose granting the small sum of One hundred dollars (\$100), to purchase one Gold, two Silver and three Bronze Medals, for Teachers who have passed the Examinations for the highest class of Certificates. A Member of the Council, (Mr. William McCabe), last year offered a Gold Medal for competition among the Candidates for First Class Certificates; and it was strenuously competed for. A day or two since, I saw a Letter from the Governor-General, the Earl of Dufferin, in which he proposed to give a Gold, Silver and Bronze Medal, (or Medals), to each of the Colleges and certain other Educational Institutions in this Province, for competition among the Students and Pupils. The Council of Public Instruction desire in the same way, to encourage competition among Teachers, and thus advance the efficiency and dignity of the Profession. . . .

TORONTO, 30th January, 1874.

EGERTON RYERSON.

#### IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

On receipt of the foregoing Letter to the Provincial Treasurer the Attorney-General requested the Chief Superintendent to inform him what School Text Books were intended to be revised, and by whom, with a view of placing the amount. (\$1,000),

in the Supplementary Estimates, in case it met with the approval of the Government.

In reply, the Chief Superintendent stated that he was unable to answer the question proposed, as the whole matter rested with the Council of Public Instruction to decide what Text Books need revision, and how and by whom that revision shall be made. His Letter to the Attorney-General further stated:—That the Publisher of two or three of the Text Books had addressed a Letter to the Council on the subject; some of the Members of the Council thought that some of the Readers should be revised. It is competent for any Member of the Council to call attention to the subject in respect to any Text Book. I think it was understood by the Members of the Council, when their attention was called to the subject by the Letter to which I have referred, that whether a Publisher should be authorized to get a designated Text Book revised; or the Council selected some Person for that purpose, the revision should be submitted to, and sanctioned by the Council, before publication. Further than this no understanding was come to, except that no Member of the Council should have any financial interest in the work done.

The Members of the Council of Public Instruction have no more interest in the matter than the Members of the Honourable the Executive Council, except that they are appointed to the special work of making the Schools and School Regulations as efficient as possible.

TORONTO, February 24th, 1874.

EGERTON RYERSON.

PART IV OF THE PARLIAMENTARY RETURN OF DECEMBER, 1875, RELATING TO THE REVISION OF TEXT BOOKS FOR THE GRAMMAR AND PUBLIC SCHOOLS OF ONTARIO.

*Extract from the Proceedings of the Council of Public Instruction, relating to Text Book Revision.*

*Meeting of May the 1st, 1874.* Several Communications from Book Publishers and others were laid before the Council:—

The Chief Superintendent of Education was requested to inform the Publishers and others who may inquire, or may have inquired, respecting the proposed action of the Council as to the approval of Text Books, that such action will be deferred until the election of the new Members of the Council.

*Meeting of May the 8th, 1874.* A Communication from Messieurs Adam Stevenson and Company, referring to their previous Communications to the Council.

*Meeting of May the 21st, 1874.* Communications were laid before the Council from Messieurs James Campbell and Son, being a list of Text Books, with prices of the same, for approval.

*Meeting of June the 27th, 1874.* The following notice of motion was given by the Chief Superintendent of Education:—

As the Members of the Council of Public Instruction, as now existing, include only a minority of the Members, as contemplated by the School Acts, 37th Victoria, Chapters 27 and 28, and as it would not be wise, or just, for so small a number of Members to decide a matter affecting the future character and operations of our System of Public Instruction, he will at the first Meeting, or Meetings, of the Council of Public Instruction, after its complete constitution, as contemplated by Law, bring under the consideration of the Council the subject of the revision of the Text Books for use in the Public Schools, High Schools and Collegiate Institutes.

*Meeting of September the 1st, 1874.* A Communication was received from Messieurs Adam Stevenson and Company, respecting Mr. Loudon's Algebra, and submitting certain other Text Books.

*Ordered,* (1), That the Regulations, Programme and Text Books for Collegiate Institutes and High Schools . . . be referred to a Committee, consisting of the

Representatives of the Collegiate Institutes and High School Masters and of the Colleges, together with Professor Goldwin Smith, and that, until the Roman Catholic College at Ottawa is represented here, His Grace Archbishop Lynch be also a Member of said Committee.

2. That the Regulations, Programme and Text Books for the Public Schools . . . be referred to the Representatives of the Public School Inspectors and Teachers and of the High School Masters, together with His Grace the Archbishop and the Reverend Doctor Jennings.

3. That the Interim Committee, provided for in the 28th Section of the Act, consist of the Members resident in Toronto, and that they have the powers of the Council, except that they shall not be empowered to make permanent appointments, or sanction Text Books.

*Meeting of September the 3rd, 1874.* The Report of the Committee on Regulations was read and adopted, and it was,—

*Ordered,* That in the Advertisement alluded to in the Report of the Interim Committee, Public School Inspectors and Teachers be invited to express their opinions on the Text Books and their revision.\*

*Meeting of October the 6th, 1874.* A large number of Communications were laid before the Council from School Inspectors, Masters and Teachers.

*Ordered,* That these Letters, in reply to the Circular respecting Text Books, be referred to the Committee on Regulations and Text Books.

*Meeting of October the 7th, 1874.* An improved Copy Book Cover, submitted by Mr. Adam Miller, was laid on the Table.

*Meeting of October the 8th, 1874.* The General Report of the Inspectors of Collegiate Institutes and High Schools, for the year 1873, was laid before the Council and it was,—

*Ordered,* That the Report be referred to the Committee on Regulations and Text Books.

*Ordered,* That the copyright Regulations be also referred to the Committee on Regulations and Text Books.

\*On the publication of this advertisement Mr. George W. Ross, then Public School Inspector of Number one, County of Lambton, wrote the following Letter to the Chief Superintendent of Education:—“I read your Letter in this morning's *Mail* on School Book revision while on my way to Ottawa. While not venturing an opinion on the general question in dispute, I would like to say that your suggestion about submitting Text books to a Committee of Teachers and Inspectors for revision is, in my opinion, the true one. I would like very much that this suggestion of yours would prevail. Nothing would satisfy the Teachers and Inspectors so well. It would be both practical and popular, and you will get my cordial support, as well as all the assistance I can render you through the *Ontario Teacher* in carrying out that idea. Excuse me for troubling you, but I considered your plan so reasonable and so good, that I could not refrain from writing to you.

NAPANEE, September 10th, 1875.

GEO. W. ROSS, Public School Inspector.

NOTE.—The Letter of the Chief Superintendent of Education to which Mr. Ross referred was as follows:—“It is obvious that a School Text-book Publisher, like every other Bookseller, publishes for his own interest and at his own convenience; and if the copy-right of a School Text-book is the property of a private individual, that individual can publish it in any form and at any price that may best suit his purpose, and revise it or not as will best promote his interests. If the copyright of a Public School Book is profitable to an individual, why not to the public, through its Trustees, or agents? If the copyright of such a Book is the property of the public, then the public have complete control over it, and by throwing its printing and sale open to public competition, secure the best guarantee for the lowest price, and best quality of the Book for the Public Schools. This is so self-evident as not to need a word more of illustration.

“The only remaining, but chief question is, how shall the Text-books—thus in their copyright held and controlled as public property for Public Schools—be compiled and revised, so as to be adapted to the Schools and kept abreast of the times? \* \* \* My plan of proceeding is, for the Chief Superintendent to invite some five or more of the most experienced and skilled of the best Teachers to Toronto, making to each the same allowance per day as is made to each Member of the Legislative Assembly—and in Council each day determine the revision necessary for each Text-book and revise it forthwith—submitting the result to the Council of Public Instruction for approval, giving a copy of the Books revised and sanctioned to each Publisher of the Book for his use, and deciding when the Book thus revised shall come into use in the Schools. In this way the whole series of the Readers might probably be revised in a week or less. And in order that the teaching profession might be most fairly and efficiently represented in this its appropriate work, let the Inspectors' and Teachers' Association in each County select such of their Members as they may deem most competent to revise the Text-books in each of the subjects taught in the Schools, whether of Readers, Arithmetics, Algebras, etcetera, or of different subjects of Science; and let the selection of School Book revisers on each subject be made from the members of the profession thus chosen. Honour and justice have been done to the profession by ceding to its first-class members the inspection of the Schools, and examination of Candidates as in the professions of Law and Medicine; I propose to make the profession, in the same way, the compiler and reviser of the Text-books used by it throughout the land, as occasion may require from time to time, and that at a cost of less than One thousand dollars a year, to the saving to the Country of more than fifty thousand dollars a year in the prices of the books alone, apart from their uniformity and best adaptation to the Schools.”



*Meeting of October the 16th, 1874.* The Chief Superintendent requested the Committee to consider the mode of applying the Grant of \$1,000 for revising Text Books, and it was,—

*Ordered,* That the attention of the Committee on School Regulations and Text Books be called to the existence of the Grant, and that the Letters relating to the subject be referred to them.

*Meeting of December the 8th, 1874.* A number of Communications were laid before the Council; also one from Mr. R. Potter Seymour, submitting School Dialogues for approval, and one from the Reverend T. L. Wilkinson, Nassagaweya, submitting Lyman's Historical Chart for approval.

*Resolved,* That the Letters respecting Text Books, received by the Council from the Members of the Central Committee and others, be read, which was done.

The Report of the Committee on Regulations and Text Books was presented and read.

*Meeting of December the 9th, 1874.* The following Communications were laid before the Council:—From the Deputy Superintendent of Education referring to two paragraphs in the Report of the Committee on Regulations; also from His Grace Archbishop Lynch, respecting Text and Library Books, and a Communication from Count de Zaba, submitting his Charts of History.

On motion of the Chairman of the Committee on Regulations and Text Books, the Report was recommitted. The Communications above mentioned were referred to the same Committee.

The Committee on Regulations and Text Books presented their Report, as amended, and the Chairman of the Committee moved the adoption of the Report.

The Chief Superintendent moved a Resolution in amendment to the Motion for the adoption of the Report of the Committee on Regulations and Text Books. After further discussion, it was, on motion of Bishop Carman,—

*Ordered,* That the Report of the Committee on Text Books be recommitted for their consideration and subsequent report; also, that the Chief Superintendent be requested to furnish the Committee with the Resolutions prepared by him as a substitute; that it be an instruction to the Committee to provide for the admission of a choice of Text Books under due restrictions, as well as for the revision of the present series.

As thus requested by the Council, the Chief Superintendent of Education submitted the series of Resolutions which he had prepared, as follows:—

1. That the Legislature of this Country, by successive Acts of Parliament, and under successive Administrations of Government, has sanctioned and provided for the application of the principle of uniformity of Text Books in our Public Schools, a principle which is sanctioned by all Countries, both in Europe and America, where Systems are established for the education of the mass of the people in Public Schools.

2. That when the present System of Public Education was established, more than twenty-five years since, a great variety of Text Books were found in the Schools then existing, to the acknowledged injury of the Schools, and the great expense of Parents of Pupils.

3. That the Council of Public Instruction adopted a prudent and patriotic course of proceeding, by gradually lessening the variety of Text Books in the Schools, and at length adopting from the Irish National Board of Education a uniform series of Text Books most extensively approved and used in both England and Scotland, as well as in Ireland, translated into continental languages and an edition of them printed in the United States.

4. That since the introduction of a uniform series of Text Books in our Public Schools, leaving the printing and sale of them open to the competition of free trade, the prices of Books to Parents have been greatly reduced, and the efficiency of the

Schools greatly promoted, Parents being relieved from the expense of buying new Books on removing their children from one School to another, their children from the loss of time, and the burden of learning in new Text Books; and Teachers from the labour and perplexity of using new Text Books after having familiarized themselves with one series of approved Books.

5. That our own Legislature, as in the case of other educating Countries, has prescribed the subjects to be taught in the Public Schools; but it does not follow that, because all youth are required to be taught the same subjects, or that a uniform series of Text Books is used in teaching these subjects, that, therefore, the minds of either Teacher, or youth, are thereby cramped, or cast in the same mould, as is manifest in our Colleges, where prescribed Text Books are used by both Professors and Students, and, as is manifest in such Cities as Philadelphia, New York, Boston, etcetera, as well as in European educating Countries, and where uniform series of Books are used in all their Public Schools.

6. That no Author has any pecuniary interest whatever in any Text Books sanctioned by the Council of Public Instruction; that the copyright of these Text Books is exclusively the property of the Province, that the Legislature, recognizing the provincial character and ownership of these Text Books, has provided, both in 1874 and 1875, for their thorough revision under the direction of the Council of Public Instruction, so that anything found to be objectionable in them may be removed, and that their defects may be remedied, and that the intentions of the Legislature should be fairly and honestly carried into effect by this Council in the revision of those Text Books.

7. That, as in the High Schools and Collegiate Institutes, the greater part of the Books used in teaching the Classics of ancient, and in foreign modern Languages, and the higher subjects of English Education which are not published in this Country, but must be imported from abroad, option as to the Text Books may be allowed to a considerable extent, without materially interfering with the efficiency of the Schools, or causing great additional expense to Parents.

8. That, in regard to the Public Schools, strong objection is entertained by the local School Authorities generally, to changes of Text Books, as appears by Correspondence on the part of Public School Inspectors and Teachers addressed to this Council by its invitation in public Advertisement, but a desire is expressed that the Books in use should be carefully revised.

9. That in view of the experience of the past, and the general wish of local School Authorities, the authorized series of Text Books for the Public Schools be carefully revised, as far as may be found expedient; that any one, or more, of them which have been found unacceptable, or defective, may be dropped from the authorized list, after due notice, so as to protect the interests of Publishers and Parents, and others substituted for them; or that the option of two Books specified may be authorized, so that the less acceptable, or less suitable, Book may generally fall into disuse and be superseded by the better Book, without causing disorder in the Classes of the School, or needless expense to Parents.

10. That to encourage Canadian Authorship and the interests of Canadian Publishers, Prizes be offered for the best revision of Text Books, and for any new Text Books required, according to specifications laid down by the Council.

*Meeting of December the 10th, 1874.* At this Meeting, it was,—

*Ordered,* That the Chief Superintendent of Education be a Member of all Committees of the Council.

*Meeting of February the 2nd, 1875.* The following Communication was laid before the Council:—

From the Inspector of Public Schools, Toronto, on the introduction of Text Books on Drawing.

From Messieurs Adam and Company, submitting an Historical Chart.

From Mr. John Lovell, Montreal, on the revision of the General Geography and Easy Lessons on Geography, and requesting permission to print the authorized Readers.

From the Reverend Professor Young, in answer to a Communication respecting the revision of the English Grammar.

From Messieurs J. Campbell and Son, Toronto, on the revision of their Geography, and submitting a number of Text Books for approval, and also specimens for approval, of binding for the First Book.

From the Reverend J. W. Shearer, submitting his "Combination Speller."

The Report of the Committee on Regulations and Text Books was read, and, on motion of the Chairman, Professor Wilson, seconded by the Chief Superintendent of Education, was adopted.

The Chief Superintendent of Education laid the following Letter before the Council:—

In accordance with the desire expressed at the Council Meeting, I have the honour to present a copy of each of the Books already sanctioned, of which the copyright is vested in the Chief Superintendent, subject to the control of the Council.

I will also shortly send a list of all the sanctioned Books for High and Public Schools, and, if the Council will indicate which of them, in addition to those now sent, it would be desirable to examine, I will endeavour to supply them, but until an appropriation for the purpose is allowed by the Government, the Department has not the means of furnishing a complete set to all the Members,—some of the Works,—particularly the Lexicons,—being costly.

The Books now sent are as follows:—

1. Set of Canadian Readers. 2. The Spelling Book. 3. Miller's English Grammar. 4. English Grammar for Junior Classes. 5. Advanced Arithmetic, (Smith and McMurchy). 6. Elementary Arithmetic, (Smith and McMurchy). 7. Lovell's General Geography. 8. Easy Lessons in General Geography. 9. First Lessons in Agriculture. 10. Dominion Accountant. 11. First Lessons in Christian Morals. 12. Three Part Songs. 13. Writing Copy Books.

TORONTO, 11th December, 1874.

EGERTON RYERSON.

*Ordered*, That a Communication be sent to the Reverend Mr. Shearer, thanking him for his Letter, and the Book he has submitted; but that he be informed that the Council do not regard it as within the line of their duty to examine and pronounce an opinion upon any inventions of the kind.

*Ordered*, That the specimens of binding submitted by the Messieurs Campbell for the First Book be not approved,—the Council preferring the style formerly sanctioned. The other Letters on Text Books were referred to the Committee.

*Ordered*, That Mr. John Lovell be permitted to print the series of five Readers, and the Spelling Book, or Companion to the Readers, upon the same conditions as other Publishers.

*Meeting of February the 3rd, 1875.* The British History and the Outlines of General History, with the Manuscript revision thereof by the Committee were laid before the Council and approved.

*Ordered*, That the Council desire that the School Books sanctioned by them, should be pervaded, wherever morality is concerned, by the principles and sentiments of a Christian community, but they do not consider themselves authorized, or deem it within the line of their duty, to sanction any statements of Religious dogma of a sectarian character, or anything in the nature of theological discussion. That this be an instruction to the Text Book Committee.

*Ordered*, That the Text Book Committee be authorized, when any change of Text Books shall have been approved by the Council, to give notice through the *Journal of Education* of the proposed change.

The Rule requiring a day's notice having been suspended, the following motion of Professor Goldwin Smith was adopted:—

*Ordered*, That the following Notice be inserted in the *Journal of Education*:—

The Council of Public Instruction desire to make it known to Authors and Publishers, that they have at present before them no History of Canada, which appears to meet the requirements of Schools; and that they would gladly take into consideration the claim of any new Work on the subject, which might be submitted to them, with a view to its adoption as a Text Book.

*Meeting of May the 4th, 1875.* A large number of Communications were laid before the Council in regard to Text Books.

*Ordered*, That the Messieurs Campbell be informed that they will be allowed to publish the Arithmetical Text Books, but that the subject of English Grammar was still under the consideration of the Committee.

The Report of the Committee on Regulations and Text Books was laid before the Council.

On motion of Professor Wilson, seconded by the Chief Superintendent of Education, the Report of the Committee on Regulations and Text Books was adopted, as follows:—

The Committee on Regulations and Text Books beg leave to report that they have devoted considerable time and care to the revision of the List of Authorized Text Books, and the examination of the most recent Works published on the subjects, both here and in England.

The following additions to the list are recommended:—

Balfour Stewart's Elementary Physics.

Balfour Stewart's Primer of Physics.

Professor Cherriman's Mechanics; including Statics and Dynamics.

Hamblyn Smith's Statics and Elementary Hydrostatics.

Nicholson's Outlines of Natural History.

Foster's Physiology.

Huxley's Lessons.

Geikie's Geology, and Physical Geography.

Page's Introductory Text Book of Physical Geograpny, (for High Schools).

Roscoe's Chemistry.

Craik's English Language and Literature.

Spalding's History of English Literature.

Freeman's European History.

These are all recommended to be placed on the list of approved Text Books.

The Committee have still under consideration the best Book on Zoology for the use of the High Schools; and so soon as they obtain certain Works ordered for their inspection, will report on this subject.

On the important subject of English Grammar, they have been very favourably impressed with Morris' English Grammar Primer for Beginners, but deferred coming to a conclusion until they had made a careful review of the whole subject. With this view, they applied to the Education Department, London, England, and received from them certain Grammars, which, along with various others, they have had under consideration, with a view to determining what is most suitable for Canadian Schools.

For this purpose they have examined Hall's "Primary English Grammar," "An Elementary English Grammar," by the Viscount Down, Morell's "Essentials of English Grammar and Analysis," "The School Manual of English Grammar" by Doctor W. Smith and T. D. Hall, the "Grammar and Analysis" of Doctor Morell's Advanced English Series, and Doctor Morris' "Elementary Lesons in Historical English Grammar." Although preferable in some respects to the authorized Text Book, none of the above named Works have appeared to your Committee to be suitable for Canadian Schools.

They have also had under consideration a revision of the Reverend Doctor Davies' authorized "English Grammar." but they cannot recommend it for adoption.

Thus far, it appears to your Committee that much greater simplicity is desirable than has been introduced in the teaching of English Grammar in Canada. Much that is taught under that name appears to have no practical value to the Pupil in writing, or speaking, the language correctly. Your Committee anticipate being enabled to submit for your approval some Grammar more fully possessing the desired simplicity; and they desire, meanwhile, to keep this matter in reserve for further inquiry.

Subsequently after the fullest consideration of the subject, the Council agreed to the following list of authorized Text Books for the High and Public Schools.

*English.*—The Canadian National Series of Reading Books; the Spelling Book, a Companion to the Readers; Morris' English Grammar Primer; Miller's Analytical and Practical English Grammar; Spalding's History of English Literature; Craik's English Language and Literature.

*Arithmetic and Mathematics.*—Barnard Smith and A. McMurchy's Elementary and advanced Arithmetics; Todhunter and Sangster's Algebra; Potts', or Todhunter's Euclid. (For Normal Schools, Sangster's Mensuration).

*Modern Geography and History.*—Lovell's General Geography, and Easy Lessons in Geography, by Doctor Hodgins; Collier's School History of the British Empire; Hodgins' History of Canada and the other British American Provinces; Collier's Outlines of General History; Freeman's European History; Collier's The Great Events of History. (For Normal Schools, Sullivan's Geography Generalized).

*Physical Science.*—C. Tomlinson's Rudimentary Mechanics; Cassel's Hand-book of Natural and Experimental Philosophy; Houghton's Manual of Mechanics; Asa Gray's How Plants Grow; Roscoe's Lessons in Elementary Chemistry; Balfour Stewart's Lessons in Elementary Physics; Balfour Stewart's Physics; Professor Cherriman's Elementary Mechanics, including Statics and Dynamics; Hamblin Smith's Elementary Hydrostatics; Nicholson's Outlines of Natural History; Foster's Physiology; Huxley's Elementary Physiology; Geikie's Physical Geography; Geikie's Geology; Page's Introductory Text Book of Physical Geography; Roscoe's Chemistry; C. Cutter's First Book on Anatomy, Physiology and Hygiene, for Private Schools and Families; T. C. Girtin's The House I live in; Religious Tract Society's Our Earthly House and its Builder.

*French and German.*—Pujol's French Grammar; De Fivas' French Grammar and Elementary Reader; Collot's Conversations; Voltaire's Charles XII.; Corneille's Horace; Spiers' Abridged Surenne's French and English Dictionary; Ahn's German Grammar; Adler's German Reader; Goethe, Herman and Dorothea, Canto II.

*Latin.*—Doctor William Smith's Series I, II, III, IV, and his Smaller Grammar; Arnold's First and Second Latin Books, the English Edition, revised and corrected by J. A. Spencer; Harkness' Introductory Latin Book, Reader and Grammar; Bryce's Series of Reading Books; J. Esmond Riddle's Dictionary.

*Greek.*—Doctor William Smith's Initia Græca; Curtius' Smaller Grammar; Farrar's Greek Syntax; Liddell and Scott's Lexicon, larger and smaller; Harkness' First Greek Book.

*Ancient History, Classical Geography and Antiquities.*—Schmitz's Manual of Ancient History; Pillan's First Steps in Classical Geography; Doctor William Smith's Smaller Classical Dictionary, and Dictionary of Greek and Roman Antiquities.

*Miscellaneous.*—Doctor Ryerson's First Lessons in Christian Morals; Doctor Wayland's Abridged Elements of Moral Science; Scripture Lessons—Old and New Testaments (National); Lessons on the Truth of Christianity (National); Doctor Ryerson's First Lessons in Agriculture; Whateley's Easy Lessons on Reasoning; Orr's Dominion Accountant; Johnson's Book-keeping; Field Exercise and Evolutions of Infantry, (for Squad and Company Drill), published by authority—Pocket edition; Spencer's Modern Gymnast; Hullah's Manual of Vocal Music; Sefton's Three Part Songs; Vere Foster's Two Series of Drawing Books; (it is recommended, however, that children be taught at an early stage to draw from the Objects themselves, instead of from Drawings); Davidson's Right Lines in Right Places, and Linear Drawing; Stickney's Teacher's Guide, and Bartholomew's Primary Drawing Cards; Dominion Drawing Books; Hermes' Drawing Instructor, for advanced Students; Writing Copy Books for Ontario, used in the Normal and Model Schools.

No Books have been struck off the authorized list of Text Books, except the following:—

Peck's Ganot's Natural Philosophy. Davidson's Animal Kingdom. Collier's English Literature.

The Geographical Text Books are undergoing revision, but no change is yet authorized in that subject, or in the French.

It is not intended to enforce the change of Text Books either in High, or Public, Schools, without the consent of the Trustees and of the Inspectors.

It will thus be seen that, with the exception of the three Books named above, the same series of Text Books prescribed, or authorized, for use in the Schools have been continued; and that even in the case of additional Books which have been authorized (not prescribed), none of them can be introduced into any School except with the concurrence of the Trustees and of the Inspector. Teachers, therefore, will have to act very prudently in introducing even the newly authorized Books in any School.

No authorized Book can, under any circumstances, be introduced by a Teacher.

Inspectors are specially required by Law, (section Ten (a) of Section One hundred and twelfth):—

“To prevent the use of unauthorized, and to recommend the use of authorized, Books in each School.”

*Memorandum.*—If the substitution of new Books for those disallowed, cannot at once be accomplished without great inconvenience, a reasonable time may be given, with the understanding that the changes will be made as speedily as they can, consistently with the welfare of the School. It is not intended to enforce the change of Text Books either in High or Public Schools during the first year, or without the consent of the Trustees and of the Inspectors.

Where two Books are allowed in the same subject, a discretion is permitted, which should be exercised by the Master, with the concurrence of the Trustees and of the Inspector, which will enable him to meet the complaints as to the cost of changing Text Books.

The Committee have had under consideration a selection of Drawing Books and Studies obtained at their request, upon the recommendation of the British Department of Science and Art; and they have recommended the two series of Drawing Books by Vere Foster, from which a selection may be made amply suited to the requirements of Canadian Schools. Along with this recommendation of Drawing Books, they would suggest that the attention of the Teachers be invited to the great benefits recognized as resulting from teaching children at an early stage to draw from the Objects themselves, instead of from Drawings.

*Ordered,* That the Lists of subjects of Study, and the revised Limit Table, be printed and pasted inside the Text Book cover.

The Committee have had under consideration a Letter from the Reverend W. H. Withrow, asking them to report upon a manuscript History of Canada; but they do not think it advisable to depart from the practice hitherto followed; and must decline to examine Books in manuscript.

The Charts submitted to their consideration by Messieurs Simpson, Adam and Lyman, they do not recommend to be placed on the approved list.

They have also had under consideration various Books submitted to them by Messieurs Adam and Stevenson and Copp, Clark and Company, but they do not at present see reason to recommend any of them for adoption.

TORONTO, 4th May, 1875.

DANIEL WILSON, Chairman.

The following Resolutions to carry the recommendations of the Report into effect were agreed to:—

*Ordered,* That the lists of Books recommended by the Committee on Regulations and Text Books be added to the list of approved Text Books, and that those recommended to be struck off be so dealt with.

*Ordered,* That the Report of the Committee on Regulations and Text Books be received.

*Ordered*, That the Council having laid down a principle, in regard to Library Books), which precludes the introduction into the Text Books used in Public Schools of Religious dogma, opposed to the tenets of any Christian Denomination, and having removed from those Text Books everything which had been pointed out to them by the Roman Catholic Archbishop of this Province, as offensive to the feelings of Roman Catholics, think it right also to state what they conceive to be their duty with regard to the Text Books to be used in the Separate Schools. With respect to these Books the Council do not consider themselves responsible for any statements of Religious doctrine, or for any expression of Religious feeling, nor will they interfere with anything to which those terms may be fairly applied; but they consider themselves responsible for the historical veracity of the Books, and for their consistency with civil duty, and the concord which ought to prevail, and which it is one object of a System of Public Education to promote among all classes of Her Majesty's subjects.

*July 7th, 1875.* The following communications were laid before the Council:— From Messieurs Adam Miller and Company, requesting permission to publish the authorized Books; from Messieurs Macmillan and Company, London, on the Copyright in the Arithmetic; from Mr. W. M. Tackabury, Montreal, submitting his Atlas.

*Meeting of July the 8th, 1875.* A Communication was received from Messieurs J. Campbell and Son, submitting a History of Canada.

*Ordered*, That the Letters of Mr. Tackabury, and Messieurs A. Miller and Company, be referred to the Text Book Committee.

*Meeting of July the 9th, 1875.* It was,—

*Ordered*, That the Letter of the Inspector of Hamilton be referred to the Committee on Regulations and Text Books.

NOTE. This was the last Meeting held by the Council of Public Instruction under the old régime, and no further Meeting on Text Book Revision took place. The election of Representative Members took place in August. The last and final Meeting of the Council took place afterwards, on the 13th of November, 1875.

In January, 1876, the Chief Superintendent addressed the following Letter to Messieurs James Campbell and Son:—

I have the honour to state that, in a printed list of "School and College Text Books" just issued by you, and dated "January, 1876," you state that "Campbell's Modern Geography and Atlas" has been "authorized by the Council of Public Instruction."

The only Resolution agreed to by the Council of Public Instruction on the subject, and communicated to you, was as follows:—

"*Resolved*, That Mr. John Lovell be invited to have his Geographies revised, and to submit the same to the Council, with a view to their consideration by the Text Book Committee; and that Messieurs Campbell and Son be also invited to revise and submit to the Council their Geography, with a view to its recommendation for adoption in the Schools of Ontario, if placed on the same footing as Messieurs Lovell's Geography, and reported by the Text Book Committee as approved."

As you have never complied with the terms of this Resolution, and as neither the Text Book Committee nor Council of Public Instruction have approved of the work, it is clear that the intimation given by you to the public in your printed list is incorrect.

I notice also that you have intimated on the same list, (by the absence of the asterisk \*), that the "School History" published by Mr. Lovell, and a Book on "Christian Morals," published by Messieurs Copp, Clark and Company, have been struck off, or are not now on the list of Books sanctioned by the Council. They have



not been struck off, but are still sanctioned by the Council, so that the intimation you give is very unjust, under the circumstances, to the Publishers, for the authors have no pecuniary interest in them.

I further notice, in recent advertisements which you have issued, that you make the offer of half-priced unauthorized Books to Teachers to induce them to introduce into the Schools the Nelson and various other such Books, and thus violate the Law and Regulations on the subject.

These proceedings of yours conflict with prescribed duties of Inspectors and Trustees, and are calculated to give them much trouble in the discharge of their duties. One of the duties imposed by Law upon both Trustees, (Section 22), and Inspectors, (Section 112, Clause A), of Public Schools is "to see that no unauthorized Books are used in the Schools," and in the case of Inspectors "to prevent the use of unauthorized, and to recommend the use of authorized Books in each School." As several enquiries have recently been addressed to the Department in regard to correct lists of authorized Text Books, I shall be compelled to publish this Letter in the *Journal of Education* as explanatory of the matter, unless you promptly recall the misstatements of your Catalogue and Advertisements, as far as they affect our Public and High Schools.

I am anxious to do all in my power to promote the diffusion of useful knowledge, and I admire your energy in promoting the sale of your Books; but an attempt to contravene the Law, and introduce confusion into the Schools by the use of unauthorized Text Books, is not the true way of advancing the Schools or of diffusing useful knowledge.

In reply to this Letter, Messieurs James Campbell and Son say:—

"We are in receipt of your favour of the 28th ultimo, drawing our attention to sundry misprints in our trade list, and we have the honour to state in reply, that we shall be happy to give your remarks the attention necessary."

## CHAPTER XVI.

### PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO FOR 1874.

(NOTE. This Chapter would have been inserted in its proper chronological order had there not have been some delay in getting the Minute Book of the Senate.)

*January 24th, 1874.* The following Communications were read: (1) From the Provincial Secretary, informing the Senate that the Statute appropriating \$15,000 for the Heating Apparatus had not received his Excellency's approval, and enclosing a copy of an Order-in-Council, appropriating the same sum out of the General Income Fund of the University for that purpose.

(2) Enclosing an Order-in-Council, respecting the management of the Bursar's Office.

(3) Informing the Senate of the disallowance of the Statute, amending Statute 79 of Upper Canada College, and enclosing a copy of an Order-in-Council, authorizing the payment to the Principal of the College of a sum equal to ten per cent. of the Tuition Fees, under the conditions therein prescribed.

Other Letters were received by the Senate.

Moved by the Vice-Chancellor, seconded by the Reverend Doctor McCaul, and carried, That Mr. Brown's Letter regarding the Drains be referred to the University Grounds Committee, and the Letter respecting the Boilers to a Committee consisting of the Vice-Chancellor, the President, and Mr. C. S. Gzowski.

Moved by Mr. G. R. R. Cockburn, seconded by Judge Boyd and carried,—

That the resignation, (to take effect on the 30th June, 1874), of the Reverend Mr. Schluter, French and German Master in Upper Canada College, be hereby accepted. That, in accepting the resignation of Mr. Schluter the Senate hereby desire to record their regret that advancing years and failing health necessitate his resignation, and to express their great satisfaction with the manner in which, during the period of seventeen years, he has discharged the arduous duties of French and German Master. That it be remitted to the Upper Canada College Committee to consider and report to the Senate what retiring allowance, if any, they would recommend be made to Mr. Schluter under the circumstances.

*February 14th, 1874.* Read a letter from Mr. Pernet, enclosing a Sanscrit Poem for the Library, and for which the thanks of the Senate were directed to be given to him.

The Committee on Applications and Memorials made a Report, which was adopted, on motion of Reverend Doctor McCaul, seconded by Professor Cherriman.

Mr. Mulock introduced the Statute respecting Standing Committees, which was, on his motion, seconded by Doctor McLellan, read a first time, and referred to a Committee, consisting of the Vice-Chancellor, the President, the Mover and Seconder.

The Statute repealing Subsection Five of Section Twelve of Statute Seventy-nine was read a first time, on motion of the Vice-Chancellor.

Moved by the President, seconded by Professor Cherriman, and carried,—

That the Report of the Special Committee on Mr. Alderman Thomson's Letters be referred to the Committee on the University Grounds to report thereon for the information of the Senate.

*March 14th, 1874.* Several Letters were received.

The following Reports were presented:—

(1) From the Finance Committee, as to the present Financial condition of the University and the Expenditure of the same.

(2) From the University Grounds Committee, recommending the adoption of a plan for a Fence to be erected on the line of demarcation between the property of the City and that of the University.

(3) From the Special Committee on Upper Canada College, reporting that the Government had declined to lend any pecuniary assistance for the purposes required, and commending that the further consideration of the question be left to the regular Upper Canada College Committee.

(4) From the Special Committee, to whom was referred the subject of the State of the Boiler, Hose, etcetera, respecting, (1), that they are of opinion that, with great care, the Boilers may be used for the balance of the Winter season,—after which extensive repairs will be required; (2), recommending the purchase of 400 feet of new and suitable Hose, without delay; (3), stating they have given instructions to have the Floor of the Reading-room inspected, and suggesting that measures be taken to avert the dry-rot, and to provide better ventilation.

(5) From the Finance Committee, reporting upon the reference to them to ascertain in what way the proposed remuneration to Mr. Brown of the Library could be best provided for, reporting that they cannot find any Funds available for his increase of salary out of the annual appropriation, but recommending the adoption of a Memorial to His Excellency-in-Council, praying him to make an appropriation out of General Income Fund for that purpose.

Moved by Mr. McMurchy, seconded by Mr. Taylor, and carried:—

That the Report of the Committee on the University Grounds be received and adopted.

Moved by Mr. Kirkland, seconded by Mr. Cockburn, and carried:—

That the Report of the Special Committee on Upper Canada College be received and adopted.

Moved by the Vice-Chancellor, seconded by Mr. Macmurchy, and carried:—

That the Report of the Committee on Boilers, etcetera, be received and adopted.

Moved by the Vice-Chancellor, seconded by the Reverend Doctor McCaul, and carried:—

That the Report of the Finance Committee upon the Financial condition of the University be received.

The Registrar was directed to have the same, with the Bursar's Report accompanying it, printed and distributed to the Members of the Senate.

Moved by Mr. Ross, seconded by Doctor Oldright, and carried:—

That the Vice-Chancellor, Doctor Wilson and Mr. Ross be a Committee to prepare and transmit to the Provincial Secretary a Memorial to His Excellency, the Lieutenant-Governor-in-Council, praying him to authorize the appropriation by the Bursar out of General Income Fund, of the sum of \$200 for payment to Mr. Alexander Brown, in respect of his extra services in the absence of the Librarian.

The Committee on Memorials presented a Report.

Moved by the Vice-Chancellor, seconded by Professor Cherriman and carried, that the Report just read be received and adopted.

The Statute repealing Subsection Five of Section Twelve of Statute, Number Seventy-nine, relating to Upper Canada College was read a Second time and passed.

*April 4th, 1874.* Several Communications were received, among which was one from Governor-General's Secretary, announcing that his Excellency intended to offer for competition, during the time he remains in Canada, a Gold and a Silver Medal, and asking for suggestions as to the conditions on which they should be awarded.

The following Reports were presented: (a), of the Finance Committee, to whom was referred the question of, providing Funds for the purchase of 400 feet of new Hose for the University Buildings, reporting that there are no Funds available for the purpose, out of the Annual Appropriation.

A Report on Memorials was received and adopted, on motion of the Vice-Chancellor, seconded by the Reverend Doctor McCaul.

The Statute respecting Voting-papers for Members of the Senate was read a Second time and passed, on the motion of the Vice-Chancellor, seconded by the Reverend Doctor McCaul.

Moved by the Vice-Chancellor, seconded by the Reverend Doctor McCaul, and carried; that the Convocation of the University be convened to meet on the morning of Commencement Day.

Mr. Loudon moved, seconded by Mr. McMaster, that it be referred to a Committee, consisting of the Vice-Chancellor, the President, Judge Boyd, Mr. Taylor and the Mover to determine what portion of the University Grounds should be set apart for the special and exclusive use of the University and College. (Carried).

Moved by the Vice-Chancellor, seconded by the Reverend Doctor McCaul and carried:—

That the Letter of Colonel Fletcher, A.D.C. to the Governor-General, be referred to the Committee on Memorials, with the addition to it of Doctors Croft, Richardson, and Wilson.

Also, that Mr. A. McKinnis' Salary as Bedel be increased to \$100 per annum.

Moved by Doctor Richardson, seconded by Mr. Cockburn, and carried:—

That a Committee consisting of Mr. Cockburn, Mr. Mulock, Mr. Taylor, Doctor Aikins and the Mover be appointed to examine into the Regulations of the University relating to those Institutions which are affiliated with the University for the purpose of granting Degrees, or Honours in Medicine, and to report thereon to the Senate.

*April 8th, 1874.* The following Report was presented:—

The Committee appointed to examine and report what Institutions are affiliated in Medicine with this University, beg leave to report that, from the Minutes of a Meeting of the Senate it appears that the Senate adopted the following Resolutions:

That the following Medical Schools, videlicet:—  
 The Toronto School of Medicine.  
 The Medical School of Trinity College, Upper Canada.  
 The Medical School of the University of McGill College.  
 The Quebec School of Medicine.  
 The School of Medicine and Surgery of Montreal, be reported to the Governor of the Province, under the provisions of 18th Chapter of the 16th Victoria, Section 89.

The Report was received, on motion of the Vice-Chancellor, seconded by Mr. Taylor.

The Statute respecting requirements of Candidates for examination was read a first time, also the Statute respecting the Salary of the Vice-Chancellor.

*April 18th, 1874.* A Report on the condition of the Boilers from the Engineer of the University and Colleague was read.

A Report of the Committee on Degrees was also read, as follows:

The Committee on Degrees beg leave to present their Report on the very important subject that was referred to them. To the consideration of it they have devoted much time and trouble, and yet they have been unable to arrive at unanimity. The questions involved have been taken up in the following form:—If the additional Degrees of Bachelor of Science and Bachelor of Literature be established, what shall be the Curricula in Arts, Science and Literature respectively? If they be not established, what shall be the Curriculum in Arts? Courses, proposed to suit the requirements of each Bachelor's Degree, were submitted, but none received the approval of all the Members. They now transmit herewith those Curricula that are recommended by the majority of the Committee, and beg leave to add that there is also a majority in favour of having put one additional Degree of Bachelor, videlicet: Bachelor of Science, and confining the Course for Bachelor of Arts to three years, which shall also be the period of time for any additional Baccalaureate Degree. There seems to be a general, if not universal, agreement that the Course in Arts shall be divided into Class and Honours, but a difference of opinion exists as to the expediency of this division in the Curriculum in Science. The Committee have limited themselves to the consideration of the requirements for the Bachelor's Degree and have not touched on that of Doctor of Science, or Literature.

(NOTE. There was also presented a Report from a Minority of the Committee, which was partly adopted by the Senate in December, 1874.)

(b) A Report was received from the Committee on Standing Committees, submitting the draft of a Statute in that behalf.

Doctor Oldright moved, seconded by Professor Cherriman, the adoption of certain changes in the Text-Books in the subjects of Mathematics, Italian, Chemistry and Natural History.

Moved in amendment by Mr. Kirkland, seconded by Doctor McLellan, that there be no changes at present in the Department of Natural History and Botany. The amendment was carried.

The motion affecting the other subjects was then put and carried.

Moved by Mr. Taylor, seconded by Doctor Oldright, and carried:

That Mr. W. T. Boyd, M.A., and Mr. W. Fitzgerald, M.A., be appointed to act as Scrutineers at the next Election of Members of the Senate; and that Mr. John Boyd, M.A., act for the Vice-Chancellor, in the event of the latter being absent.

The second reading of the Statute respecting requirements for the Degree of M.B. was moved by Doctor Oldright, seconded by Doctor Richardson, and was lost;—a division was not called for.

Mr. Cockburn moved, seconded by Judge Boyd, the second reading of a Statute respecting the Salary of the Vice-Chancellor, videlicet: that it shall be at the rate of £200 per annum. Lost; a division was not called for.

The Statute respecting the need of appointing Examiners was read a first time.

The Report of the Committee on Standing Committees was received and adopted, on motion of Mr. Mulock, seconded by Doctor Oldright, and the Statute was read a second time and passed.

Moved by Doctor Richardson, seconded by Doctor Thorburn, and carried:—

That the Committee which was appointed to report what Institutions are affiliated in Medicine with the University, (with the addition of Doctor McFarlane as a Member), be instructed to examine and report upon the provisions of the existing Statutes, and whether any, and what, changes may be advisable, with reference to admission to Degrees, Honours and Scholarships in Medicine.

*April 28th, 1874.* Moved by Mr. Loudon, seconded by Mr. Kirkland and carried:—

That the present Upper Canada College Committee be re-appointed.

Several Communications were received and read.

On motion of Doctor Wilson, seconded by Mr. Loudon, changes in the Curriulum affecting the subject of Mineralogy and Geology were adopted.

*May 4th, 1874.* Read a letter from the Reverend Doctor Fyfe, enquiring whether any Statute had been passed, authorizing the holding of Matriculation Examinations at affiliated Colleges, instead of at Toronto, and providing for the signing of the Answers of Students with a cipher.

The following Report of Examinations in Medicine was read:—

In the first year, there were four Candidates, all of whom passed.

In the second year three Candidates presented themselves and passed.

In view of the impossibility of drawing a distinction between two of them, and the High standard of marks obtained by these Competitors, the sum of £20 each be awarded to them.

In the third year two Students passed, and a Scholarship is awarded to one of them.

Several Candidates passed the Primary Examination.

In the Final Examination for M.B., sixteen Candidates passed.

The Vice-Chancellor, having had an interview with a Deputation from the Corporation of Toronto, and having learned that the Engineer of the City has recommended, with a view to public convenience, that the opening across the Queen Street Avenue should be made from Elm to Caer-Howell Streets, begs leave to recommend that the plan of the Engineer be adopted by the Senate, with this condition, however, that the Crossing shall be made not obliquely, but at right angles to the Avenue of the full width of Elm Street up to Simcoe Street.

Moved by Mr. Kirkland, seconded by Mr. Macmurchy and carried:—

That the questions brought under the consideration of the Senate, relative to the Candidates for the Degree of M.B., be referred to a Committee, composed of the Vice-Chancellor, the President of University College, Judge Boyd, Mr. Mulock and Mr. Loudon.

Moved by the Vice-Chancellor, seconded by the Reverend Doctor McCaul, and carried:—

That the Vice-Chancellor's Report as to the Street Crossing on the Avenue be received and adopted.

Mr. Kirkland's Statute respecting the Committee on Examinations was read a first time.

*May 9th, 1874.* Several Communications were received and read, among which was one from the Provincial Secretary, enclosing the Statute of the Standing Committee, as approved, and announcing the re-appointment of Messieurs McKeown, Gzowski and Macdonald as Members of the Senate.

The Committee, to whom was referred the matters relating to the recent Examinations in Medicine, made a Report.

After some discussion the Report was adopted, on motion of Judge Boyd, seconded by Mr. Loudon.

Moved by Doctor Richardson, seconded by Doctor Thorburn, and carried:—

That a Committee consisting of Mr. Cockburn, Mr. Taylor, Doctor Aikins, Doctor McFarlane and the Mover be instructed to examine and report upon the provisions of the Existing Statutes, (and whether any, and what, changes are advisable), with reference to admissions to Degrees, Honours and Scholarships in Medicine.

Moved by Mr. Loudon, seconded by Mr. Kirkland and carried:—

That the following Members be a Committee to report on the question of setting apart a portion of the University Grounds for the exclusive use of the University and College, videlicet: the Vice-Chancellor, the Reverend Doctor McCaul, Judge Boyd, Mr. Taylor and the Mover and Seconder.

Moved by Mr. Loudon, seconded by Mr. Taylor, and carried:—

That the Report of the Examiners be referred back to them, along with the Report now received by the Senate, in regard to the Examination in the University, with a request that they will reconsider and report upon the question of Medals.

Moved by Doctor Wilson, seconded by Doctor McFarlane and carried:—

That the Meetings of the Senate be held at 8 p.m., unless by special adjournment, and continue its Sessions by adjournment at brief intervals until business is completed, and it was also,—

*Resolved*, That the Meetings should be held at the University.

The Committee appointed to report on the provisions of the Existing Statutes respecting Degrees, etcetera, in Medicine reported as follows:

First, That they are of opinion that the present System of Affiliation in Medicine is unsatisfactory, and that, under it, irregularities have existed, with reference to the admission of Candidates for Degrees, Honours and Scholarships in Medicine. They would, therefore, recommend that the whole question should be reconsidered, and with a view to such reconsideration that all existing affiliations in Medicine should be cancelled.

Second, That, in their opinion, it is advisable that yearly Examinations in Medicine should be made compulsory.

The Report was received, on motion of Doctor Richardson, seconded by Doctor McFarlane.

Moved by the Vice-Chancellor, seconded by Judge Boyd, and carried:—

That the Reverend William Gregg, M.A., be admitted *ad eundem gradum*, at the next Annual Commencement, on production to the Registrar in the meantime of satisfactory evidence of having received the Degree of M.A. at the University of Edinburgh.

May 16th, 1874. The following Reports were presented:—

(1) From the Vice-Chancellor, upon the result of the recent Elections, declaring Mr. Loudon, Doctor Thorburn and Mr. Kirkland duly elected Members of the Senate.

(2) From the Examiners in Medicine as follows:—

The undersigned Members of the Board of Examiners, to whom was referred back the question of the distribution of Medals for the University, after due deliberation, have come to the conclusion that they cannot, in justice to the several Students competing for them, make any recommendation with a view to distributing Medals without another Examination in the subject of Chemistry.

They beg, therefore, to make the following recommendation:—That another Examination in Chemistry be held at such time and place as may be named by the Senate; that those examined be the Students only, who, by reason of their standing in other subjects, are eligible for Medals; and that the Examination be conducted after the manner of those of former years.

A Letter was received from the Librarian, reporting upon the state of the Library, and accompanied by a request for leave of absence between June and September, for the purpose of visiting Europe.

The Report of the Medical Examiners was received, on motion of the Vice-Chancellor, seconded by Doctor Wilson.

Moved by Doctor Wilson, seconded by Judge Boyd and carried:—

That the application of the Librarian for leave of absence to visit Europe from the middle of June to the middle of September be accorded, on the Library Committee being satisfied as to the arrangements for the care of the Library during his absence.

On motion of Mr. Kirkland, seconded by Mr. Macmurchy, the Statute appointing a Committee on Examinations was read a second time and passed.

Moved by Doctor Richardson, seconded by Doctor Oldright, and carried;—

That the first clause of the Report of the Committee on Medical Degrees, Honours and Scholarships be adopted, and that the Vice-Chancellor be instructed to report the recommendation of the Senate to the Lieutenant-Governor-in-Council for his approval.

Moved by Mr. Loudon, seconded by Mr. Cockburn, that the second clause of the Report be adopted. Carried.

June 2nd, 1874. The following Letter was read :

From the Provincial Secretary, acknowledging the receipt of the Report of the Committee on Affiliations in Medicine, and returning the Statute of the Committee on Examinations, as approved by His Excellency.

Other Letters were received.

The following Reports were presented :—

From the Library Committee, recommending that the leave of absence, granted to the Librarian, expire before the commencement of the Matriculation Examinations in September.

From the Museum Committee, as follows :—

The Directors of the Museum beg leave to present to the Senate a Report on the Natural History Collections of the University by Doctor Nicholson. Judging from the resumé of its contents, as given to them by its Author, they regarded it as of sufficient importance to warrant the expense of having it printed for the use of the Members of the Senate.

From the Special Committee on Standing Committees, making recommendations for the different Committees, in addition to the *ex-officio* Members.

From the Special Committee on the University Grounds, as follows :—

The Special Committee on the University Grounds beg leave to report that they have carefully considered the subjects referred to them, and offer the following recommendations with a view to present want and to the necessary economy.

1. A Fence should be made, connecting the Fences of the Observatory and of the Medical School.

2. A Fence also from the southeast corner of the Agricultural Farm to the North deep part of the Pond; the present East Fence of the Steward's Paddock to be transferred to the North Boundary of his Vegetable Garden.

3. A Picket Fence from the Northeast corner of the Vegetable Garden of the Steward's to the Pond. to be formed from the present North Fence on same ground.

4. A Fence from the Fence of the Medical School in the Ravine to a point opposite the northeast corner of Professor Kingston's Fence, with which it should be connected.

5. A Hurdle Fence from this point to the Northeast of the Cricket-ground near the Path-way.

6. A Picket Fence in front of the hill on which there was a Flag-staff.

They further recommend, that the South Fence of the Agricultural Farm should be moved further north, a Road formed to the North of it from East to West, and that the whole of the Northerly portion between this and Bloor Street, be laid out in Building Lots, a wide Road running from North to South between two ranges of Lots, and the Land to the East of the Eastern Range also be appropriated for Building Lots.

A Report on Examinations in Arts was presented as follows :—

The Vice-Chancellor has the honor to present his Report of the recent Examinations in Law, Arts and Civil Engineering.

In the Faculty of Law there were three Candidates in the second year. All passed, and the Scholarship was awarded.

In the third year there were two Candidates; both passed and the Scholarship was awarded.

For the Degree of LL.B. the two Candidates who presented themselves passed, one of whom is entitled to a Silver Medal.

In the Faculty of Arts all the Candidates for B.A. passed, except one.

Several recommendations were made for granting Medals, Prizes and Scholarships. The following recommendations were made for Higher Degrees :

LL.D., Reverend N. Macnish.

M.A., Messieurs Ballantyne, Barwick, Campbell, J., Fletcher, C., Hamilton, A.M., Hamilton, J.B., Houston, Smillie, Torrance and Wallace.

A Report regarding Medals in the Faculty of Medicine was presented.

Moved by the Vice-Chancellor, seconded by Mr. Loudon, and carried;—

That the Report of the Library Committee be received and adopted.



Moved by Mr. Kirkland, seconded by Mr. Ross and carried;—

That the Report of the Museum Committee be received.

Moved by the Vice-Chancellor, seconded by Mr. Loudon, and carried;—

That the Report of the Committee on Standing Committees be received and adopted. The various Committees were then appointed, in accordance with the Report.

Moved and seconded That the Report of the Examiners in Arts, Law and Civil Engineering be received and adopted. Carried.

Moved by Mr. Moss, seconded by Doctor Oldright, and carried;—

That the Report of the Vice-Chancellor on the Examinations in Medicine be amended, by recommending that the Gold Medal be awarded to Mr. D. B. Fraser, who appears to have obtained the largest number of Marks upon the Examination, and that Mr. O. C. Brown receive a Silver Medal, and that the Report, thus amended, be received and adopted.

Moved by the Vice-Chancellor, seconded by Mr. Loudon, and carried:—

That the Report of the Special Committee on the University Grounds be received and adopted.

Moved by Vice-Chancellor, seconded by Mr. Loudon, and carried;—

That the Communications of the Engineer, relative to the Boilers, be referred to a Committee consisting of the Vice-Chancellor, the President, Messieurs Loudon, Mulock and Taylor.

*June 9th, 1874.* After meeting in the Senate Chamber, the Senate proceeded to the Convocation Hall, when Degrees were conferred and other proceedings had, as appear of record in the Book of Convocation.

*June 17th, 1874.* A Report of the Committee on Examinations, recommending the names of gentlemen as Examiners for 1874-1875 was read.

Moved by the Vice-Chancellor, seconded by Doctor Wilson and carried;—

That the Report be received; and that the Examiners for 1874-1875 be appointed.

The Committee, to whom the consideration of the Heating of the Building was referred, reported, (with Architect's Estimates and Plans), as to the alterations considered requisite in the Heating Apparatus outside of the Building.

The Report was received, on motion of the Vice-Chancellor, seconded by Mr. Mulock.

The Statutes relating to the Committees on Building and the University Grounds, and on Applications and Memorials, were read a first time, on motion of the Vice-Chancellor.

Moved by Doctor Wilson, seconded by Doctor Croft;—

That the Degrees of Bachelor and Doctor of Science be established in the University. Lost: Yeas 5, Nays 8.

Moved by Doctor Oldright, seconded by Mr. Kirkland.

(1) That the Curriculum be remodelled, so as to raise the requirements in the various departments of Science, and to provide a Course, by which Science Students shall be able to devote themselves more exclusively to Science subjects, in proceeding to the Degree of B.A.

(2) That there shall be a Degree of Doctor of Science to which Bachelors of Arts, who have taken the Science Course, may proceed, on passing such Examination as the Senate may determine. (Carried).

*June 18th, 1874.* The Statutes relating to the Building and University Grounds Committees, and of the Committee on Applications and Memorials, were read a second time and passed, on motion of the Vice-Chancellor, seconded by Doctor McLellan.

Moved by Doctor Wilson, seconded by Mr. Mulock and carried;—

That, in view of the great cost of the Plans recommended for a new Boiler-House, involving an outlay of not less than \$15,000; and the Report of the Engineer that the old Boiler-House may be satisfactorily adapted to the requirements of the Building, if the Roof be raised and a new Chimney stack be erected at the North side; the Vice-

Chancellor is authorized to have this Plan drawn out and Contracts obtained, and, as it appears from the Report of Mr. William Stewart, submitted to the Senate, that the same can be executed for \$6,000, or less; the Vice-Chancellor is requested to submit the same to the Government for their approval.

*September 2nd, 1874.* The following three Communications were received,

One from the Provincial Secretary, enclosing the Statutes on the Committee of Building and University Grounds, and one on Applications, and Memorials, as approved by His Excellency.

Also, one from the City Clerk, enclosing a Resolution of the City Council, as to the Fence at the head of William Henry Street, and as to the erection of Gas Lamps in the Avenue.

The Vice-Chancellor made a verbal Report to the Senate as to the proposed alterations in the Boiler-House and appurtenances.

Moved by Doctor Wilson, seconded by Doctor McLellan, and carried;—

That the Tenders submitted by the Vice-Chancellor for alterations in the Boiler-House, and for new Boilers and their setting be accepted, and that the Vice-Chancellor be authorized to proceed with the work with as little delay as possible.

The Committee on Applications and Memorials made a Report, which was adopted, on motion of the Vice-Chancellor, seconded by Doctor Oldright.

Moved by Doctor Wilson seconded by Mr. Kirkland and carried;—

That the Vice-Chancellor, the President and Messieurs Croft and Loudon be a Special Committee to superintend the alterations to the Boiler-House and other works about being proceeded with in connection therewith.

*October 1st, 1874.* The Vice-Chancellor's Report on the recent Examinations was read as follows:—

The Vice-Chancellor has the honor to present his Report of the recent Matriculation and Supplemental Examinations.

In Medicine the only Candidate, (Mr. G. Kennedy), passed a satisfactory Examination.

In the Senior Arts Matriculation there were seven Candidates, three of whom passed.

In the Junior Arts Matriculation thirty Candidates passed, four were rejected.

Several Candidates passed Supplemental Examinations.

Several recommendations are made for granting Scholarships.

Moved by Mr. Kirkland, seconded by Mr. Gibson and carried;—

That this Report be adopted.

*October 6th, 1874.* There being no quorum, the Senate adjourned.

*October 8th, 1874.* Several Letters were received.

The Report of the Committee on Applications and Memorials was read, and, on motion of Mr. Cockburn, seconded by the Reverend Doctor Fyfe, was adopted.

On motion of Judge Boyd, seconded by Mr. Taylor, Mr. Thomas Moss, M.A., was appointed Vice-Chancellor for the next two years.

Moved by Mr. Mulock, seconded by Mr. Loudon and carried;—

That this Senate desire to express the deep sense of their obligation to Larratt W. Smith, D.C.L.,—the retiring Vice-Chancellor of the University of Toronto, for the self-denying zeal with which he has, to the detriment of his numerous professional engagements, discharged the onerous duties of his office.

*October 12th, 1874.* Mr. Cockburn introduced a Statute, amending Statute LX. "Of Fees and Salaries in Upper Canada College" which, on his motion, seconded by Doctor Wilson, was read a first time.

The Statute amending the Statute "Of Examiners and Examinations" was introduced and read a first time, on motion of the Reverend Doctor Fyfe, seconded by Mr. Cockburn; and, on motion of Doctor Wilson, seconded by the Reverend Doctor Fyfe, was referred to a Committee, consisting of Mr. Moss, Doctor Fyfe and Mr. Cockburn, to consider the details of the Scheme.

The Statute respecting the holding of Examinations at affiliated Institutions was read a first time, on motion of the Reverend Doctor Fyfe, seconded by Mr. Cockburn, and referred to a Committee, consisting of Doctor Fyfe, Mr. Moss, Doctor McCaul and Professor Cherriman.

Moved by Doctor Oldright, seconded by Doctor Aikins, and carried:—that the Committee on College Affiliations be continued.

*October 13th, 1874.* Two Letters were received.

Moved by Mr. Cockburn, seconded by Doctor Wilson, that the Statute amending the Statute of Fees in Upper Canada College be read and a second time.

Moved by Doctor Aikins, seconded by Doctor Oldright and carried;—

That the Chairman be instructed to communicate to the Government that, inasmuch as it appears larger expenditure would be necessary in order to procure any rental from the Building in the Park at present occupied by the Toronto School of Medicine, if that Institution were to give up possession, and as no other available tenant is at present procurable, and the annual outlay for repairs is considerable,—it is the opinion of the Senate that the best course is to permit the Toronto School of Medicine to continue to occupy the said Building free of rent, as Tenants-at-will, they undertaking to repair and to keep in repair the same.

Moved by Doctor Wilson, seconded by Judge Boyd, and carried;—

That the Senate do stand adjourned until the second Tuesday in December, and meet thereafter from day to day until the business is disposed of, unless the Vice-Chancellor shall find it necessary to summon a Meeting for the transaction of urgent business,—which he may do upon three days' notice.

*December 8th, 1874.* A Letter was received from the Honourable A. Mackenzie, M.P., regarding changes to be made in the method of managing the Observatory, and from Mr. J. Langton, M.A., on the same subject, and giving an account of the establishment and subsequent manner of conducting the Institution.

The Committee on Applications and Memorials made a Report. On motion of the Vice-Chancellor, seconded by Mr. Taylor the Report was adopted.

Moved by the Vice-Chancellor, seconded by M. Kirkland and carried;—

That the Correspondence relating to the Observatory be referred to the Observatory Committee.

Moved by the Vice-Chancellor, seconded by Doctor Richardson, and carried;—

That the Bursar be instructed to divide among the Masters at present in Upper Canada College, proportionally to the amount of the reduction sustained by them in their respective Salaries, in accordance with Statute LX., Section VI., the balance of \$1,017.26 at the credit of the Upper Canada College Income Appropriation Fund at the close of the financial year ending on June the 30th, 1874.

*December 9th, 1874.* The Special Committee, appointed by Resolution of the Senate, to consider the details of the Scheme for preventing Students being known to the Examiners, reported as follows:—

1. That at each Examination, the Registrar cause to be delivered to each Student, on the first morning of the Examination, a sealed envelope, addressed to the Student, containing inside number with which number the Student shall sign his Papers during the whole Examination, using no other distinctive mark, or name, whatever.

2. That the Returns of the Examiners shall be made with reference to these numbers only, and the Registrar shall not disclose the names to which such numbers belong until the Returns of the Examination are reported to and approved by the Senate.

On motion of the Vice-Chancellor, seconded by the Reverend Doctor Fyfe, the above Report was received,—read clause by clause and adopted.

The Special Committee appointed to consider the question of holding Examinations at Affiliated Institutions reported the following recommendations:—

1. That, at the request of the Principal of any affiliated College, the Annual Examinations may be held at such College, provided there are at least six Students to be examined there.

2. That the Examination Papers be transmitted to such Officer as the Senate may appoint, under seal, at least one day before they are required to be used, and that the said Officer shall perform the duties which, by the Regulations of the Senate, are prescribed for the Examiners, as touching the giving out and collection of the Papers, and the conduct of the Examination generally.

3. That such Officer shall, at the close of each Examination, seal up the Papers of the Students, and day by day transmit the same to the Registrar, who shall deliver them under seal to the Examiners.

4. That no Oral Examination be required, except in the case of Modern Languages, and the Registrar shall make arrangements with the Examiners, (or one of them,) in those Departments he may be to proceed to the said Affiliated College at some appointed time, and there hold the required Oral Examination in person.

5. That the Programme of Times of holding the several Examinations shall be as strictly adhered to in the Affiliated College, as if they were being held in the Convocation Hall of the University.

6. That a fee of \_\_\_\_\_ shall be paid by the Principal of such Affiliated College, on account of each Student so examined.

On motion of the Vice-Chancellor, seconded by the Reverend Doctor Fyfe, the foregoing Report was received.

The Vice-Chancellor moved, Mr. Cockburn seconded, the first reading of the Statute providing a retiring allowance to the Reverend Mr. Schluter.

Moved by Mr. Loudon, seconded by Vice-Chancellor Moss, that Subsections 1, 2, and 3 of Clause 3 of the Minority Report on Degrees, etcetera, be adopted. (Carried).

Mr. Loudon moved, Vice-Chancellor Moss seconded, the adoption of subsection 4, with the addition of the words "with History." (Carried).

Subsection 5 was adopted on motion of Mr. Loudon, seconded by Vice-Chancellor Moss.

Mr. Loudon moved, seconded by Vice-Chancellor Moss the adoption of subsection 6, with the addition of the words "Logic, Civil Polity, Natural Theology and Evidences of Christianity." (Carried).

*December 10th, 1874.* The Committee on Applications and Memorials made a Report, which was adopted, on motion of the Vice-Chancellor, seconded by Professor Cherriman.

Moved by the Vice-Chancellor, and seconded;—

That the Statute granting a retiring allowance to the Reverend E. Schluter, (\$1,250), be read a second time and passed. Carried.

The Resolution of the 18th of March, 1874, increasing the Bedel's Salary to \$100 was remitted to the Finance Committee.

Moved by Vice-Chancellor Moss, seconded by Mr. Loudon, that the first clause of the Minority Report on Degrees be adopted. (Carried.)

Clauses 4, 5, and 7 were also adopted on motion of Mr. Loudon, seconded by Vice-Chancellor Moss—the latter clause to read as follows:—

That, in the Department of Natural Science, a practical acquaintance with the subjects shall be required, and form part of the Examination.

Moved by Mr. Loudon, seconded by Vice-Chancellor Moss,—

That the following gentlemen constitute a Committee to draft a detailed Curriculum, in accordance with the foregoing Resolutions as passed,—the Vice-Chancellor, the Reverend Doctor McCaul, Professor Goldwin Smith, Doctor Wilson, Vice-Chancellor Moss, Mr. Loudon, Mr. Cherriman and Doctor McLellan. Vice-Chancellor Moss, to be the Convener, and any four Members to form a quorum. (Carried.)

NOTE. This Curriculum was not laid before the Senate during 1874.

## CHAPTER XVII.

GENERAL REGULATIONS AND COURSE OF STUDY OF THE  
NORMAL AND MODEL SCHOOLS, TORONTO.

*(Adopted by the Council of Public Instruction).*

I. The sole object of this School is to prepare Students for the profession of Teacher; and to this end, Students have, in addition to the Lectures, the advantage of practice in the Model Schools, under the direct supervision of the Principal and Masters of the Normal School, and the Teachers of the various Divisions of the Model Schools.

II. In future there shall be but one Session annually.

The Session shall commence on the 15th of September, and close on the 15th of July, with Vacation from the third Wednesday in December to the second Tuesday in January; and from the Wednesday before, to the Tuesday after Easter, inclusive.

[If the day of opening fall on Sunday, the Session shall begin on Monday].

III. The School shall consist of two Divisions. The work of the Second Division shall be entirely with a view to Second Class Certificates, while the First Division shall be designed for First Class Certificates.

1. The Second Division shall be divided into two Sections. The Junior Section shall comprise Students who, having passed the Entrance Examination, are preparing for Second Class Certificates, Grade B. The Senior Section shall comprise, (1), Students who are preparing for Second Class Certificates, Grade A, having already passed through the Junior Section and obtained Grade B Certificates; (2), those who have obtained Grade B, granted by County Boards, and passed a special Examination in Arithmetic, Algebra, and Natural Philosophy with certain limits; (3), lastly, those who have passed the entire Entrance Examination for this Section.

2. The First Division shall contain, (1), the Students who have passed through the Second Division and obtained Second Class Certificates, Grade A; and, (2), those who hold Second Class Grade A Certificates granted by County Boards, provided they can pass an Examination, (within specified limits), in Natural Philosophy, Algebra and Euclid.

IV. Applicants for admission to the Normal School, if females, must be seventeen years of age; if males, eighteen years.

V. Applications for admission, accompanied with Certificates of moral character, dated within three months of their presentation, signed by a Clergyman, or Member, of the Religious Persuasion with which the Applicant is connected, must be made at the Department of Education, on the 15th day of September of each year. No application shall be received, if made after the 16th September, but if the 15th September falls on Sunday, applications will be received on the 16th and 17th.

VI. Candidates must pass the prescribed Entrance Examination, sign a Declaration of their intention to devote themselves to the profession of School-teaching, and state that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

VII. There shall be Examinations in the different subjects of Study at stated intervals during the Session, and any Student failing at these Examinations, may be placed in a lower Section, or division.

VIII. Immediately before the close of the Session, there shall be a special Examination of those Students who have failed at previous Examinations, or have lost, through illness, or otherwise, any particular Examination.

IX. The Principal may, after consultation with his Colleagues, remove from the roll the name of any Student who shows, by general demeanour, by lack of scholarship, or by his record in the Model School, that he has no aptitude for the profession of a Teacher.

X. Upon these conditions, Candidates shall be admitted to the advantages of the Institution without any charge, either for tuition, or the use of the Library.\*

XI. The Teachers-in-training must lodge and board in the City, in such Houses and under Regulations approved of by the Council of Public Instruction.†

XII. It is expected that the Students will, by their demeanour in the Class Rooms and in the Waiting Rooms, as well as elsewhere, show that they are alive to the important work that lies before them.

#### PRACTICE BY NORMAL SCHOOL STUDENTS IN THE MODEL SCHOOL.

The Classes detailed for practice in the Model School, visit that School and teach for a definite period under the direct supervision of the Divisional Teachers, who are the critics of work done. The leader is responsible for the distribution among the members of the Class, of the Lessons that have been assigned by the Teachers of the respective divisions of the Model School. Each sub-division of the Class is assigned to a particular division, and thus each Section and each Division passes through the hands of the Teacher-in-training. From time to time a general criticism is made by the Principal before the whole School, and a special criticism with the individual Students. These criticisms are quite distinct from those referred to above, which are made at the time, or immediately after the recitation.

#### I.—ENTRANCE EXAMINATION OF CANDIDATES FOR THE SECOND DIVISION OF THE NORMAL SCHOOL.

##### SUBJECTS.

The Applicant must,—

SPELLING .....	Spell correctly. The written Examination Papers will be read with special regard to Spelling.
WRITING.....	Write legibly and neatly.
ETYMOLOGY.....	Know the Prefixes and Affixes, and the more important Greek and Latin Root Words.
GRAMMAR .....	Know the elements and be able to parse with application of Rules any prose sentence. Be able to analyze any ordinary prose passage from the Readers. Applicants for Senior Section will be expected to analyze Poetry and discuss Grammatical Constructions.
COMPOSITION.....	Write an ordinary business Letter, or Composition, on some simple subject assigned.
GEOGRAPHY.....	Know the definitions, the outlines of the Physical Geography of America and Europe; the outlines of political Geography generally—that of Canada, of America, and of Europe more particularly.
HISTORY .....	Know the outlines of Ancient and Modern, and the introductory part of the History of Canada.
ARITHMETIC.....	Be acquainted with Notation, Numeration, Simple and Compound Rules, Greatest Common Measure, Least Common Multiple, Fractions and Proportion. Applicants for Senior Section will be examined to the end of Stocks.
MENSURATION .....	( <i>Senior Section</i> )—Be familiar with the mensuration of the Square, Rectangle and Triangle.
ALGEBRA .....	Be acquainted with the Simple Rules. The examination for the Senior Section will also include Factoring, Simple Equations, Greatest Common Measure and Least Common Multiple.

\* The Books which may be required to use in the School are supplied at a reduced rate.

† The cost of Board ranges from \$2 to \$3 per week.

SUBJECTS.	The Applicant must,—
NATURAL PHILOSOPHY...	(For <i>Senior Section</i> )—The Parallelogram of Forces; the Triangle of Forces; Resolution of Forces; Principle of Moments and Centre of Gravity.
EUCLID .....	(For <i>Senior Section</i> )—Book I.

## II.—COURSE OF STUDY IN JUNIOR SECTION OF THE SECOND DIVISION.

SUBJECTS.	
READING.....	In Fifth Book.
SPELLING .....	Oral, and to Dictation.
WRITING.....	Under supervision of Writing Master.
ETYMOLOGY.....	General.
GRAMMAR .....	Book work and analysis of some Standard Poetical Work.
COMPOSITION.....	Writing Official and Business Letters and general Composition.
GEOGRAPHY.....	Mathematical and Political.
ARITHMETIC.....	To Stocks inclusive, together with Mental Arithmetic.
MENSURATION .....	Square, Rectangle, Triangle and Circle.
ALGEBRA .....	To Simple Equations, inclusive.
NATURAL PHILOSOPHY...	The properties of Matter. Elements of Statics.
PHYSIOLOGY.....	Bones, Muscles, Digestions, Circulation and Respiration.
EUCLID .....	Book I., with Deductions. Book II.
EDUCATION.....	Attendance at Lectures, with practice in Model School.
DRAWING.....	Elementary and from Objects.
MUSIC .....	Practice in Vocal Music.
SCHOOL LAW .....	With reference to Public School Teachers.
BOOK-KEEPING .....	By Double Entry.
CHEMISTRY .....	1. NON-METALLIC BODIES, videlicet:—Oxygen, Hydrogen, Nitrogen, Carbon, Carbonic Acid, Water, Atmosphere, Chlorine, Sulphur, Phosphorus, Silicon. 2. COMBINING PROPORTIONS, etcetera. 3. COMBUSTION, etcetera.
BOTANY .....	Elementary. Gray's "How Plants Grow," Part I.

## III.—COURSE OF STUDY IN SENIOR SECTION OF THE SECOND DIVISION.

SUBJECTS.	
READING.....	In Fifth Book.
SPELLING .....	As in Junior Section.
WRITING.....	Under supervision of the Writing Master.
ETYMOLOGY.....	General.
GRAMMAR .....	Advanced, with special reference to Analysis.
COMPOSITION.....	On any prescribed subject.
GEOGRAPHY.....	Political and Physical.
ARITHMETIC.....	From Interest to end of Text Book, with practice in Mental Arithmetic.
MENSURATION .....	Of Surfaces, Cubes, Parallelopipeds and Spheres.
ALGEBRA .....	From Simple Equations to Surds, inclusive.
NATURAL PHILOSOPHY...	Statics, (reviewed), Hydrostatics and Pneumatics.
PHYSIOLOGY.....	Nervous System, Sensory Organs.
EUCLID .....	Book II, with problems on Book I and II. Book III.
EDUCATION.....	Attendance at Lectures, with practice in Model School.
DRAWING.....	Advanced, including construction of Maps.
MUSIC .....	Practice in Vocal, with instruction in Theory.
SCHOOL LAW .....	With reference to Public School Trustees.
BOOK-KEEPING .....	By Double Entry.



## SUBJECTS.

- CHEMISTRY ..... Junior Section subjects reviewed and extended. The more important Metals.
- CHEMICAL PHYSICS .... Heat,—Sources, Effects. Liquefaction, Latent Heat, etcetera.
- NATURAL HISTORY ..... General view of Animal Kingdom. Mammalia.
- BOTANY ..... Same as in Junior Section.

## IV.—SPECIAL SUBJECTS FOR ENTRANCE TO FIRST DIVISION.

## SUBJECTS.

- ALGEBRA ..... A thorough examination in this subject as prescribed for Course of Study in Senior Section of the Second Division.
- NATURAL PHILOSOPHY... Statics, Hydrostatics and Pneumatics.
- EUCLID ..... Book III.

## V.—COURSE OF STUDY IN THE FIRST DIVISION

## SUBJECTS.

- READING..... Sixth Book—Prose and Verse.
- SPELLING ..... To dictation.
- WRITING..... Under supervision of the Writing Master, with special reference to the teaching of it.
- ETYMOLOGY..... More fully pursued in the Second Division.
- GRAMMAR ..... Advanced, with special reference to History, Analysis, Figures and Comparative Grammar.
- COMPOSITION..... On prescribed subjects.
- ENGLISH LITERATURE... Sketch of the Literature of special Eras, with critical examination of one or more Works, Prose and Poetry.
- GEOGRAPHY..... Physical, Mathematical and Astronomical. Outlines of Geology.
- EDUCATION..... Attendance at Lectures, with practice in Model School.
- SCHOOL LAW ..... With reference to Municipal Councils and Public School Inspectors.
- DRAWING..... Perspective and Outline in Books and on Blackboard.
- ARITHMETIC..... Advanced.
- ALGEBRA ..... Quadratics, Interdeterminate Equations, Progression, Variations, etcetera.
- EUCLID ..... Books IV, VI, with definitions of Book V and Problems.
- TRIGONOMETRY ..... So far as to enable Students to solve Triangles and express their area in terms of their Sides.
- NATURAL PHILOSOPHY... Statics and Dynamics, treated mathematically. Hydrostatics and Pneumatics.
- CHEMICAL PHYSICS ....Heat, Light and Electricity.
- CHEMISTRY ..... General principles of Chemical Philosophy. Chemistry of Metalloids. Chemistry applied to Agriculture and the Arts.
- PHYSIOLOGY..... General view of the subject.
- NATURAL HISTORY ..... General view of the Animal Kingdom, character of the principal Orders, Classes and Genera.
- BOTANY ..... Systematic Botany as given in Second Part of Gray's "How Plants Grow." Flowering Plants of Canada.

## TEACHERS' CERTIFICATES IN NEW TOWNSHIPS.

REGULATIONS UNDER WHICH PUBLIC SCHOOL INSPECTORS MAY GRANT "SPECIAL CERTIFICATES OF QUALIFICATION FROM TIME TO TIME, TO TEACHERS IN NEW AND REMOTE TOWNSHIPS, AS PROVIDED IN THE 20TH CLAUSE OF 112TH SECTION OF THE CONSOLIDATED SCHOOL ACT, (37 VICTORIA, CHAPTER 28)."

I. *Inspectors' Special Certificates—Third Class.*

(1) The Examination of Candidates for special Certificates may, at the discretion of the Inspector, be held yearly, or oftener, in new and remote Townships, and when practicable, at some central point, or points, in such Townships.

(2) The subjects of Examination for such special Certificates shall be those prescribed for Third Class Certificates. The Questions shall be prepared by the Inspector, and may be written, or printed, at his discretion.

(3) No Candidate shall be eligible for Examination who does not present to the Inspector a Certificate of good moral character satisfactory to him, and signed by some Minister, or Magistrate. The Certificate must bear date within, at least, three months of the time of examination.

(4) No Certificate issued under these Regulations shall be granted for a longer period than one year; but it may be renewed at the discretion of the Inspector, for periods not exceeding two years.

*Note.*—Certificates to Assistant Teachers and Monitors may be granted under the Regulations already prescribed.

## II. COUNTY AND PROVINCIAL CERTIFICATES.

Candidates for Third Class County, and Second Class Provincial, Certificates, in new and remote Townships, may be examined for such Certificates under the following Regulations:—

1. The Examination shall be held at the same time as the County Examination.

(1) The Chief Superintendent, at his discretion, or upon the report and recommendation of an Inspector, may appoint some fit and proper Person, or Persons, in new and remote Townships, to hold an Examination of such Candidates for Second and Third Class Certificates, as may be reported eligible for such Certificates by an Inspector.

(2) The Chief Superintendent shall transmit under seal to the Examiner, or Examiners, thus appointed by him, in such way as he shall deem best, the Examination Papers prescribed for the July Examination of Teachers.

(3) It shall be the duty of the Examiner, or Examiners, thus appointed, to observe the following Regulations:—

*Duties of Examiner.*—The Presiding Examiner shall receive and be responsible for the safe keeping, unopened, of the Examination Papers until the day of the Examination. He shall also at the close of the Examination of Candidates for Certificates, seal up separately, and transmit without delay, to the Inspector, the Answers received from each Candidate, together with all Certificates of character, ability and experience in teaching, which such Candidates may have presented to him. The Inspector shall see that the written answers received from the Candidates for Second and Third Class Certificates and all reports thereon, as approved by the County Board of which he is a Member, together with the list of Certificates issued by it, are also, as soon as possible after the close of the Examinations, transmitted to the Education Department.

*NOTE.* In case the new and remote Townships concerned are not attached for any purpose to a County Municipality having a Board of Examiners, the Inspector having jurisdiction, shall examine the answers and other papers transmitted to him by the Presiding Examiner, and shall send a full report thereof, (together with the Answers and Papers), to the Chief Superintendent for his confirmation.

CHAPTER XVIII.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF  
TORONTO, 1875.

April 12th, 1875. Communications were read from:—

(1) The Provincial Secretary, enclosing a copy of an Order-in-Council of the 26th of January, 1875, concurring in the recommendation of the Senate respecting the grant of \$1,250 as a retiring allowance to the Reverend E. Schluter.

(2) The Provincial Secretary, enclosing a copy of a Petition from Doctor Oldright, asking for an increase of Salary as Lecturer on Italian and Spanish in University College, and asking for a Report from the Senate thereon.

(3) Doctor L. W. Smith, acknowledging the receipt of a copy of a Resolution of the Senate respecting his retirement from the office of Vice-Chancellor.

(4) Reverend Professor Gregg, asking to have the Degree of Master of Arts *ad eundem* conferred on him at a Meeting of the Senate.

(5) Mr. Joseph A. Clarke, M.A., Secretary of the High School Masters' Association of Ontario respecting changes in the Curriculum in Law.

(6) Letters were also received from Undergraduates and others, making various requests.

The Committee on Applications and Memorials made a Report on these Requests as follows:—

"The Committee are of opinion that the University Statutes do not confer any power upon the Senate to admit the Primary Examination in Medicine passed in another University as an equivalent for that of this University, and that the prayers of these Petitions cannot be granted; but in the case of Mr. Kennedy they recommend that he be admitted to pass the ordinary Examination and that the other Memorialists be likewise so admitted upon the production of Certificates of Matriculation before the Medical Council.

"The Committee recommend that Mr. Arthy's request be acceded to.

"The Committee are of opinion that the Provisions of the Statute prevent the prayers of the other Petitioners from being granted; and they respectfully suggest that in such cases it is of great importance that a strict compliance with the Regulations be required."

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was adopted.

The Committee on Examinations reported that they have considered the Memorial of the High School Teachers' Association, and they recommend that the Registrar be instructed to inform the Association that the whole question of the subjects of Examination is at present under consideration by the Senate, and that the suggestions contained in their Communication will receive attention; that it seems impossible to make the Matriculation Examinations in the various Faculties identical, but that their efforts will be directed towards assimilating them so far as that may be practicable.

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was received and adopted.

Moved by the Vice-Chancellor, seconded by Doctor Wilson, That the Vice-Chancellor and Professor Cherriman be appointed a Committee to draft a Report upon the condition of the Observatory, to be presented to the Minister of Marine and Fisheries. (Carried).

Moved by Professor Cherriman and seconded by Judge Boyd, That the Vice-Chancellor, Professor Cherriman, Mr. G. R. R. Cockburn, and Mr. James Loudon, be appointed a Committee to consider a scheme of Superannuation, with a view to the presentation of a Memorial to His Excellency, the Lieutenant-Governor-in-Council,

praying for the early adoption and establishment of such a scheme, and to draft a Memorial for that purpose. (Carried).

Moved by the Vice-Chancellor, seconded by Doctor Wilson, That Reverend Professor Gregg be admitted *ad eundem gradum* at the next Meeting of the Senate. (Carried).

Moved by the Vice-Chancellor, seconded by Mr. George Buckland, That Mr. W. T. Boyd, M.A., and Mr. W. Fitzgerald, M.A., be appointed Scrutineers at the ensuing Elections for the Senate, and that the Reverend Doctor McCaul be empowered to act in the event of the Vice-Chancellor being absent. (Carried).

*April 27th, 1875.* Several Communications were laid before the Board.

Reports were read from:—

(1) The Architect, giving a detailed account of the alterations and improvements made in the Heating Apparatus at the University Building, together with a Statement of the manner in which the work has been performed,—of the result of a series of tests of its efficiency, and of the improvements and alterations still remaining to be effected,—accompanied by Schedules showing the amount of money already paid and the amount still remaining due on account of the various contracts for Steam-Fitting, Brick Work, etcetera; and giving also the results of the tests applied to the Heating Apparatus on its completion.

(2) The Committee on Applications and Memorials as follows:—

“The Committee on Applications and Memorials have the honour to report that in their opinion the assent of the Senate ought to be given to the prayers of the Petitions presented to the Senate, and that the Bursar be directed to pay to Mr. Bryant, the sum of \$40.”

(3) The Committee on Examinations have the honour to report the name of Mr. F. E. Seymour, M.A., as Examiner in Italian and Spanish for the year 1875.

(4) The Committee appointed to consider a scheme for establishing a Superannuation Fund,—recommending that a Memorial be presented to His Excellency the Lieutenant-Governor, embodying the plan of superannuation contained in a Memorial submitted to His Excellency in 1870, together with some amendments suggested by corresponding amendments introduced into the Act of the Dominion Parliament regulating the Superannuation in the Civil Service of the Dominion.

On motion of Professor Cherriman, seconded by Mr. James Loudon, the Report of the Committee on Applications and Memorials was received and adopted.

Moved by Mr. Gibson, seconded by Mr. Loudon, That the Report of the Committee on Examinations be received and adopted. (Carried).

Moved by Mr. Cherriman, and seconded by Doctor Richardson, That the Report of the Committee on a scheme of superannuation be received and adopted. (Carried).

Moved by Professor Cherriman, seconded by Doctor Richardson, That the Memorial as drafted in the Report of the Committee on Superannuation be engrossed, signed by the Chancellor, sealed with the Seal of the University and presented to His Excellency. (Carried).

Moved by Doctor Richardson, seconded by Doctor Wilson, That the Architect's Report on the Heating of the Building be referred to a Committee consisting of Mr. C. S. Gzowski, the Reverend Doctor McCaul, Professors Croft and Cherriman and Mr. James Loudon, (Mr. Gzowski to be the Convener), with power to employ professional assistance. (Carried).

*May 3rd, 1875.* The Vice-Chancellor's Report of the Annual Examinations in Medicine was read as follows:—

“In the first year there were four Candidates, all of whom passed good Examinations. In the second year three Candidates presented themselves. One is declared entitled to the Scholarship. The others passed satisfactorily. In the third year there was but one Candidate. He obtained a very high standard of marks in all the subjects, and is recommended for the Scholarship.”

Several Candidates passed the Primary Examination. One was rejected; another is required to take Materia Medica over at the Final Examination, and two are required to take Botany at the Final Examination.

There were twenty-two Candidates for the Final Examination for the Degree of M.B. Twenty-one of these passed.

In the case of one of the Candidates for the Degree, it was the painful duty of an Examiner to report at the General Meeting that the said Candidate was detected by the Bedel in the act of consulting a Book, which he had brought with him into the Hall. The Examiners deem the evidence against the Student to be conclusive. His name has been struck off the list . . . .

Several recommendations were made for the granting of Medals.

On motion of Doctor Aikins, seconded by Mr. Loudon, the Report was received and adopted.

On motion of Professor Cherriman, seconded by Mr. Loudon, a Special Committee, consisting of the Vice-Chancellor, Mr. Cockburn, the Reverend Doctor McCaul, Doctors Wilson, Aikins and McLellan, were appointed to consider a scheme for awarding the Dufferin Medals; Doctor Wilson to be the Convener.

Moved by Mr. James Loudon, and seconded by Mr. William Mulock, That a Meeting of Convocation be convened for the 8th of June. (Carried).

Moved by Mr. William Mulock, seconded by Doctor Richardson, That the Letter of the Provincial Secretary relating to Doctor Oldright's Salary be answered by recommending that his Salary be increased to \$600, and that, if necessary, the Appropriation be increased to admit of such additional payment. (Carried).

*May 29th, 1875.* Several Communications were laid before the Senate

The following Reports were presented:—

(1) From the Vice-Chancellor, upon the result of the recent Elections, declaring Messieurs W. R. Meredith, LL.B., James Fisher, M.A., and A. F. Campbell, B.A., duly elected Members of the Senate by Convocation, and Doctor William Tassie elected as Representative of the High School Masters of Ontario.

(2) From the Committee on Applications and Memorials as follows:—

“The Committee having considered the Memorials referred to them have the honour to recommend that the request therein contained be granted, but that one of the Applicants be notified that it will be necessary for him to attend the Lectures of the Third Year. In the opinion of the Committee the Application of another of the Applicants, in so far as he asks for an Examination in Honours cannot be granted, inasmuch as the Statutes contemplate that Honours should only be granted on an Examination common to all Competitors.”

(3) From the Committee appointed to consider the Report of the Architect respecting the Engineer and Heating Apparatus:—

“The Committee appointed to Report on the Engineer, Mr. Thomas Eversfield, in charge of the Heating Apparatus of University College, beg to state that on Examination of the Apparatus, Boilers, etcetera, they found them in good condition, apparently well kept and properly cared for; that the quantity of Coal consumed during last Winter, notwithstanding its unusual severity was rather less than the year before, and that the Engineer Eversfield was attentive to his duties and managed the Apparatus efficiently.

“In regard to the valves requiring regrinding it was found that out of nearly 200 conical valves attached to the coils, etcetera, in the Building, three failed and required regrinding.”

(4) From the Committee appointed to consider the best means of awarding the Governor-General's Medals:—

“The Committee desire to recommend that the Medal be awarded to the Candidate for the Degree of M.A., who has written the best Thesis, and that the Vice-Chancellor and Doctors McCaul and Wilson be requested to examine the Theses and award the Medals if in their opinion any Thesis is of sufficient merit.”

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report of the Committee on the Dufferin Medals was received and adopted.

Moved by Doctor Croft, seconded by Doctor Oldright, That the Report of the Committee on Engineer and Heating Apparatus be received and adopted. (Carried).

Moved by the Vice-Chancellor, seconded by Mr. James Loudon, That the Report of the Committee on Applications and Memorials be received and adopted. (Carried).

On motion of Mr. William Mulock, seconded by Professor Chapman, a Committee, consisting of the Vice-Chancellor, Doctor Wilson, Messieurs Boyd, Taylor, Loudon, Doctor Oldright and Doctor McLellan,—the Vice-Chancellor to be Convener,—was appointed to strike Standing Committee for the ensuing year.

*June 1st, 1875.* Two Letters were received.

The Vice-Chancellor has the honour to present his Report of the recent Examinations in Law, Arts and Civil Engineering. In the Faculty of Law there was one Candidate in the Second Year. He passed satisfactorily. In the Third Year Mr. D. A. O'Sullivan, the only Candidate, is recommended for the Scholarship. There were no Candidates for the Degree of LL.B.

In the School of Civil Engineering, the only Candidate failed to pass.

For the Degree of B.A., thirty-one Candidates presented themselves for Examination. One was rejected; twenty-nine passed.

Several recommendations were made for granting Medals, and also for Scholarships.

The Report, on motion of the Vice-Chancellor, seconded by Doctor Wilson, was received and adopted.

The Committee appointed to strike Standing Committees reported their recommendations for the several Committees. On motion of Mr. Taylor, seconded by Doctor McLellan, the Report was received and adopted.

The Committee on Applications and Memorials made a Report on several Applications from Students. On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was received and adopted.

*June 8th, 1875.* After assembling in the Senate Chamber the Senate proceeded to the Convocation Hall, where Degrees were conferred, and other proceedings had, as appears of record in the Book of Convocation.

*June 17th, 1875.* Several Communications were laid before the Senate.

Doctor Oldright moved, Doctor Aikins seconded, the First Reading of a Statute to assign relative values to the different subjects in the Faculty of Medicine.

Moved by Doctor Oldright, seconded by Doctor Aikins, That the Statute introduced for the establishment of a Schedule of Marks in the Faculty of Medicine, and for the determination of the minimum required for the Pass Examination, be referred to a Committee consisting of the Vice-Chancellor, Professor Croft, Doctors Aikins, Richardson, Thorburn, Macfarlane and the Mover,—the Vice-Chancellor to be the Convener,—with the power to report recommendations on any other question connected with the above subjects. (Carried).

*June 24th, 1875.* A Communication was read from Alderman Close, Chairman of the City Walks and Gardens Committee, asking that a Committee of the Senate might be appointed to confer with a Committee of the City Council and another of the Citizens as to the leasing of lots for building purposes in the Queen's Park.

The Committee on Applications and Memorials presented a Report on applications from Students. On motion of the Vice-Chancellor, seconded by Judge Boyd, the report was received and adopted.

Moved by the Vice-Chancellor, seconded by Judge Boyd, That the Communication of Mr. Close be referred to a Committee consisting of the Vice-Chancellor, Doctor McCaul, Judge Boyd, Mr. McMaster, Mr. Mulock, Doctor Croft and Doctor Wilson. (Carried).

On motion of Doctor Aikins, seconded by Doctor Thorburn, Mr. J. W. McLaughlin, M.B., of Enniskillen, was appointed Representative of the University of Toronto in

the Council of the College of Physicians and Surgeons for Ontario, for the ensuing four years.

*June 29th, 1875.* The Report of the Committee appointed to confer with the Committee of the City Council and of the Citizens respecting the Park, was read as follows:—At a Meeting of the joint Committees, and after considerable discussion your Committee intimated to the members of the City Committee that they would be prepared to recommend the Senate to grant a Lease of the 35 Acres for 42 years, at an annual rental of Eight thousand dollars, (\$8,000), renewable at a valuation, the mode of determining which was to be carefully settled, with the view of protecting the University's interest,—the Corporation to settle with the persons to whom Lots have been already let,—and further that the five Acres surrounding the old Building should, if the City Corporation desired, be included in the Lease of the 49 Acres, on condition of their removing the old Building, and paying for the same a valuation to be fixed by Arbitrators. The Gentlemen present assented to the reasonableness of this proposition, and Mr. Close undertook to submit the same to the City Council. Your Committee have not since received any Official Communication on the subject, but they observe from the Report of the proceedings of the City Council, published in the morning Journals, that no definite action on the subject has been taken by that Body.

On motion of the Vice-Chancellor, seconded by Mr. McMaster, the Report was received and adopted.

Moved by the Vice-Chancellor, seconded by Judge Boyd, That the Vice-Chancellor, the Reverend Doctor McCaul, Professor Goldwin Smith, Doctor Wilson, Mr. James Loudon and Mr. G. R. R. Cockburn, be appointed a Committee to draft a detailed Curriculum in accordance with the Resolutions of the Senate passed at the Meeting of the 10th of December last, and that any three form a quorum. (Carried).

Moved by Doctor Thorburn, seconded by Doctor Oldright, that Doctor McLaughlin, Representative of the University in the Council of the College of Physicians and Surgeons of Ontario, be requested by the Senate to use his influence with that Body to secure the passing of a Regulation requiring compulsory Annual Examinations. (Carried).

*August 10th, 1875.* Two Communications were laid before the Senate.

(1) From Mr. F. G. Boulton, B.A., of the University of Cambridge, asking to be admitted to the Degree of Bachelor of Arts, *ad eundem*.

(2) From the City Clerk, forwarding a Report of the Committee on Walks and Gardens with reference to the Queen's Park.

The Committee on Examinations reported, recommending the names of the several Gentlemen as Examiners for 1875-1876.

The Vice-Chancellor having reported verbally that Mr. Milligan could not accept the Appointment of Examiner in Mathematics, Professor Cherriman's name was inserted in his place, and with that alteration the Report, on motion of the Vice-Chancellor, seconded by Doctor Wilson, was received and adopted.

Moved by the Vice-Chancellor, seconded by Doctor Wilson, That, in case of any of the Examiners named in the Report, as amended, declining to accept their Appointments, the Committee on Examinations is empowered to supply such vacancies. (Carried).

*October 2nd, 1875.* Several Communications were laid before the Senate.

The Vice-Chancellor's Report of the recent Examinations was read as follows:—For Junior Matriculation, in the Faculty of Arts, there were 55 Candidates,—47 of whom passed and eight were rejected.

Several recommendations are made for Scholarships.

In Senior Matriculation in Arts, seven Candidates presented themselves. All passed except one. Several were recommended for Scholarships.

In Medicine there were but two Candidates, both of whom passed.

In Civil Engineering there were four Candidates, three passed.

There were no Candidates in Law, or Agriculture.



Several Candidates passed Supplemental Examinations.

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was received and adopted.

*October 5th, 1875.* The Committee on Applications and Memorials reported,—recommending that several Applications be granted. On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was received and adopted.

*October 7th, 1875.* Moved by the Vice-Chancellor, seconded by Mr. Cockburn, That the Vice-Chancellor, Doctor Wilson and Doctor Macfarlane be a Committee to report upon the present position of the Medical Schools and Colleges affiliated with the University and exercising the privileges of affiliation, and to suggest remedies for the anomalies that have been represented to the Senate to exist. (Carried).

Moved by the Vice-Chancellor, seconded by Doctor Richardson, That the Vice-Chancellor, the Reverend Doctor McCaul, Professor Goldwin Smith, Doctor Wilson, Mr. Loudon, Mr. Cockburn, Professor Chapman and Doctor McLellan, be a Committee to draft a detailed Curriculum in accordance with the Resolutions of the Senate, passed on the 10th day of December, 1874, and that any four, of whom the Vice-Chancellor, shall be one, shall form a quorum. (Carried).

The Vice-Chancellor presented a Report of the Upper Canada College Committee, recommending that the sum of One thousand dollars, (\$1,000), be appropriated out of the Excess of the Income Appropriation Fund towards the Fund for Permanent Improvements in accordance with the Resolution of the 13th of October, 1874, and that the balance of such excess, (which excess is reported by the Bursar to have been at the end of the Financial year 1874-1875, \$3,200.25), be granted as a gratuity under Statute LX, Section 6, to the Masters of the College, in proportion to the reductions which were made in their Salaries under Section four of that Statute.

Moved by the Vice-Chancellor, seconded by Doctor Wilson, That the Report of the Committee on Upper Canada College with reference to the Income Appropriation Fund be received and adopted, and that the sum of One thousand dollars, (\$1,000), be appropriated out of the Excess of the Income Appropriation Fund towards the Fund for Permanent Improvements, in accordance with the Resolution of 13th of October, 1874, and that the balance of such Excess be granted as a gratuity under Statute LX, Section six, to the Masters of the College, in proportion to the reductions which were made in the Salaries under Section four of that Statute. (Carried).

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## CHAPTER XIX.

### REPORT AND SUGGESTIONS WITH RESPECT TO THE COLLEGIATE INSTITUTES AND HIGH SCHOOLS OF ONTARIO, FOR THE YEAR 1875, BY MR. J. M. BUCHAN, M. A., AND MR. S. ARTHUR MARLING, M. A., INSPECTORS OF HIGH SCHOOLS.

Having already made detailed reports of our inspectoral visits to the different High Schools, we now have the honour to submit a Report on their general condition during the year 1875.

It is gratifying to us to be able to direct your attention to the same indications of progress on which we had the pleasure of commenting in our Report for 1874. We feel warranted in saying that, in regard to the qualifications of the Masters, the Salaries paid, the Buildings, their internal equipment and their surroundings, the attainments of the Pupils, and the life and activity pervading the management, the condition of the High Schools in 1875 was better than in any previous year of their history. There are, of course, Schools that have retrograded; but such in our opinion is the general conclusion that must be arrived at from a survey of the operations of the year. Conspicuous

among the causes that have produced this improvement are the Entrance Examinations and the scheme for Payment by Results.

When the system of uniform Entrance Examinations was instituted in 1873, there were many fears expressed that, if the standard then set up were maintained, the High Schools would speedily be depleted. So rapidly, however, did the Public Schools, the Private Schools and the Preparatory Classes, from which the High Schools receive their Pupils respond to the demand made upon them, that no serious diminution in the number of High School Pupils took place. Under these circumstances we felt justified in taking another step in advance. During 1873 and 1874, a great many of the local High School Boards provisionally admitted Pupils, who, although they had made fifty per cent. of the aggregate number of marks, were yet very deficient in particular branches. We dealt with the more striking cases of this kind, in revising the results of the examinations; but, as this course led to a good deal of unnecessary friction, and, as it was perfectly evident that Entrants could be properly prepared in every subject, we caused it to be announced for the guidance of the local Boards of Trustees, that we would not consider any one competent to enter who failed to obtain one-third of the marks in any subject. This announcement met with general approbation, and the carrying of it into effect has resulted in improving the quality without diminishing the number of Entrants, the Public Schools and other Schools preparing Pupils for the High Schools having again rapidly responded to the demand made upon them. In consequence, the fresh material placed in the hands of the High School Masters to mould in 1875 has been better than ever before.

Although the scheme for the Payment by Results was not carried into effect in 1875, yet its adoption in the early part of the year, and the knowledge that it was about to be put into operation, not only stimulated the teaching of many subjects, but caused many Trustee Boards to improve their Staffs of Teachers, their Buildings and the material appliances of education. In these directions there is still much to be done, but we are convinced that the "new scheme," when in operation, will, by directing the attention of Trustees every half year, in a very practical manner to existing defects, aid materially in producing continuous improvement.

#### THE YEAR OF 1875 WAS A YEAR OF TRANSITION.

In consequence of the expectation of the enforcement of the scheme for Payment by Results, and of the preparations caused by that expectation, the year 1875 was to a considerable extent a year of transition, and although full of the beginnings of what may prove to be interesting phenomena, it did not present such marked features as to render a long Report necessary. Many of the questions which, for years past, have served as the texts of the Annual Reports on the state of the High Schools, have been provisionally, perhaps finally, settled. If they ever crop up now, they are mere ghosts of what they were. Our Predecessor, the Reverend G. P. Young, in his Report for the year 1866, discussed at length a number of subjects in which are included all the burning questions that have arisen during the last ten years. The topics treated in that Report were:—

1. The tendency to increase the number of Union Schools.
2. The degradation of the Public Schools, and the injury to the High Schools, resulting from the tendency to draft in unprepared Pupils.
3. The evil consequences arising from the tendency to force all the Pupils in the High Schools, irrespective of sex, or destiny in life, to study Latin.
4. A proposal to remove the main cause of the preceding tendencies by apportioning the Government Grant, according to both educational results and attendance, instead of according to attendance merely.
5. A proposal to abolish Union Schools.
6. A proposal to increase the number of High School Inspectors.

7. A discussion of the question whether it is advisable that both sexes should attend the same High Schools.

How completely the condition of the High Schools has been altered may be inferred from the fact that all the evil tendencies complained of by Mr. Young have been checked, and that all of his proposals have been substantially adopted. Nearly all these changes have been carried into effect within the last three years, and in consequence many of the old topics of discussion are sinking out of sight.

#### THE QUESTION OF THE SUPPORT OF HIGH SCHOOLS.

There are some questions affecting the High Schools that have not yet received their quietus. Prominent among these is the subject of High School support, although this had been repeatedly discussed since 1854, the year in which the Grammar Schools came under the control of the Chief Superintendent, and, although many schemes have been proposed, no satisfactory solution had been arrived at. If any Schools for secondary education anywhere deserve to be liberally supported and placed on a sound financial basis, our High Schools do. They are not the Schools of a class; they are open to the whole people. While the children of professional men, wholesale Merchants, and Manufacturers, enjoy the benefits of the instruction which they afford, by far the greater number of the Pupils that sit on their Forms are the sons and daughters of Farmers, Retail Dealers and Mechanics. In the majority of the High Schools no Fees are charged; and where there are Fees, they are small in amount. The High Schools are not confined to the larger centres of population; they are scattered broadcast over the Country. Whatever may have been their defects in the past, they are now much improved. The gravest evils that now exist in them are traceable to the inadequacy of their revenues. The poorness of the Buildings and Accommodations, and the lack of the material appliances of Education in the case of many High Schools are obviously directly traceable to this source. But there are other evils of a more serious character which arise from it. University Graduates of ability are deterred from entering a profession in which the rewards are so small. A High School Head Master may deem himself fortunate, if, after years of successful teaching, he rises to a position, the emoluments of which are equal to half of those of the Manager of a branch Bank, or of ordinarily prosperous Lawyers and Doctors in the same place. Such a prospect is not attractive to an educated young man, conscious of the possession of talents, and the results which such a state of affairs, if long continued, will bring about, are so easy to foresee that it is not necessary to explain them at length.

It cannot be too strongly urged that a High School is valuable and useful, only in so far as it secures the appointment of Masters who are good scholars, as well as good Teachers. It is a farce and a sham of the most injurious character, to permit a High School to exist, if the Salaries which its Board of Trustees are able to offer, do not attract good men. Every High School that is kept in existence, ought to be maintained well. Many of them at the present time come far short of what they ought to be, owing to the fact that they cannot offer Salaries that will secure the permanent services of any but the poorest Teachers.

#### THE NECESSITY OF SUPERIOR QUALIFICATIONS ON THE PART OF HIGH SCHOOL MASTERS.

Closely connected with the subject on which the preceding remarks have been made, is the question how we may best secure men suitably qualified to act as Teachers in the High Schools. This is, of course, in the first place a question of money. Sufficient pecuniary inducements will secure good men. But something may be done in other ways to improve the quality of the supply. Our difficulty arises at present from the difference in the value of University Degrees. Not only does the Degree of one University differ in value from that of another, but the Degrees conferred by the same University, may not be of the same value. Some Universities give the Degree of

Bachelor of Arts, for any one of several courses, and it is hence quite possible, that a man may have taken his Degree with flying colours, and really be a Master of the subjects to which he has mainly devoted his attention, while he is at the same time very ill qualified to teach the branches which are to be taught in a High School. This difficulty is perhaps at present insuperable. But we direct attention to it, in the hope that some means may be suggested whereby it may be overcome.

Another difficulty arises from the ignorance of the principles that underlie the Art of Teaching, which men fresh from the University usually display. We are of the opinion that much might be done to dispel this ignorance, to promulgate correct views on teaching, and to promote the thorough discussion of unsettled points, if a Lectureship on Pedagogy were founded. The Lectureship should not be tenable for more than a short term, by any one person, in order that the Lectures may be delivered by men fresh from practical work.

A third difficulty arises from the inferior scholarship of too many of the assistant Masters in the High Schools. Undoubtedly, great improvement has been made in this respect of late years, but more might still, advantageously, be done. It would be injudicious at the present time when the Salaries offered for Assistant Masters are so small, to urge the exclusion of men holding Second Class Certificates from the staffs of the High Schools. Yet it undeniable that, although a Second Class Teacher may have qualified himself, as some, undoubtedly, have done, for the proper performance of the duties assigned to him in the School to which he belongs, the mere possession of the knowledge necessary to take such a Certificate does not render him a sufficiently good Scholar, and does not ensure a sufficient amount of culture for an appointment on a High School staff. Now it is the case in many High Schools that the teaching of English Grammar, English Literature, or English Composition, or of all three subjects, falls to the lot of a Second Class Teacher. The Second Class Teachers are a highly meritorious body; they are persons who have done well, considering their opportunities; but it reflects no discredit on them to say that they are not likely to teach these subjects in the liberal way in which they ought to be taught in a High School, or to inspire while teaching them, a literary taste, and a tendency to breadth of view which they do not themselves possess. The fact is that to teach advanced classes in English well, it is desirable that a Master should know something of the ancient Classical Languages and Literatures.

#### PROVISION SHOULD BE MADE FOR SCIENCE TEACHING IN THE HIGH SCHOOLS.

The question, what degree of prominence the teaching of Science should take in the Curriculum of the High Schools is one which it is exceedingly difficult to decide. But it is undoubtedly right that, in this age of the world, in which the Physical Sciences have gained for themselves a more important position than they ever held before, some attention should be paid to them in our Secondary Schools. As Chemistry is the most valuable of the Physical Sciences from a practical point of view, and as a knowledge of its leading principles is exceedingly useful to all who study the other Physical Sciences, the teaching of it appears to deserve to be fostered in these Schools. But at present a damper is put on the study of Chemistry in the High Schools by its non-recognition in the Matriculation Examination of the University of Toronto. In the early history of the University both Chemistry and Natural Philosophy were included in the Matriculation Programme, but it was found necessary to omit them, because no Candidates came up that knew anything about them. The situation has changed since, and we are convinced that, should the Senate of the University again include these subjects in the Entrance Examination, the High Schools would respond to the demand made upon them. There are objections to putting Natural Philosophy on the Matriculation Programme which do not apply in the case of Chemistry. These we shall not discuss, but we shall content ourselves with saying that we are strongly of the opinion that if the Senate of the University will, when they come to the final settlement of the new Curriculum which

is understood to be under consideration, recognize Chemistry in some way in the Matriculation Examination, they will confer a boon on the cause of Secondary, and at the same time benefit that of superior, education. To secure this end it is not necessary, indeed, we think it undesirable, that it should be made a Pass subject. It would be quite sufficient to make it an Optional subject which would count in some way for Honours and Scholarships.

The Schools which have so far paid the greatest attention to teaching Physical Science are Barrie, Bowmanville, Hamilton, Peterborough, St. Catharines and Whitby. The material appliances in the first of these Schools are far from adequate, but Chemistry and Botany are taught very well. In the practical teaching of the former subject, however, St. Catharines takes the lead. Every Pupil in the Chemistry Class there, and it is not a small one, does an amount of work in Qualitative Analysis that cannot fail to render his understanding of the leading principles of the Science full and accurate for a School-boy, if he pursues the study for a reasonable length of time.

#### DESIRABILITY OF THE CONSOLIDATION OF THE EXAMINATIONS OF HIGH SCHOOLS.

The adoption of the scheme for Payments by Results has differentiated more clearly the functions of the High Schools from those of Public Schools, and has also lessened the difficulties arising from the overlapping of the High and Public School Courses of Study. It is much to be desired that the Intermediate Examination should, as far as possible, be made use of to diminish the labour which the Masters are forced to undergo, in consequence of the diversity of requirements on the part of the Examiners for the different professions. In the same School there may be Pupils preparing for the Law Society, for the Medical Council, for the University, and for Teachers' Certificates. In each of these cases a different Preparatory Course is prescribed, and to meet the wants of Candidates the Master is compelled to multiply Classes to such an extent as to interfere seriously with the general work of the School. It is not necessary that there should be so great a diversity between these Preparatory Courses, and it would, we are confident, prove a satisfactory arrangement if these various Examinations were as far as possible consolidated, or rendered co-extensive, with the Intermediate Examination.

TORONTO, 30th September, 1876.

J. M. BUCHAN,  
S. ARTHUR MARLING, } Inspectors.

## CHAPTER XX.

### ANNUAL REPORT OF THE NORMAL MODEL, HIGH AND PUBLIC SCHOOLS OF THE PROVINCE OF ONTARIO. FOR THE YEAR 1875.

TO HIS HONOUR THE HONOURABLE D. A. MACDONALD, LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO.

I herewith present the Report of the Education Department on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1875.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the Statistical Tables accompanying this Report:—

#### I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

1. The amount apportioned from the Legislative Grant was \$248,061,—increase, \$3,128. The amount apportioned for the purchase of Maps, Apparatus, Prize and

Library Books was \$21,983,—decrease, \$865. The principle of distribution is according to the average attendance and the time of keeping open the Schools of each Section.

2. The amount from County Municipal Assessment was \$758,467, showing an apparent increase of \$151,928.

3. The amount available from Trustees' School Assessment was \$1,547,125,—apparent decrease, \$61,312.

NOTE.—The apparent decrease of Trustees' School Assessments and increase of Municipal School Assessments is caused by some of the Municipal School Assessments having been reported in the wrong column for 1874, under the 'Trustees' School Assessment for that year. The increase under the two heads combined is \$90,616.

4. The amount from Clergy Reserves Moneys, and from other sources, applied to School purposes in 1875, was \$789,816,—increase, \$33,303.

5. The Total Receipts for all Public School purposes for the year 1875 amounted to \$3,365,454, showing an increase of \$126,182 over the total receipts of the preceding year. For the past three years the rate of increase has been,—for 1873, \$437,094; for 1874, \$271,906; and for 1875, \$126,182.

6. The following Table shows the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total Receipts since 1860.

Year.	County Municipal Assessment.	Trustees' School Assessment.	All other Receipts.	Total Receipts.	Increase in Total Receipts.
	\$	\$	\$	\$	\$
1860.....	278,693	556,682	488,897	1,324,272	14,452
1861.....	278,085	587,297	515,897	1,381,279	57,006
1862.....	274,471	620,268	501,384	1,396,123	14,843
1863.....	287,768	631,755	513,362	1,432,885	36,762
1864.....	304,382	659,380	520,425	1,484,187	51,301
1865.....	308,092	711,197	525,711	1,545,000	60,813
1866.....	319,154	760,366	528,451	1,607,971	62,970
1867.....	351,873	799,708	not given	1,670,335	62,364
1868.....	362,375	855,538	571,419	1,789,332	118,997
1869.....	372,743	890,834	563,849	1,827,426	38,093
1870.....	385,284	not given	607,981	not given	116,938
1871.....	492,481	1,027,184	604,806	2,124,471	18,010
1872.....	531,391	1,232,101	766,778	2,530,270	405,799
1873.....	601,351	1,439,390	926,624	2,967,365	437,094
1874.....	606,538	not given	1,024,296	3,239,271	271,906
1875.....	7,588,467	1,547,125	1,059,862	3,365,454	126,182

1. The amount paid by Trustees for Salaries of Teachers in 1875 was \$1,758,100,—increase, \$110,349, and showing the tendency on the part of Trustees to give Teachers fairer remuneration.

2. For Maps, Globes, Prize Books and Libraries, \$53,800, decrease, \$1,188. The Legislative aid given to Trustees for these objects was \$21,983.

3. For Sites and Building of School Houses, \$702,330,—increase, \$2,782.

4. For Rents and Repairs of School Houses, \$148,454,—decrease, \$5,581.

5. For School Books, Stationery, Fuel, and other Expenses, \$330,394,—increase, \$21,386.

6. Total Expenditure for all Public School purposes, \$2,993,080,—increase, \$127,747.

7. Balance of School Moneys not paid at the end of the year, when the Returns were made, \$372,373,—decrease, \$1,564.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the Trustees' Returns of School population shall include the entire number of children resident in their School Division; and it confers the equal right of attending the Schools upon all residents in such divisions, between the ages of five and twenty-one years.

1. The School population, (comprising only children between the ages of five and sixteen years), reported by Trustees, was 501,083,—decrease, 10,520.

NOTE.—This is the result of a special Census taken in December, 1875, but its correctness may be doubted.

2. The number of Pupils between the ages of five and sixteen years attending the Schools, was 450,805,—increase, 7,706. Number of Pupils of other ages attending the Schools, 23,486,—increase, 2,488. Total number of Pupils attending the Schools, 474,241,—increase, 10,194.

3. The number of Boys attending the Schools, 250,430,—increase, 6,224. The number of Girls attending the Schools, 223,811,—increase, 3,970.

4. The ages of Pupils are:—1,737 under five years of age; 246,689 between five and ten; 205,492 between eleven and sixteen; 20,323 between seventeen and twenty-one.

5. The number reported as not attending any School is 10,809,—increase, 488. These were between the ages of seven and twelve years, which are the ages fixed by the Statute, during which all the children of a School Division should receive instruction in some School.

6. The average attendance, videlicet, the aggregate daily attendance divided by the legal number of teaching days in the year, was 198,574,—increase, 5,676.

The attention of Trustees, Parents and Inspectors, is called to the non-attendance of some children, and the partial and irregular attendance of many. It is to be hoped that Parents will be aroused to the performance of the duty which our common Christianity and patriotism alike, demand from them. Trustees and Inspectors should omit no effort in inciting Parents to understand and fulfil their duty; and when persuasion, argument, and urgent appeals are powerless to move the Parent, then it is imperative on Trustees to give effect to the enactments of the Law, and compel the attendance of the children.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This Table has been rendered necessary in consequence of the system of classification of Pupils which the new Programme has introduced into the Public Schools. It shows the number of Pupils which have been put back from the higher Classes of the old system to the other Classes under the new system. It also shows how efficient have been the County Inspectors in the discharge of this unpleasant part of their duties, in thus carefully examining and classifying, according to their attainments, the Pupils in the various Schools.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,834 Schools reported, 6,018 Teachers have been employed,—increase, 282; of whom 2,645 are male Teachers,—increase, 44; and 3,373 are female Teachers,—increase, 238. It will thus be seen that there are about 700 more female than male Teachers.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 945,—increase, 21; Church of Rome, 726,—increase, 34; Presbyterians (of different classes), 1,829,—increase, 49; Methodists (of different classes), 1,884,—increase, 111; Baptists (of different classes), 324,—decrease, 4; Congregationalists, 80,—increase, 11; Lutherans,



29; Quakers, 21; Christians and Disciples, 67; reported as Protestants, 52; Unitarians, 5; other persuasions, 48.

Of the 726 Teachers of the Church of Rome, 516 are employed in the Public Schools, and 210 are Teachers of Roman Catholic Separate Schools.

3. *Teachers' Certificates*.—Total number of certificated, or licensed, Teachers reported is 6,018,—increase, 282; Provincial Certificates, 1st Class, 236,—increase, 21; 2nd Class, 1,088,—increase, 231; County Board Certificates of the Old Standard, 1st Class, 411,—decrease, 153; 2nd Class, 163,—decrease, 252; 3rd Class, 29,—decrease, 27; New County Board, 3rd Class Certificates, 3,552,—increase, 483; Interim Certificates, 539.

4. Number of Schools which have more than one Teacher, .620,—increase, 106.

5. *Annual Salaries of Teachers*.—The highest Salary paid to a male Teacher in a County, \$800,—the lowest, \$120; in a City, the highest, \$1,000,—the lowest, \$400; in a Town, the highest, \$1,000,—the lowest, \$300. The average Salary of male Teachers in Counties was 361,—of female Teachers, \$236; in Cities, of male Teachers, \$728,—of female Teachers, \$295; in Towns, of male Teachers, \$564,—of female Teachers, \$267. The average increase of male Teachers' Salaries for the Province during 1875, is \$21 per male Teacher, \$12 per female Teacher, while for 1874 it was \$10 per male Teacher, for females, \$7 per Teacher.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS, ETCETERA.

1. The whole number of School Sections reported, 4,912,—increase, 81, chiefly in new Townships. The number of Schools reported as kept open is 4,834,—increase, 76, these also mostly in new Townships.

2. The increase in number of School Houses was 31. Of late years there has been a most satisfactory decrease in the number of Log-built School Houses, while Stone, Brick and Frame School Houses have been substituted.

3. The whole number of School Houses reported is 4,858, of which 1,232 are Brick, 492 Stone, 2,117 Frame, 1,017 Log.

4. *Titles to School Sites*.—Freehold, 4,590,—increase, 82; Rented, 268,—decrease, 51.

5. *School Visits*.—By Inspectors, 11,452,—increase, 1,084; by Clergymen, 7,176,—decrease, 3; by Municipal Councillors and Magistrates, 2,232,—increase, 326; by Judges and Members of Parliament, 261,—decrease, 64; by Trustees, 20,487,—decrease, 699; by other persons, 43,862,—increase, 2,889. Total School Visits, 85,560,—increase, 3,533. Trustees especially are bound to show zeal and interest in Public School education, and by personal visits to the Schools, and counsel to Parents incite them to educate their children.

6. *School Lectures*.—By Inspectors, 1,026,—decrease, 848; by other persons, 210,—decrease, 113.

7. *Time of Keeping the Schools Open*.—The average time of keeping the Schools open, including the Holidays and Sundays, was eleven months and eleven days in 1875.

8. *Public School Examinations*.—The whole number of Public School Examinations was 11,189,—increase, 1,164, although less than two for each School. The Law requires that there should be in each School a public quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Sections. The time has now arrived when this requirement of the Law should be insisted on and, except in cases where sufficient reasons are shown, the apportionment of the School Fund must be withheld from the Schools in which this provision of the Law is violated. Such Examinations, being tests of efficiency on the part of Teachers and of progress on the part of Pupils, cannot fail to produce beneficial effects on Public Schools.

9. *The number of Schools holding Public Recitations of Prose, or Poetry, by the Pupils* was 3,119,—increase, 262. This exercise tends to promote improvement in Reading, Spelling and Speaking; and the more agreeable and attractive such Exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

10. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils is 1,888,—increase, 4.

11. *Prayers and Ten Commandments.*—Of the 4,834 Schools reported, the Daily Exercises were opened and closed with Prayers in 4,014 of them,—decrease, 19; and the Ten Commandments were taught in 3,009,—decrease, 158. The Law provides that “no child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians, expressed in writing.” The Department submits forms of Prayer, and makes recommendations on the subject, but compliance with its recommendations are altogether voluntary. In 4,014 out of 4,834 Schools, Religious Exercises of this kind are voluntarily practised.

12. *Maps, Globes and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in Schools, are now manufactured in Ontario. Blackboards are used in 4,834 (or all), the Schools,—increase, 181; Globes are used in 2,078 Schools,—increase, 311; Maps are used in 4,499 Schools,—increase, 42. Total number of Maps used in Schools, 35,389,—increase, 1,553.

#### VI.—TABLE F.—DETAILS IN REGARD TO ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 156,—decrease during the year, 10.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools according to average attendance of Pupils, as compared with that at the Public Schools in the same Municipalities, was \$13,499,—increase, \$2,666. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was \$954,—increase, \$124. The amount of School Rates from the Supporters of Separate Schools, was \$50,690,—decrease, \$3,368. The amount subscribed by Supporters of Separate Schools, and from other sources, was \$25,482,—increase, \$3,089. Total amount received from all sources was \$90,626,—increase, \$2,263.

3. *Expenditure.*—For payment of Teachers, \$58,025,—increase, \$6,881; for Maps, Prize Books and Libraries, \$2,261,—decrease, \$171; for other School purposes, \$30,339,—decrease, \$4,446.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 22,673,—decrease, 113. Average attendance, 11,774,—decrease, 76.

5. The whole number of Teachers employed in the Separate Schools was 210,—decrease, 68; male Teachers, 79,—decrease, 13; female Teachers, 131,—decrease, 55.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

7. According to the returns of the Religious Denominations of Teachers, as given in Table D and noted previously, the number of Roman Catholic Teachers of the Public Schools is 726, of whom 210 only are Teachers in the Separate Schools. There were, therefore, 516 Roman Catholic Teachers employed in the Non-denominational Public Schools.

#### VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS' FEES.

*Receipts.*—The balances reported from the preceding year, (that is, of moneys not paid out by the 31st December, 1875), were \$12,366,—decrease, \$219. The amount received by the High School Boards from Legislative Grant for the Salaries of Teachers,

was \$76,042,—increase, \$488. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was \$1,793,—increase, \$472. The amount of Municipal Grants in support of High Schools was \$160,223,—increase, \$2,242. The amount received for Pupils' Fees was \$17,990,—decrease, \$1,032. Balances of the preceding year and other sources, \$79,601,—increase, \$26,926. Total receipts, \$348,018,—increase, \$49,057.

*Expenditures.*—For Salaries of Masters and Teachers, \$184,752,—increase, \$4,806; for Building, Rents and Repairs, \$76,586,—increase, \$12,901; for Fuel, Books and Contingencies, \$66,600,—increase, \$26,960; for Maps, Prize Books, Apparatus and Libraries, \$4,073,—increase, \$750. Total expenditure for the year 1875, \$332,013,—increase, \$45,419. Balances of moneys not paid out at the end of the year, \$16,004,—decrease, \$3,668.

*Number of Schools*, 108. *Number of Pupils*, 8,342,—decrease, 471.

#### VIII.—TABLE H.—HIGH SCHOOLS, NUMBER OF PUPILS IN THE VARIOUS BRANCHES, AND MISCELLANEOUS INFORMATION.

Table H shows both the subjects taught and the number of Pupils in each subject in each of the High Schools, the names, University Degree, (or Certificate), of the Head Masters, and the number of Masters employed in each School, etcetera.

*Number of Pupils.*—In English Grammar and Literature, 8,130; in Composition, 7,557; in Reading, Dictation and Elocution, 7,949; in Penmanship, 6,861; in Linear Drawing, 3,201; in Book-keeping, 3,403; in Arithmetic, 8,146; in Algebra, 7,038; in Geometry, 4,513; in Logic, 279; in Mensuration, 3,301; in History, 7,580; in Geography, 7,866; in Natural Philosophy, 2,134; in Chemistry, 1,924; in Natural History, 2,156; in Physiology, 1,792; in French, 2,956; in German, 509; in Latin, 3,864; in Greek, 875; in Gymnastics and Drill, 536.

Of the School Houses, 65 were of Brick, 23 Stone, 18 Frame and 1 Concrete; 18 were Rented, or Leased, the remainder Freehold. Galt has the finest Playground of any of the High Schools,—it consists of 7 Acres; Lindsay and Metcalfe, 6 Acres; London, 5 Acres; Barrie and Guelph, 4 Acres. The other Playgrounds vary in size, the smallest being only one-eighth of an Acre,—or one-fourth of the minimum size required of the smallest Public School. The estimated value of each School House and Site varies from \$35,000 and \$30,000, (Toronto and Peterborough), down to \$600, (Berlin and Pakenham).

Sixty-four High Schools were under Union High and Public School Boards; Kingston is the oldest High School in Ontario, dating from 1792; Cornwall, 1806; Brockville, 1818; Niagara, 1808; St. Catharines, 1828. 1,938 Maps were used in the 108 High Schools; 59 Schools use the Bible; in 95 there were Daily Prayers; 100 Pupils matriculated at some University during 1875; 454 Pupils entered Mercantile life; 278 adopted Agriculture as a pursuit; 326 joined the learned professions; 586 went to other occupations. Nearly all the Schools have now additional Masters, while under the old system, a great majority of the Schools had only one Master. The position of the High Schools as an essential and integral part of our Educational System, is becoming better understood. They constitute the necessary stepping-stones between the Public Schools and the University, and upon their efficiency depends the success of our efforts in opening the avenues of learning to every child in the Province, as well as in affording to each youth of ability the opportunity for the highest intellectual career. The High School is intended to meet in each County the requisites of higher education, just as the Public School in each Section is established to furnish elementary instruction.

#### X.—TABLE K.—NORMAL AND MODEL SCHOOLS.

Table K contains three abstracts, the first of which gives the gross number of Applications, the number that had been Teachers before entering the Normal School,

attendance of Teachers-in-training, Certificates, and other particulars respecting them during the twenty-five years' existence of the Normal School; the second abstract gives the Counties from whence these Students have come; and the third gives the Religious Persuasion of these Students.

Table K shows that of the 7,543 Students admitted, (out of 8,330 Applicants), to the Normal School since the beginning, 3,653 of them had been Teachers; and of those admitted, 3,790 were males, and 3,753 were females. Of the 2,790 male Candidates admitted, 2,509 of them had been Teachers; of the 3,753 female Candidates admitted, 1,144 of them had been Teachers. The number admitted during the Session of 1875 was 176. Of these, 87 were males, and 89 females. Of the male Students admitted, 62 had been Teachers; of the female Students admitted, 32 had been Teachers.

#### XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

The Public and High Schools are the educational agencies which come under the direct administration of this Department. Other Institutions have in former Reports been referred to in order to ascertain the state of education throughout the Province. Table L contains an abstract of the information collected respecting these Institutions. It can only be regarded as an approximate. It might, with advantage to the public interests, be made incumbent on all such Institutions to report specifically in each year to your Honour, in order that their Returns may be collated by this Department. These Institutions comprise the University of Toronto, with University College and Upper Canada College, which are provincially endowed, and are subject to the control of your Honour-in-Council. Causes of a social, or Denominational, character have given origin to other Colleges and Institutions. The following possess University powers:—the University of Victoria College, Cobourg; University of Queen's College, Kingston; University of Trinity College, Toronto; Albert University, Belleville; Ottawa College.

#### XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. The amount expended in Library Books during 1875, was \$5,610, of which one-half has been provided from local sources. The number of Volumes supplied was 7,744.

2. The value of Public Free Libraries furnished to the end of 1875 was \$158,030.

The number of Libraries, exclusive of subdivisions, 1,390,—increase, 56. The number of Volumes in these Libraries was 273,790,—increase, 7,744.

3. Sunday School Libraries reported, 2,557. The number of Volumes in these Libraries was 382,302.

4. Other Public Libraries reported, chiefly Mechanics' Institutes, 164. The number of Volumes in these Libraries was 133,982.

The total number of Public Libraries in Ontario, 4,111. The total number of Volumes in these Libraries, 790,074.

6. Number and classification of Public Library and Prize Books which have been sent out from the Depository of the Department from 1853 to 1875 inclusive. The total number of Volumes for Public Free Libraries sent out, 273,790. The classification of these Books is as follows:—History, 46,647; Zoology and Physiology, 16,201; Botany, 2,965; Phenomena, 6,621; Physical Science, 5,106; Geology, 2,374; Natural Philosophy and Manufactures, 13,841; Chemistry, 2,442; Practical Agriculture, 10,313; Literature, 26,004; Voyages, 24,726; Biography, 30,902; Tales and Sketches, Practical Life, 77,886; Fiction, 2,997; Teachers' Library, 4,765. Total number of Prize Books sent out, 839,455. Grand Total of Library and Prize Books, (including, but not included in the above, 22,885 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 1,136,130.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended by the Education Department in supplying Maps, Apparatus, and Prize Books for the Schools, was \$46,114,—increase, \$1,483; the amount purchased from Booksellers, \$2,060.94. The one-half of these sums were provided voluntarily from local sources; in all cases the Books, or articles, are applied for, and fifty per cent. of the value paid for by the parties concerned. The number of Maps of the World sent out was 333; of Europe, 426; of Asia, 332; of Africa, 306; of America, 387; of British North America, and Canada, 526; of Great Britain and Ireland, 232; of Single Hemispheres, 208; of Scriptural and Classical, 128; of other Charts and Maps, 752; of Globes, 219; of sets of Apparatus, 174; of other pieces of School Apparatus, 2,517; of Historical and other Lessons, in sheets, 21,048. Number of Prize Books, 72,818.

2. From 1855 to the end of 1875, the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was \$499,033. The number of Maps of the World furnished is 4,075; of Europe, 5,901; of Asia, 4,717; of Africa, 4,329; of America, 5,141; of British North America and Canada, 6,247; Great Britain and Ireland, 4,788; of Single Hemispheres, 3,861; of Classical and Scriptural Maps, 3,375; other Maps and Charts, 8,607; Globes, 3,004; sets of Apparatus, 875; single articles of School Apparatus, 24,282; Historical and other Lessons in sheets, 273,510; Volumes of Prize Books, 839,455.

(1) TABLE SHOWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1875, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851.....			1,414	1,414
1852.....			2,981	2,981
1853.....			4,233	4,233
1854.....	51,376		5,514	56,890
1855.....	9,947	4,655	4,389	18,991
1856.....	7,205	9,320	5,726	22,251
1857.....	16,200	18,118	6,452	40,770
1858.....	3,982	11,810	6,972	22,764
1859.....	5,805	11,905	6,679	24,389
1860.....	5,289	16,832	5,416	27,537
1861.....	4,084	16,251	4,894	25,229
1862.....	3,273	16,194	4,844	24,311
1863.....	4,022	15,887	3,461	23,370
1864.....	1,931	17,260	4,454	23,645
1865.....	2,400	20,224	3,818	26,442
1866.....	4,375	27,114	4,172	35,661
1867.....	3,404	28,270	7,419	39,093
1868.....	4,420	25,923	4,793	35,136
1869.....	4,655	24,475	5,678	34,808
1870.....	3,396	28,810	6,175	38,381
1871.....	3,300	30,076	8,138	41,514
1872.....	4,421	42,265	10,481	57,167
1873.....	3,834	42,902	7,010	53,746
1874.....	5,337	44,631	8,547	58,515
1875.....	5,610	46,114	10,445	62,169

## (2) BOOKS IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns," for the years specified, showing the gross value of Books, (not Maps or School Apparatus), imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850.....	101,880	141,700	243,580	84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	158,710	254,270	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,652	276,673	461,325	4,085
½ of 1864....	93,308	127,233	220,541	4,668
1864-1865....	189,386	200,304	389,690	9,522
1865-1866....	222,559	247,749	470,308	14,749
1866-1867....	233,837	273,615	507,452	20,743
1867-1868....	224,582	254,048	478,630	12,374
1868-1869....	278,914	373,758	652,672	11,874
1869-1870....	220,371	351,171	571,542	13,019
1870-1871....	146,435	411,518	557,953	13,078
1871-1872....	212,644	477,581	690,225	20,315
1872-1873....	221,978	510,143	732,121	16,597
1873-1874....	246,926	530,434	777,360	16,789
1874-1875....	246,828	579,970	826,798	22,970

## XIV.—TABLE O.—SUPERANNUATED, OR WORN-OUT, TEACHERS OF PUBLIC SCHOOLS.

1. This Table shows the age and service of each Public School Pensioner in Ontario up to the close of 1874, and the amount which he receives. The system, according to which aid is given to worn-out Public School Teachers, is as follows:—in 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 and then to \$6,000; on the adoption of the system of compulsory subscriptions, which increased the revenue to \$11,800, for 1873 the vote was again increased, and for 1875 was \$29,000, in aid of Superannuated or worn-out Public School Teachers. The allowance cannot exceed \$6 annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any Teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established), if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the Fund when worn out. The Legislative Grant is now sufficient to pay each Pensioner the full amount permitted by Law, and it is divided among the claimants according to the number of years each one has taught.

2. It appears from the Table that 386 have been admitted to receive aid, of whom 157 have died, have not been heard from, have resumed teaching, or have withdrawn from the Fund before or during the year 1875, the amount of their subscriptions having been returned to them.

3. The average age of the Pensioners in 1875 was 64 years; the average length of time of service in Ontario was 22 years. No time is allowed Applicants except that which has been spent in teaching a Public School in Ontario, although their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, induced the Council of Public Instruction in some instances, to admit applicants to the lists, after teaching only a few years in this Province.

4. The Public School Act, (Sections 97 and 98), shows that this allowance can be claimed only by a Teacher who has reached sixty (60) years of age, or is disabled from practising his profession.

XV.—TABLE P.—EDUCATIONAL SUMMARY.

This Table shows the number of Educational Institutions of every kind, the number of Students and Pupils attending them, and the amount expended in their support, as far as Returns have been obtained. The whole number of these Institutions in 1875, was 5,258,—increase, 93; the whole number of Students and Pupils attending them was 494,065,—increase, 10,204; the total amount expended for all educational purposes was \$3,823,982. Total amount available for educational purposes, \$4,212,360,—increase, \$238,103.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1875, INCLUSIVE.

This Table supplies the material for comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support.

By analyzing and comparing these Statistics, a correct appreciation can be formed of what has been accomplished educationally in Ontario during the last thirty years. For example:—In 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1875, to 4,758; and the number of Pupils attending them from 168,159 in 1851, to 474,241 in 1875. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$2,993,080 in 1875, (not including balances not paid at the date of the local reports), including the amount paid for the purchase, erection, repairs of School Houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,755, and \$77,336 in 1851, but which, in 1875, amounted to \$1,234,980, making the aggregate actually paid for Public Schools purposes in 1875, with the balances available and not paid out at the date of the local reports, \$3,365,453.

YEAR.	Number of Public Schools reported.	Amount paid for Public School Teachers' Salaries.	Amount paid for erection, repairs of School-house, Fuel and Contingencies.	Balance forward each year.	Total amount available each year.
	\$	\$	\$	\$	\$
1850.....	3,059	353,716	56,756	24,016	434,488
1851.....	3,001	391,308	77,336	16,893	485,537
1860.....	3,969	895,591	264,183	164,498	1,324,272
1861.....	4,019	918,113	273,305	189,861	1,381,279
1865.....	4,303	1,041,052	314,827	189,121	1,545,000
1866.....	4,379	1,066,880	320,353	220,738	1,607,971
1867.....	4,422	1,093,516	379,672	197,147	1,670,335
1868.....	4,480	1,146,543	441,891	200,898	1,789,332
1869.....	4,524	1,175,166	449,730	202,530	1,827,426
1870.....	4,566	1,222,681	489,380	232,303	1,944,364
1871.....	4,598	1,191,476	611,819	321,176	2,124,471
1872.....	4,661	1,371,594	835,770	322,906	2,530,270
1873.....	4,732	1,520,123	1,084,403	362,839	2,967,365
1874.....	4,758	1,647,750	1,217,582	373,939	3,239,271
1875.....	4,834	1,758,100	1,234,980	372,373	3,365,453



## XVII.—THE EDUCATIONAL MUSEUM OF THE DEPARTMENT.

This fourth branch of the Education Department is probably the most attractive, as it is both suggestive and instructive. The other three branches are:—(1) The Department proper, for the administration of the Laws relative to the Public and High Schools. (2) The Normal School for the training of skilled Teachers. (3) The Depository for the supply of Maps, Apparatus and Prize, Library and School Books.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

The Museum consists of a collection of School Apparatus for Public and High Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These Objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that “the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is at the same time strongly expressed that as “people of taste going to Italy constantly bring home beautiful copies of beautiful originals,” it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be able to see, in the form of an accurate copy, some of the works of Raffaele and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Education Department, out of the Ontario Education Grants, for the purpose of improving School Architecture and Appliances, and to promote Art, Science and Literature, by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

## CONCLUSION, AND REFERENCE TO THE SUPERINTENDENT OF EDUCATION.

The foregoing Report, being for the year 1875, is compiled from the Reports and Statistical Returns filed in the Office of the Education Department. During that year all these matters were under the control and supervision of the late Chief Superintendent, the Reverend Doctor Ryerson; and this Report may be considered as a further testimony to the vigour and success of his long administration of thirty-one years; recording as it does, the operations of the last complete year of his educational labours, and showing a further stage in advance in our educational progress.

Doctor Ryerson for several years urged the next step for the complete development of our system, in transferring the administration of educational matters to one of your Honour’s Advisers, and responsible to the people through their Representatives in the Legislature; and I have had the honour of being charged with this responsibility. My best efforts will be directed to secure and perpetuate the advantages which were gained for our system by the late Chief Superintendent, after many controversies and discussions; and to make effectual such means as will result in the further efficiency of the Public Schools, and the satisfactory maintenance of our High Schools, so as to fully supply every want of our Province in both elementary and secondary education.

TORONTO, 1876.

ADAM CROOKS, Minister of Education.

NOTE. The following Table from 1844 to 1875 exhibits the progress of the Educational System during the administration of the Reverend Doctor Ryerson, Chief Superintendent of Education. (The foregoing Report, except the concluding part, was prepared by the Reverend Doctor Ryerson).

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, High, Public, Normal, and Model Schools, from the year 1842 to 1875 inclusive, compiled from Returns in the Education Department.

SUBJECTS COMPARED.		1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario	480,065	No Reports.	468,680	202,918	204,060	280,976	341,102
2	Population between the ages of five and sixteen years	141,143	No Reports.	138,680	6	6	6	6
3	Colleges in operation	5	5	5	5	5	5	5
4	County High Schools	26	26	26	81	82	83	83
5	Academies and Private Schools reported	44	60	60	65	80	117	117
6	Normal and Model Schools in Ontario	1,721	2,410	2,410	2,730	2,589	2,727	2,900
7	Total Public Schools in operation as reported	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
8	Total Roman Catholic Separate Schools	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
9	Free schools reported in operation (included in No. 7, above)	1,706	2,700	2,700	2,807	2,706	2,803	2,938
10	Grand Total Educational Establishments in operation in Ontario	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
11	Total students attending Colleges and Universities	"	"	"	"	"	"	"
12	Total Pupils attending County High Schools	"	"	"	"	"	"	"
13	Total Pupils attending Academies and Private Schools	"	"	"	"	"	"	"
14	Total Students and Pupils attending Normal and Model Schools in Ontario	"	"	"	"	"	"	"
15	Total Pupils attending the Public Schools of Ontario	65,978	96,766	96,766	110,002	101,912	124,829	130,780
16	Total Pupils attending the Roman Catholic Separate Schools	"	"	"	"	"	"	"
17	Grand Total Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	65,978	96,766	96,766	110,002	101,912	124,829	130,780
18	Total amount paid for the salaries of Public and Separate School Teachers in Ontario	\$160,000	No Reports.	\$206,800	\$268,050	\$271,624	\$298,300	\$311,976
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repair of School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	"	"	"	"	"	"	"
21	Total amount paid for High School Masters' Salaries	"	"	"	"	"	"	"
22	Total amount paid for other Educational Institutions, &c.	"	"	"	"	"	"	"
23	Amount received for other Educational Institutions, &c.	"	"	"	"	"	"	"
24	Grand Total paid for Educational purposes in Ontario	"	"	"	"	"	"	"
25	Total Male Public School Teachers in Ontario	2,800	2,800	2,800	2,800	2,800	2,800	2,800
26	Total Male Public School Teachers	"	"	"	"	"	"	"
27	Total Female Public School Teachers	"	"	"	"	"	"	"
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays	74	8	74	8	84	84	84

No reports for this year were received in consequence of a change in the School Law.

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, etcetera.—Continued.

	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1860
1	253,364	259,258	258,607	262,755	268,957	277,922	297,623	311,316	324,888	360,578	362,085	373,585	1,396,041
2	39	57	54	60	64	64	65	12	12	13	13	13	384,980
3	157	224	175	181	186	206	307	267	72	75	81	88	86
4	2	2	2	3	3	3	3	3	276	301	321	305	337
5	2,871	3,059	2,985	2,992	3,093	3,200	3,284	3,391	3	4	4	4	4
6	No Reports.	252	16	18	32	44	41	3,931	3,631	3,772	3,848	3,854	3,910
7	3,076	3,349	855	901	1,052	1,117	1,211	1,263	1,707	1,936	2,315	2,602	2,903
8	773	684	632	3,262	3,386	3,526	3,710	3,815	4,094	4,258	4,372	4,379	4,459
9	1,120	2,070	751	2,343	3,221	4,287	1,100	1,335	1,335	1,373	1,373	1,379	1,373
10	3,648	4,663	4,597	5,684	4,440	5,473	2,726	3,886	4,073	4,459	4,381	4,546	4,765
11	400	370	356	645	735	622	743	772	6,523	6,372	6,182	6,408	7,381
12	138,465	151,891	168,159	179,587	194,736	204,168	222,979	243,985	262,673	283,692	288,598	301,104	316,287
13	144,406	159,678	175,895	189,010	203,888	215,356	240,917	262,858	285,314	293,991	312,994	314,708	316,287
14	\$853,912	\$338,716	\$391,308	\$428,948	\$489,764	\$578,868	\$680,108	\$779,680	\$860,232	\$777,616	\$859,325	\$895,591	\$918,113
15	No Reports.	\$56,756	\$77,336	\$100,366	\$128,072	\$175,472	\$219,194	\$298,428	\$351,926	\$265,519	\$250,721	\$264,183	\$278,305
16	"	\$10,472	\$468,644	\$529,314	\$617,836	\$754,340	\$899,272	\$1,078,108	\$1,212,158	\$1,043,135	\$1,110,046	\$1,159,774	\$1,191,418
17	"	"	Included in other Educational Institutions.				\$46,255	\$47,659	\$57,552	\$52,940	\$61,564	\$64,005	\$71,034
18	"	"					\$8,311	\$8,311	\$10,708	\$2,868	\$7,930	\$6,037	\$7,184
19	"	"					\$204,754	\$192,014	\$214,849	\$229,979	\$210,042	\$218,632	\$200,421
20	"	"					\$1,155,992	\$1,320,092	\$1,495,667	\$1,318,922	\$1,389,582	\$1,448,448	\$1,476,107
21	3,209	3,476	3,277	3,888	3,539	3,539	3,565	3,639	4,202	4,202	4,235	4,281	4,386
22	2,505	2,697	2,551	2,541	2,601	2,508	2,568	2,622	2,787	2,965	3,115	3,100	3,093
23	704	779	726	847	938	1,031	997	1,067	1,296	1,237	1,120	1,181	1,305
24	9 <sup>26</sup>	9 <sup>14</sup>	9 <sup>3</sup>	9 <sup>1</sup>	9 <sup>3</sup>	9 <sup>3</sup>	9 <sup>3</sup>	10	10	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>

TABLE Q—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, etcetera.—*Concluded.*

	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875
1	408,302	412,367	424,565	426,757	431,812	447,736	464,315	470,400	483,966	1,620,851	495,756	504,869	511,603	501,083
2	13	15	16	16	16	16	16	16	16	6	16	16	16	16
3	91	95	35	260	194	102	101	101	101	102	104	265	108	108
4	312	340	257	260	298	312	282	273	284	285	28	295	280	297
5	4	3	3	3	3	3	3	3	3	3	3	3	3	3
6	3,995	4,013	4,077	4,153	4,222	4,261	4,318	4,359	4,403	4,438	4,490	4,562	4,592	4,678
7	109	120	147	152	157	161	163	165	163	*	171	170	*	156
8	3,111	3,228	3,459	3,592	3,741	3,888	4,134	4,214	4,270	5,004	5,042	5,124	5,165	5,958
9	4,554	4,587	4,695	4,686	4,800	4,855	4,882	4,923	4,970	1,350	2,700	2,700	2,700	2,700
10	1,373	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,350	7,868	8,457	7,871	7,842
11	4,982	5,352	5,589	5,754	5,773	5,996	5,649	6,008	7,351	7,490	6,070	7,738	8,443	7,882
12	6,784	6,653	5,718	5,865	6,462	6,743	6,665	6,352	6,362	6,511	6,000	800	800	800
13	700	700	700	700	700	700	700	700	700	700	700	700	700	700
14	329,033	344,949	354,930	365,552	372,220	382,719	399,306	411,746	421,466	425,126	433,256	438,911	441,261	451,568
15	14,700	15,859	17,355	18,401	19,573	18,324	20,594	20,684	20,652	21,200	21,406	22,073	22,786	22,673
16	357,572	375,833	383,222	397,692	403,266	416,812	434,563	445,160	459,161	463,057	472,800	480,679	483,861	494,065
17	\$959,776	\$987,555	\$998,956	\$1,041,652	\$1,066,880	\$1,065,516	\$1,146,543	\$1,175,166	\$1,222,681	\$1,191,476	\$1,371,594	\$1,520,123	\$1,647,750	\$1,738,100
18	\$272,217	\$266,892	\$288,692	\$314,627	\$320,333	\$373,672	\$411,891	\$449,730	\$489,380	\$611,818	\$835,770	\$1,084,403	\$1,217,332	\$1,234,980
19	\$1,231,993	\$1,254,447	\$1,285,315	\$1,350,879	\$1,387,233	\$1,473,188	\$1,588,434	\$1,624,896	\$1,712,061	\$1,803,294	\$2,207,364	\$2,691,526	\$2,968,332	\$2,993,080
20	\$73,211	\$75,514	\$75,514	\$75,514	\$87,055	\$94,820	\$98,848	\$97,009	\$105,183	\$113,862	\$141,812	\$165,358	\$173,946	\$184,752
21	\$7,502	\$7,470	\$7,470	\$7,470	\$8,139	\$9,190	\$9,820	\$9,708	\$10,153	\$10,360	\$11,310	\$12,359	\$13,684	\$16,286
22	\$22,534	\$27,768	\$26,068	\$24,514	\$23,653	\$34,825	\$33,250	\$39,500	\$36,107	\$24,164	\$31,812	\$32,959	\$38,684	\$47,286
23	\$1,535,240	\$1,621,406	\$1,656,979	\$1,717,206	\$1,820,065	\$1,920,023	\$2,027,199	\$380,500	\$396,107	\$56,374	\$139,690	\$455,302	\$478,989	\$69,884
24	4,066	4,025	4,025	4,721	4,789	4,890	4,996	5,054	5,165	5,306	6,476	5,642	5,736	6,018
25	3,115	3,094	3,094	2,890	2,777	2,849	2,753	2,775	2,626	2,641	2,426	2,581	2,601	2,615
26	1,291	1,410	1,614	1,791	1,864	2,041	2,219	2,279	2,412	2,665	2,850	3,061	3,195	3,373
27	10	10	11	11	11	11	11	11	11	11	11	11	11	11
28	10	10	11	11	11	11	11	11	11	11	11	11	11	11

NOTE.—Balances due but not collected, were included until 1858, but from that date Numbers 18, 19, 20, 21, 22, and 24 represent actual payments only. If we add to the Grand Total (24) the unexpended balances, we should have an available sum of \$1,212,360 for Educational purposes during 1875, and for 1874, \$8,974,256, the increase in 1875 being \$238,103.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather Private than Official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate, and Superior.

\* The Public Schools are now all free by law.

## CHAPTER XXI.

## PROGRAMME AND THE REGULATIONS FOR THE APPORTIONMENT OF THE PARLIAMENTARY GRANT TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES, 1876.

The Honourable Adam Crooks, having been named as the Successor, as Minister of Education, to the Chief Superintendent of Education, the Rules and Regulations adopted by the Council of Public Instruction were, in a Note, referred to him by the Chief Superintendent. In his reply, Mr. Crooks said:—

I have just received your Note of yesterday, but it has been anticipated by an Order-in-Council being passed on the 11th instant, approving of the Resolution of the Council of Public instruction, which adopted the Rules and Regulations, (and which was referred to me), as the basis for the appropriation of the Grant for Collegiate Institutes and High Schools, and the Programme of Studies accompanying the same. Your Department will, no doubt, be officially notified of this.

TORONTO, January 13th, 1876.

ADAM CROOKS.

## THE REVISED PROGRAMME, AND THE REGULATIONS FOR THE APPORTIONMENT OF THE GRANT TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR-IN-COUNCIL, ON THE 11TH OF JANUARY, 1876.

NOTE. Instead of a fixed amount of work for each Form, the Council prescribes the subjects of study, and the amount to be done in each subject in the Lower School and in the Upper School respectively; leaving it to the local Authorities to decide, (subject to the approval of the High School Inspectors), according to the varying circumstances of the Schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of Classes to be carried on at once.

## LOWER SCHOOL.

GROUP A.—*English Language*.—Review of Elementary Work; Orthography, Etymology and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Council of Public Instruction;\* Composition,—the Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes,—generally, the Formation of a good English Style; Reading, Dictation and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

GROUP B.—*Mathematics*.—(a) Arithmetic, Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications; Square Root.

(b) Algebra—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two, and three unknown quantities; Easy Quadratics.

(c) Geometry—Euclid, Books I and II, with easy Exercises; application of Geometry to the Mensuration of Surfaces.

\* For 1876, Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter Poem, but the Questions to be set will be based mainly on Cantos v. and vi.

(d) Natural Philosophy—Composition and Resolution of Forces; Principle of Moments, Centre of Gravity; Méchanical Powers, Ration of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and Modes of determining it; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

GROUP C.—*Modern Languages*.—(a) *French*: The Accidence and Principal Rules of Syntax; Exercises; Introductory and Advanced French Reader; Re-translation of easy passages into French; Rudiments of Conversation.

(b) *German*: The Accidence and the Principal Rules of Syntax; Exercises; Adler's Reader, 1st, 2nd and 3rd Parts; Re-translation of easy passages into German; Rudiments of Conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin*: The Accidence and the Principal Rules of Syntax and Prosody; Exercises; Cæsar, De Bello Gallico, Book I and Virgil, Æneid, Book II, vv. 1-300; Learning by heart selected portions of Virgil; Re-translation into Latin of easy passages from Cæsar. (b) *Greek*, optional.

GROUP E.—*Physical Sciences*.—*Chemistry*: A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature.

GROUP F.—*History and Geography*.—(a) Leading Events of English and Canadian History, also of Roman History to the death of Nero.

(b) A fair course of Elementary Geography, Mathematical, Physical and Political.

GROUP G.—*Book-keeping, Writing, Drawing and Music*.—(a) Single and Double Entry; Commercial forms and usages; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free-hand Drawing.

(d) Elements of Music.

NOTE. An option is permitted between (i) Latin; (ii) French; (iii) German; and (iv) Natural Philosophy, Chemistry and Book-keeping.

#### UPPER SCHOOL.

GROUP A.—*English Language*.—Critical Reading of portions of the works of Authors of the Sixteenth and Seventeenth Centuries to be prescribed from time to time by the Council of Public Instruction;\* Composition, Reading and Elocution; the subject generally, as far as required for Senior Matriculation with Honours in the University.

GROUP B.—*Mathematics*.—Arithmetic: The Theory of the subject; Application of Arithmetic to complicated business transactions; such as Loans, Mortgages, and the like.

(b) Algebra: Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binominal Theorem, etcetera, as far as required for Senior Matriculation with Honours.

(c) *Geometry*: Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with Exercises.

(d) Trigonometry, as far as required for Senior Matriculation, with Honours.

(e) Natural Philosophy, Dynamics, Hydrostatics and Pneumatics.

GROUP C.—*Modern Languages*.—(a) *French*: Grammar and Exercises; Voltaire, Charles XII, Books VI, VII and VIII; Corneille, Horace, Acts I and II; De Stael, L'Allemagne, Ire Partie; Voltaire, Alzire; Alfred de Vigny, Cinq-Mars; Translation from English into French; Conversation.

(b) *German*: Grammar and Exercises; Schiller, Das Lied von der Glocke, and Neffe als Onkel; Translation from English into German; Conversation.

\* For 1876, Shakespeare's Tragedy of "Macbeth" and Milton's "Il Penseroso" have been prescribed. They have been ordered for the People's Depository.

GROUP D.—*Ancient Languages*.—(a) *Latin*: Grammar; Cicero, for the Manilian Law; Virgil, *Æneid*, Book II; Livy, Book II, Chapters I to XV inclusive; Horace, *Odes*, Book I; Ovid, *Heroides*, I and XIII; Translation from English into Latin Prose, etcetera, as far as is required for Senior Matriculation, with Honours.

(b) *Greek*: Grammar; Lucian, *Charon and Life*; Homer, *Iliad*, Book I; Xenophon, *Anabasis*, Book I, Chapters VII, VIII, IX, X; Homer, *Odyssey*, Book IX, etcetera, as far as required for Senior Matriculations with Honours.

GROUP E.—*Physical Science*.—(a) *Chemistry*: Heat,—its Sources; Expansion; Thermometers,—relations between different Scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquefaction; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation, and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere,—its constitution, Effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water,—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.

(b) *Botany*: An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one Plant in each of the Orders:—Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.

(c) *Physiology*: General view of the Structure and Functions of the Human Body; the Vascular System and the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing, and Sight; the Nervous System.

GROUP F.—*History and Geography*.—(a) *History*: The special study of the Tudor and Stuart Periods; Roman, to the death of Nero; Grecian, to the death of Alexander.

(b) *Geography*: Ancient and Modern.

NOTE. Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every Pupil in the Upper School must take Group A, Arithmetic, Algebra, as far as Progression, History, and two other subjects from those included in Groups C, D, and E. In cases of doubt, the Master shall decide. Candidates preparing for any Examination shall be required to take only the subjects prescribed for such Examination.

#### THE APPORTIONMENT OF THE GRANT, ACT 37 VICTORIA, CHAPTER 27, SECTION 66.

• Beginning with the first half, or July, payment of 1876, the Grant will be distributed as follows:—

I. A part in the payment of a fixed allowance to each School, in order that the smaller Schools may be assured of a certain degree of stability.

II. A part on the basis of average attendance. Each High School will receive a Grant per unit of average attendance, equal to the Grant per unit of average to the Public Schools. At present the annual Grant per unit to the Public Schools is about one dollar; to the High Schools heretofore about sixteen dollars.

III. A part on the results of inspection. The sum of say Ten thousand dollars will be distributed amongst the Schools, according to their efficiency as determined by



the Report of the Inspectors. In classifying the Schools with a view to the distribution of the part of the Grant which it is proposed to apportion on the results of inspection, account will be taken of the following:—

(a) School Accommodation, condition of School Premises, general educational appliances, (Maps, Apparatus, etcetera).

(b) Number of Masters employed as compared with the number of Pupils and Classes, qualifications of Masters, character of the teaching, etcetera.

(c) Character of the work done between the two limits mentioned below; so that any School which, owing to the operation of special causes, may prepare but few Pupils to pass the "Intermediate," will nevertheless be rewarded for the thorough work which it may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit, *i.e.*, by those Pupils who shall continue their Studies in the higher Course prescribed for those who pass the Intermediate Examination.

(e) Government, Discipline, General Morale.

IV. A part will be distributed on the results of an "Intermediate Examination,"\* of the nature following:—

(1) This examination will be instituted at a point about midway between the beginning and the end of the High School Course, for promotion from the Lower to the Upper forms. It will, on the whole, be equal in point of difficulty to that which Candidates for Second Class Certificates now undergo. Pupils that pass this Examination will form the Upper School; while those who have not passed it will form the Lower School, in any High School, or Collegiate Institute.

(2) Candidates for promotion from the Lower School to the Upper School will be examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches, or groups:—

(a) Latin; (b) French; (c) German; (d) Chemistry, Natural Philosophy and Book-keeping.

(3) The part of the Grant which it is proposed to distribute on the results of this "Intermediate Examination" will be apportioned on the basis of the average daily attendance of the Pupils in the Upper School, it being understood that in every case Pupils passing the "Intermediate" are to be regarded as having been admitted to the Upper School at the beginning of the half year in which they pass such Examination.

(4) The Intermediate Examination will be held in June and December of each year, at the time fixed for the Entrance Examination.

The questions will be prepared by the High School Inspectors, (or by the Central Committee), and sent under seal to the Public School Inspectors. The Public School Inspectors, or their Substitutes, (who should in no case have any connection with the Schools to be examined), will alone be responsible for the proper conduct of the Examinations. The Answers of the Candidates will be sent to Toronto, to be read and valued by the High School Inspectors, or by Sub-examiners, acting under their supervision. In order somewhat to lighten the labour of examination, it is proposed to make certain branches test subjects. It will, accordingly, be expedient to reject, without further examination, any Candidates who shall fail to make forty per cent. in any

\* At the Intermediate Examination in June, 1876, papers will be set in English Grammar and Etymology, including the prescribed Authors, Dictation, Composition, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, Latin, French, German, Chemistry, Natural Philosophy, and Book-keeping. No candidate must take more than *one* of the four optional subjects referred to in IV (2) at this Examination. All candidates, whether male or female, must take Euclid. The paper in Natural Philosophy will not involve a knowledge of Trigonometry. Candidates who select Latin as their optional subject, and who may be reading Horace, Livy, Cicero, Ovid, or some book of Cæsar other than the one prescribed, with a view to a University, or professional, examination, need not be examined in Cæsar at the Intermediate examination, provided they satisfy the visiting Inspector that their knowledge of Latin is sufficient to justify him in accepting their work in that subject as equivalent thereto. All Classical Candidates will be examined in Virgil.

Although Music and Drawing will form no part of the Intermediate Examination in June, 1876, yet the Schools in which these subjects are properly taught will receive credit therefor in the Report on "Results of Inspection" referred to in III, (c) and (d), of the above Regulations.

one of the following subjects:—English Grammar, Dictation, History, Geography, Arithmetic, Algebra, Euclid; these subjects will, therefore, be read first.

The High School Grant, (say \$72,000), will accordingly be distributed as follows:—

	\$
I.—106 Schools receiving a minimum of \$400 each .....	42,400
II.—One dollar per unit of average attendance, about .....	5,000
III.—Sum to be apportioned on the Report of Inspectors .....	10,000
IV.—Balance to be distributed on the results of Intermediate Examination	14,600
	<hr/>
Total .....	\$72,000

## CHAPTER XXII.

### BOOKSELLERS' PETITION AGAINST THE CONTINUANCE OF THE EDUCATIONAL DEPOSITORY, 1876.

LETTER FROM MR. P. PATTERSON, M.P.P., TO THE PROVINCIAL SECRETARY.

You will find accompanying this Letter the Petition of Booksellers of Ontario, against the Educational Depository. Also Testimonials from School Trustees from different parts of the Province.

TORONTO, 4th February, 1876.

P. PATTERSON.

TO HIS HONOUR THE HONOURABLE DONALD ALEXANDER MACDONALD, LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO.

The Petition of the undersigned Booksellers of the Province of Ontario humbly sheweth:—

That, owing to the existence of the Depository for the sale of Books at the Education Office in Toronto, Your Petitioners are thereby deprived of a portion of their Trade;

That the cost of maintaining that Depository is a considerable expense to the Province;

That by the School Law passed last year the right of Booksellers to compete with the Depository was acknowledged;

That the Chief Superintendent of Education thereupon reduced the prices of the Books in the Depository ten per cent., and, as these Books have been said to be sold at cost price for over twenty years, there must now be a loss to the Department, besides causing unfair competition with the Booksellers;

That notwithstanding this unfair competition the Booksellers of Ontario are able to supply Books to the Schools at the same prices as the Depository, and without any expense to the Province whatever. In testimony whereof Your Petitioners append hereto copies of Certificates from the Trustees of Schools vouching for the prices and quality of Books supplied by various Booksellers;

That the Officers of the Department systematically violate the Law by supplying Books which are not named in the authorized Catalogue, while Booksellers are prohibited from doing so.

Your Petitioners therefore humbly pray,—

That the sale of Books be discontinued at the Education Office;

That Booksellers be allowed to supply the Public and High Schools with Books in the same manner as they now supply the Mechanics' Institutes in this Province.

That Your Petitioners will ever pray.

Dated at Toronto, this 4th day of February, A. D. 1876.

*Toronto Booksellers.*

James Campbell and Son.	Sydney Smith.
William Warwick.	Joseph Taylor.
Adam Miller and Company.	Mrs. Bailey.
Adam Stevenson and Company.	William Wesbroom.
A. S. Irving and Company.	William Ireland.
Willing and Williamson.	William Bee.
Winnifreth Brothers.	P. C. Allan.
M. Shewan.	J. S. Plaskett.
James Bain and Son.	C. M. Richardson.
M. Bruce.	James Miller.
Hart and Rawlinson.	Alfred Piddington.
Rowell and Hutchinson.	William Finley.
James Vannevar.	F. G. Bailey.
S. W. Hallow.	

*Ottawa Booksellers.*

Arthur L. Holmes.	J. Durie and Son.
John Lucy.	Henderson and Company.
E. A. Perry.	Smith and Stewart.
J. G. Whyte and Son.	

*Hamilton Booksellers.*

John Eastwood and Company.	C. H. Field.
Duncan, Stuart and Company.	John Greig.
Richard Haigh.	R. M. Ballantine.
Lancefield Brothers.	D. McLellan.

*London Booksellers.*

E. A. Taylor and Company.	William Bryce.
Reid and Anderson.	J. W. Lean.
John Mills.	Robert Clarke.
Reid, Groat and Company.	W. L. Carrie.

*Kingston Booksellers.*

Edward Stacey.	Thomas McAuley and Company.
George W. Maxwell.	John Henderson.

*Cobourg Booksellers.*

J. Satisfury.	P. Trebilcock.
Fred. W. Beebe.	J. C. Reynolds.

*Saint Catharines Booksellers.*

William C. Copeland.	James Barr.
B. C. Fairfield.	Daniel W. Bixby.

*Galt Booksellers.*

John Fleming and Company.	W. T. Smith
E. J. Ewens.	

*Brockville Booksellers.*

McMullen and Company. E. Overell.  
F. L. Kincaid

*Chatham Booksellers.*

John Morrish. Robert Cooper.  
James Holmes.

*Belleville Booksellers.*

R. Van Norman and Son. Jack Overell.

*Guelph Booksellers.*

George M. Patterson. J. Anderson.

*Perth Booksellers.*

J. Bower and Company. John Hart.

*Picton Booksellers.*

P. A. Foster.

REMARKS ON THE BOOKSELLERS' PETITION BY DOCTOR HODGINS, DEPUTY MINISTER OF  
EDUCATION.

The Booksellers' Petition lays down the principle that in supplying our Schools with Library and Prize Books, the retail Dealers in Books must not be undersold by the Educational Depository. They charge from twenty-five to thirty cents for a shilling sterling Book, and, therefore, the Dealers say that the Schools must pay that price, instead of eighteen, or nineteen, cents on the shilling sterling Book. It also lays down the principle that the Government shall not supply its own Schools with Books except through retail Booksellers, and at their prices,—that is, also, that it shall not supply its own Offices with Stationery, or any branch of the Public Service with what it may require, except at prices whereby retail Dealers shall not be undersold. In other words, the Petitioners would compel the Schools to pay a large profit to retail Dealers for Books, over and above that which the Educational Depository now pays for them to wholesale Publishers, in order that they can distribute these Books at these low prices to the Schools all over the Province.

As a matter of fact the supply to Schools through Booksellers is wholly centralized in Toronto. All the lists which are sent in to the Education Department from the various parts of the Country for payment are prepared at Mr. Campbell's Bookstore, in Toronto, and the Books ordered by School Trustees are distributed from there.

Further, of the 8,482 Volumes of Books sent out by the Booksellers in 1874 and 1875, 3,952, or nearly one-half were those of Nelson and Sons, of Edinburgh, (represented by their Agent, Mr. Campbell, of Toronto), 1,144 Routledge's, of London, leaving only 3,386 to be supplied from all the other leading publishers in England, Scotland and the United States. The same is also true of the Books supplied in 1876, showing that the Nelson-Campbell monopoly is now a settled matter of fact. Of the 7,226 Books supplied by Booksellers in 1876, no less than 3,168, or nearly one-half, were Nelson's publications, and 1,003 Routledge's, leaving only 3,055 to be supplied from the publications of all the other Houses mentioned. Thus of the 15,708 Books sent out by Booksellers to the end of 1876, 7,120, or nearly one-half, were Nelson's alone, and 2,147 Routledge's, leaving only 6,441 to be supplied by all the other Publishers. Surely this is a great injustice to the Schools and a restrictive monopoly of a pernicious kind. Another evil arising out of this centralized private Nelson-Campbell monopoly, is, that the lure of a percentage for securing orders have been offered to some of our Inspectors,

which is directly contrary to Law. Teachers also are sought to be influenced in the same way.

There never were any restrictions on Mechanics' Institutes as to where they should purchase. Had there been so, the discreditable facts relating to their Book supply, as reported to the late Council of Public Instruction, would not have had any existence.

The Booksellers' Petition complains that the Depository uses the Public Funds to undersell the regular trade, and wholly to exclude the retail Bookseller from profiting by the relief professedly enacted for his benefit.

Here is again a reiteration of the principle that the Government in supplying its own Schools with Books, must consult the interests of the retail, rather than the wholesale, Dealer. In this matter the Government should be left free to exercise its own discretion; and so long as it pays the wholesale Trade reasonable prices, the retail Dealer has no superior right to insist that he shall be preferred to the wholesale Dealer in these transactions, and that the Trustees shall be compelled to buy from him. The Government, as Trustee and guardian of the Schools, must be left free to buy in their interest from the wholesale, rather than from the retail, Dealer.

While the School Law of last year acknowledged the right of Booksellers to compete, the right of "competition" was all that was claimed by the Bookseller for himself, and the privilege of the right of "choice," as to place of purchase was also claimed by the Bookseller, (professing to speak for the School Trustees, although the Trustees themselves made no such claim). The enactment was purely permissive, and not obligatory, or coercive, so far as the School Trustees were concerned. The Petition now takes other ground, and desires no longer the "competition" claimed with the Depository, but its destruction, for the benefit of the retail Dealer, with a view to compel School Trustees to buy from him at such prices as he may fix.

I have already shown, (paragraph 1), that while the Depository alone provides for and has abundant facilities for "the amplest diffusion of literature among the people," the system adopted for the last two years by the Booksellers restrict the cheap supply of literature to one House in Toronto, and to the productions of two, instead of nearly one hundred Book Publishers.

TORONTO, February, 1876.

J. GEORGE HODGINS.

NOTE. The Booksellers' Petition, having been referred by the newly appointed Minister of Education, to the Central Committee designed to aid the Minister of Education in his administration, the Deputy Minister addressed the following Memorandum on the subject to him:—

#### MEMORANDUM FOR THE HONOURABLE MINISTER OF EDUCATION.

The Deputy Minister of Education desires respectfully to call the attention of the Honourable the Minister of Education, to matters connected with the reference to the Central Committee of the Petition and other Documents from the Booksellers.

1. The Petition, and other Documents on the subject, which the Minister has referred to the Central Committee, are entirely *ex-parte* in their statements and character. They are framed in the interest of the Booksellers alone, and are designed chiefly to impugn the past administration of the Educational Depository. It does not appear possible that the Central Committee can, under these circumstances, and knowing nothing whatever of the truth, or otherwise, of the statements made, present to the Minister a report of any practical, or substantial, value on the Petition and other Documents referred to them.

2. The Deputy Minister might, although at great labour and inconvenience, point out to the Minister the character of the efforts now made in these Documents to misrepresent the value and importance of the Depository as an indispensable educational agency, but he would hesitate to do so under the circumstances of the case.

3. The Deputy Minister, believing that it is not the intention of the Minister to deal with this question except in the most equitable manner to those who have hitherto

had to do with it, and upon its own merits alone, would suggest that the statements in the Petition, and other Documents referred to the Committee, should not be accepted for the consideration of the Minister, or of the Committee, unless accompanied with proofs of the statement therein made; and that, therefore, the parties making them should be asked to furnish such proof as would be reasonable.

A draft of Circular for that purpose is hereto appended.

4. As an example of the statements made in the Resolutions, Petition, etcetera, sent in to the Minister, the Deputy Minister would mention that it is alleged that in carrying out the School Law of 1874, on this subject, obstructions, in the way of Regulations, were placed in the way of Booksellers by the Department. These Regulations are hereto appended. As a matter of fact, however, it can be clearly shown, (from a lengthened Correspondence on the subject), (1), that Messieurs Campbell and Son, (the only Bookseller we have had to do with), sought to evade the Law, and, (2), that the Chief Superintendent endeavoured in every way in his power, to carry out that Law in the most liberal spirit. It can also be shown that, while the Official Catalogue contains lists of Books of over one hundred and fifty Publishers, nearly one-half of the Books sent out by Messieurs Campbell and Son and their Agents throughout the Province, up to the end of last year, were those of one Publisher alone, (Nelson),—a system of exclusiveness and monopoly which it could never have been the intention of the Legislature to legalize and foster, and which had never been acted upon before. In fact, an exclusive system like that pursued by Messieurs Campbell and Son under the Act of 1874, would defeat the very object hitherto aimed at by the Legislature,—which was to provide the Schools with the greatest possible variety of good Books from all of the leading Publishers in Britain, and the United States, and at the cheapest rates.

5. The Booksellers assume in their Petition, and in all of the Documents submitted by them to the Minister, that the Department has no right to establish a *dépôt* for the supply of its own Schools with what they may require to promote their efficiency, as well as to promote the careful, moral and intellectual training of the young; but, if the Department is responsible, (as it is, and should be), to the Country and Legislature for the success and efficiency of the Schools, and moral culture of the Pupils, such a doctrine cannot be admitted.

6. Apart from the theoretical "Trade" question, and the more substantial question of cheapness and the character of the Books involved in this matter, the Minister will have to deal with three important practical questions:—

1st. The Booksellers' Petition prays that the Depository be abolished, and "that Booksellers be allowed to supply Public and High Schools with Books in the same manner as they now supply Mechanics' Institutes,"—that is, to supply the Schools with such kinds of Books as they please, without supervision of them, and at such prices as they may fix. The pernicious system of supplying Mechanics' Institutes with Books is sufficiently exposed in the "Return" laid before the Legislature to require further reference to it, but as to the working of such a system in our Schools, I need only quote the following American experience on the subject.

In the State of New York the Library System has, under the pernicious efforts of itinerant Vendors, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline:—

The Trustees exercise a low and pernicious taste in the selection of Books. Dark and bloody tales of war and bloodshed, the silly catch-penny publication of unprincipled Publishers usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable Publishing Houses.

The State Superintendent of Michigan says,—after speaking of various difficulties in carrying out their Library System:—

But a worse evil grew upon the systematic plans of Peddlers to palm upon the Libraries a mass of cheap trashy and often pernicious literature; one or two wealthy Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few Libraries were well selected and well kept; but so valueless for the public good, and especially for the

education of the young, had the great majority become, that all intelligent friends of education desired a change.

See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's* Book Trade Review for 1862.\*

These "wealthy" and other "Booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interest of the "Trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

CAUTION.—School Officers are especially cautioned against travelling Book Peddlers, who pretending to be Agents of the State Contractors, or asserting that they will sell cheaper than the contract prices, palm on to the Libraries inferior and cheap editions of the works selected, or of worthless Books in their places, and in common and frail bindings.

2nd. Owing to the extent and variety of Books approved by the Council of Public Instruction for Schools, a monopoly must exist, either under public control, or in the hands of a large private Bookselling Establishment. The latter is now actually the case; for no Books are supplied by Booksellers to the Schools except from Messieurs Campbell and Son, through their local Agents. The lists we receive from various places are in the same handwriting, and attest this. These Agents receive 10% on each Order sent to Messieurs Campbell and Son, although they may never see the Books.

Note. Our stock of Books does not fall much short of \$35,000 worth.

3rd. Owing to the extent and variety of Books approved, no one Bookseller can keep more than one-half of them in stock, (see American testimony on this point), and no country Bookseller could keep a tithe of the stock which we keep. The consequence is that the supply must be confined to the Books of but few Publishers, and that in the hands of some large firm, able to invest sufficient capital. Last year, the supply of Nelson's Books equalled about one-half of the whole number supplied by the Booksellers, leaving a large number of Booksellers, whose Books, (although approved), were not sent out by the local Booksellers at all. As a matter of practice the great majority of the Trustees leave the selection of Books to be sent, to the Department, (or to the Bookseller, as the case may be). Booksellers would be more than human if they did not,—they having the choice,—constantly select and send out the Books which afford them the greatest profit, and of that Publisher, (as in the case of the Nelson Books cited), who will give them the largest discount. This species of favouritism can never occur in the Depository, there being no object in doing so, but the contrary,—as the effort is, and always has been, to send out the greatest possible variety, and no two copies of the same Book.

7. If the Minister still thinks it desirable under the circumstances, to refer the Booksellers' Petition and Documents to the Central Committee for report, before testing the statements of facts alleged, or asking for explanations, the Deputy Minister respectfully recommends that the Return laid before the House be first printed for their information. †

\* In the *Globe* Newspaper "Trade Review" for 1862, the writer states that "for years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant peddlers."

† As the Honourable P. B. de Blaquiere, a Member of the Legislative Council, was known to be strongly in favour of maintaining the Educational Depository, I sent to him a Note with the copies of the Official Catalogue and Pamphlets connected with the Depository. He replied as follows:—

I desire to acknowledge the receipt of your Note, and feel much obliged for the Catalogues and Pamphlets connected with the Depository which you have kindly sent to me, and which I hope you will permit me to retain with a view of showing them to several Members of the Legislative Council. I have only been enabled as yet to cast a hasty glance through them, but I have seen quite enough to satisfy me that the view I long since took of the effects of the Education Department upon the whole educational establishment of Upper Canada, including that most important branch of it which is so admirably carried out by the Depository in all its details, remains fully confirmed; and that a deep debt of public gratitude is eminently due to the Chief of the Department, as well as to all those who have so ably assisted him in laying down a system of Public Education upon such sound principles. If the establishment of the Depository is merely considered as having snubstituted true and intellectual learning in the stead of the vile trash inundating our Public Schools, both here and from abroad, before it took effect, this alone would demand the firm support of every well-wisher to the prosperity of the rising generation, and I regret from the manner in which the attack has been made upon this valuable institution, (the Booksellers' Petition having only been presented to the House of Assembly) that no present opportunity offers for advocating its interests in the Legislative Council,—you may, however, rest assured, that to the utmost of my power, I shall be, at all times, ready to do justice to a noble institution alike an honour and a glory to our common Country.



The following is a draft of Circular to the signers of the Petition, etcetera, as suggested:—

A Petition to His Honour the Lieutenant-Governor, bearing your signature, having, by command, been transferred to the Department of the Honourable the Minister of Education, I am desired to state that the Minister will give the subject matter of the Petition his careful consideration.

As the prayer of that Petition is supported by certain alleged facts, for the correctness of which you have vouched by your signature, I will thank you for such information and proof in regard to these facts as may be in your possession.

Among other things, you allege "that the cost of maintaining the Depository is a considerable expense to the Province," and that the present prices of Books must involve "a loss to the Department,"\* while it causes an "unfair competition with Booksellers." In another part of the Petition you allege that the Booksellers can supply Books to the Schools at the same prices as the Depository [at eighteen cents for the shilling sterling] without this alleged loss and expense to the Country.

I will also thank you to let me know for the information of the Minister of Education, what amount and variety of Books mentioned on the Official Catalogues, you keep in stock for the supply of the Schools.

The following is a copy of the Law and Regulations relative to the purchase of Library, or Prize, Books elsewhere than at the People's Depository:—

The Thirty-first Section of the High School Law, (37 Victoria, Chapter 27), makes it the duty of the Chief Superintendent of Education:—

8. 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.

9. To apportion the moneys provided by the Legislature for the establishment and support of High and Public School Libraries and Prizes, and in providing High and Public Schools with Maps and Apparatus.

(a) No aid shall be given towards the establishment or support of any School Library, and in providing Prizes, Maps, and Apparatus, unless an equal amount be contributed and expended from local sources for the same object.

29. To authorize the payment, out of any moneys appropriated by the Legislature for that purpose, of one-half of the cost of any Prize, or Library, Book sanctioned by the Council of Public Instruction, for Public and High Schools and Collegiate Institutes, which may be purchased by a Municipal, or School, Corporation from any Bookseller, or other parties, instead of at the Depository of the Education Department.

(a) Such payment shall be made to the order of the Corporation purchasing any of the Books specified in the Catalogues, or lists, sanctioned by the Council, on the following conditions:—

(1) The Chief Superintendent shall be duly certified of the facts.

(2) He shall be furnished with the usual guarantee as to the proper disposition of the Books, which may be purchased elsewhere than at the Depository.

(3) He shall be furnished with certified vouchers of the price, edition, and binding of the Books so purchased elsewhere.

(4) He shall not pay more than one-half of the cost of the Books so purchased elsewhere, according to the prices specified for them in the printed Catalogues, or in the authorized lists of such Books published in the *Journal of Education*.

It will thus be seen that the Law requires that the Chief Superintendent of Education shall be furnished:—

(1) With a certificate of the "facts" of the purchase.

(2) With the "usual guarantee" (i.e. form of application now in use for twenty years).

(3) With a certified voucher of the "cost" of each Book purchased, its edition and binding.

In order to include this latter information in a condensed and compact shape, the following form has been prepared on a sheet, and will be furnished on application.

NAME OF EACH BOOK.	NAME OF PUBLISHER OF BOOK.	EDITION AND PRICE OF BOOK.				NOTES OR REMARKS.	
		Edition of Book.	Style of Binding.	Page of Catalogue and Number of Book.			Price charged by Bookseller.
				Page.	Number		

\* From a special Report on the operations of the Educational Depository from the period of its establishment to the end of 1875, prepared by an expert accountant, by direction of the Minister of Education, it will be seen that the Depository has not only paid the whole of its expenses for the many years of its existence, but has made a profit, for the benefit of the Province, of \$79,509.

The following is a sufficient Certificate of the "facts" of the purchase of an application for one-half of the cost of the Books purchased elsewhere than at the People's Depository.

To the Chief Superintendent of Education, Toronto.

We, the undersigned Trustees, do hereby certify that we have purchased the Books mentioned in the within and accompanying lists, from \_\_\_\_\_ of \_\_\_\_\_, at the prices named for them in the official Catalogue by the Education Department of Ontario; and that the Books so obtained were duly applied in terms of the guarantee form of application sent herewith. We, therefore, claim one-half of the amount paid by us to Mr. \_\_\_\_\_ (as per receipted bill sent herewith), videlicet, \$ \_\_\_\_\_

In testimony whereof, the Trustees of the Section (or division) concerned, hereto affix, with our own hands, our names and our own corporate seal of office,\* at this \_\_\_\_\_ day of \_\_\_\_\_ 187 \_\_\_\_\_

(To be signed by the Trustees and the Corporate Seal to be attached).

The following is the Trustees' "Guarantee to the Chief Superintendent of Education for the proper disposition of the Books" purchased elsewhere than at the People's Depository.

The Trustees of the (School Section, Public, or High, School, or Collegiate Institute), at \_\_\_\_\_, deeming it desirable to purchase a Library for, (or to distribute Prizes among the deserving Pupils of), the School under their charge, have purchased a supply of suitable Books, etcetera, enumerated in the accompanying list, in terms of the Departmental Notice relating to Libraries and Prizes in Schools. The Books, etcetera, selected are *bona fide*, for the School Library, (or for distribution as Prizes to the Pupils of the School), and the Corporation hereby pledges itself not to dispose of these Books, etcetera, nor to permit them to be disposed of to any private party, or for any purpose whatsoever, but shall see that they are used as Library Books, (or solely at Prizes among the Pupils attending the School, and not to the Teacher, or to any other party or parties whatsoever,) in terms of the Law and Regulations granting one-half of the cost of these Books according to the official Catalogue and lists.

In testimony whereof, the Trustees of the School above mentioned, hereto affix their Corporate Seal of Office, at this \_\_\_\_\_ day of \_\_\_\_\_ 187 \_\_\_\_\_

#### MEETING OF BOOKSELLERS IN REGARD TO THE DEPOSITORY ON THE 11TH OF MARCH, 1876.

At a Meeting of the Booksellers of Ontario, in Toronto, on the 11th of March, the following Resolutions were passed:—

1. The reasons which first prompted the establishment of the Book Depository at the Education Office now no longer exist, and Booksellers are fully able to supply the wants of the Country.

2. The School Act of 1874 was expressly framed for the purpose of allowing to Booksellers the privilege of a fair competition with the Education Office, but the restrictions and Regulations placed upon Booksellers are subversive of the intention of the Law and virtually annul the privilege.

3. The abuses which exist in connection with the Education Office Depository, such as supplying Books to Sunday Schools and Mechanics' Institutes, and sending out Books and articles that are not authorized; are contrary to the intention of the School Act of 1874.

4. A deputation shall be appointed to wait on the Honourable Adam Crooks, Minister of Education, to request for Booksellers freedom to supply Books for Libraries and Prize Books to Public Schools without restriction as to Edition, or Publisher,† and allowing competition between them and the Depository to regulate prices.‡ Requiring, however, that the name of each Book, the Author and Publisher be distinctly given on the Invoice.

ROBERT REED, Chairman.

W. C. CAMPBELL, Secretary.

TORONTO, 11th March, 1876.

\* NOTE.—The above, in the case of rural Schools, is to be signed by at least a majority of the Trustees, and in Cities, Towns and incorporated Villages, by the Chairman and Secretary. In all cases the Corporate Seal is to be attached.

† NOTE.—There is no such "restriction" in the Official Regulations as to "Edition and Publisher" as this Resolution affirms to exist.

‡ As to "competition" between Booksellers and the Depository regulating Prices, I do not see how this is practical as the Depository has fixed the prices at eighteen cents on the shilling sterling—below which no Book-seller, or other person in the Trade, can go without loss. This price gives the Depository 10% profit. The Deputy has proposed to make a report on these matters if desired. The "Return," however, laid before the House of Assembly, discusses most of them. . . . The Attorney-General has, however, stated, in a Letter to the Chief Superintendent, that the Booksellers have no status in regard to the fixing of the prices of Library and Prize Books, as that is a matter of Departmental Regulation.

## THE METHODIST BOOK STEWARD ON THE BOOKSELLERS' CONVENTION, MARCH, 1876.

The *Christian Guardian*, on behalf of the Book Steward, thus refers to the Booksellers' Convention:—

The Booksellers' Convention, which was held in this City last week, called together a large number of persons connected with the Book Trade from different parts of the Country. The main purpose of the Convention was to oppose the continuation of the Book Depository, in connection with the Education Office in this City. They also waited upon the Honourable Mr. Crooks, the new Minister of Education, and presented a long bill of indictment against the Provincial Book Depository, designing to show that it is unnecessary, and, if continued at all, should not be conducted in a way that would give the Depository any advantage over private Booksellers. We believe the Convention did not discuss such questions as the importance of circulating only a sound and pure literature; the necessity of encouraging a native Canadian literature; or the best methods of diffusing a wholesome and instructive literature among the people. It seems to us that this Convention, like most class, or trade, Conventions, was too partial and one-sided in the views generally expressed by its Members. We cannot admit the correctness of some of the views expressed at the Convention. Even good men are liable to be partial judges, in matters where their personal interest and pecuniary gain and loss are concerned. If the Depository has been a hindrance to the success of the private Book Trade, it must affect our own Book Room as prejudicially as any other Establishment. But we would be sorry to allow this consideration to prevent us looking at the question unselfishly, in reference to the interests of the whole people, and not to those of any particular class, or section. The real question is, whether the work done by the Depository has been a real advantage to the people of Ontario, and whether that work has been done cheaply; and we have good ground to answer these questions affirmatively. The Depository has been the means of introducing a healthy and instructive literature into many sections of the Country, where, without its agency, it is morally certain no such Libraries would have been established, and no such literature circulated. The work the Depository has done, in supplying Books on specially liberal terms, to which the Convention took such strong exception, is the part of its work that we have always regarded as the most important . . . . The Depository has no right to exist any longer than it accomplishes something that would not be done by the ordinary Trade. But it should not be shut up merely to accommodate the Booksellers. We believe that the Depository has paid its way. Great good has been accomplished at little or no expense, (if any), to the Country. But, even suppose that the establishment of Libraries, and the circulation of wholesome literature among the people cost a considerable annual outlay, is not the object a good and worthy one? Just as much so as building Railroads, or maintaining Colleges. The principle of helping those who help themselves which, to some extent, has been followed by the Education Department, is one that has been adopted in respect to Railroads, Schools and other objects. Why then complain because the same principle is adopted in the work of educating the people by means of literature? But it was said at the Convention that if the Depository is run at a loss the Booksellers have to pay the balance. This is not correct. But if the object accomplished be a really good and important object, why should Booksellers be exempt from paying for it, more than anyone else? As well might the Teachers of a Private School complain that the Government by the Grants for education interfered with his business, and taxed him to sustain Public Schools. It seems inconsistent of the Booksellers to show how small a proportion of the whole Book Trade is done by the Depository, and, at the same time, complain that the special advantages which the Government Depository possesses render it impossible for private Bookstores to compete with it. If the latter statement were true, the former could not be true. A large proportion of the business of the Depository is special work, in which there is scarcely any real competition with the private trade. It is all very well to say that the Booksellers may be trusted to supply the right kind of literature.\* It is no

\* The foot note on page 224 shows that pernicious literature has been circulated largely in the past, and before the Depository was established.

disparagement to them to say that their main object is to make money. Books on which money can be made will always find sellers unless positively illegal. The strong point of the Depository,—as of our own Book Room,—is that the object of its existence is to supply a wholesome literature and not to make money.

## CHAPTER XXIII.

### CORRESPONDENCE WITH ATTORNEY-GENERAL MOWAT BY THE CHIEF SUPERINTENDENT OF EDUCATION, IN REGARD TO HIS RETIRING ALLOWANCE, 1876.

#### I. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

I observe by this morning's Newspapers that, in the House of Assembly last night, a retiring allowance of full Salary was voted to me for the year 1876, but that you stated that my retiring allowance for the future would be determined at the next Session of the Legislature.

I must say with pain that I think this is not keeping faith with me on your part. You know that I told you last year that I could not pay my debts if my allowance were to be diminished. That, whether rightly, or wrongly, I had expended all I had received from the Country in various contributions to objects of benevolence, not having furnished my house adequately in the estimation of my friends, and lived plainly, if not poorly, and that if I could not retire with undiminished means of support, I must continue in office as long as I could work. I proposed one or two methods to you,—either to retire with a full Salary, or with one year's Salary, for long services, and a yearly allowance equal to that of a retired Judge. When we accidentally met in Wellington Street, on the first day of June, (on my return from the Grand Trunk Station to get a Railroad Ticket for the Maritime Provinces), you told me that you and your Colleagues had decided to recommend a retiring annual allowance of full Salary to me. On that I depended; and on the faith of that I have acted up to the present time. But to my surprise and regret I learn by this morning's Newspapers, that you have recommended that allowance for this year only,—leaving me at the end of it to beg for the allowance, or starve,—and exposing me, in the meantime, as a target for the arrows of every hostile Writer, in order to depreciate any future allowance to me as much as possible.

I am sure you would not like to be placed in such a position, much less at my age, after what I have made and saved to the Country, and after what you had given me reason to expect.

I must submit it as but fair that you should have submitted, or should submit, what you had given me to understand you would do. It is painful to me, and still more so to my Wife, to be reduced to absolute uncertainty for the future, after I have relied upon your assurance, and deprived myself of a certainty as to other means of support and labour.

You are also aware, that although proposing to relinquish the charge of the Department, I have assured both you and Mr. Crooks, that I would at all times be ready to aid the Government, to the utmost of my power, and to render any educational service that might be desired of me.

TORONTO, February 2nd, 1876.

EGERTON RYERSON.

#### II. ATTORNEY-GENERAL MOWAT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

Having received your Letter while occupied with the business of the Legislative Chamber, I mislaid it, and it did not turn up again in time to enable me to read it

until a few minutes before I left my house yesterday to attend the Prorogation. The Letter has filled me with astonishment, and I delayed until to-day answering it that I might not answer in anger.

I utterly repudiate your charge of bad faith. I never "agreed" that your pension should be your full salary; and my Colleagues never agreed to it; and I am perfectly certain that I never said they did.

Having a friendly feeling towards you which a Letter like that before me makes it difficult to preserve; and being anxious as far as possible to meet your wishes and secure the comfort of your remaining years, I always listened with attention and interest to your arguments on the subject; but I never imagined that from anything which passed you were going to infer, or assert, an "agreement" that you should have the pension of £1,000. One of your Letters, (of the 10th of December, 1872), only asks for £750; and I have often spoken to you about the difficulty of your pension being a greater proportion of your Salary than a Judge's pension is of his Salary. Personally my feeling was not adverse to your having as high a pension as I should find our friends in the House willing to vote; and what was done in the late Session, and what I said when the item was voted, were done and said in your interest. The return I receive is an offensive Letter.

TORONTO, February 11th, 1876.

OLIVER MOWAT.

### III. THE CHIEF SUPERINTENDENT OF EDUCATION TO ATTORNEY-GENERAL MOWAT.

On Friday evening, while preparing to go to Bowmanville, where I took services morning and evening of Sabbath, I received your Letter of the 11th instant. I glanced over it, and laid it aside for careful perusal and consideration after my return home. On examining it, I hesitated whether I would answer it at all, until next Session of the Legislature, when I would have an opportunity of presenting a Memorial on the subject and praying for a Committee to inquire into and report upon the facts and merits of the case, and where I could meet you on equal ground, face to face. But I have, at length thought it most becoming and respectful to offer some remarks in reply to your Letter.

I need not say that I have read and pondered your Letter with surprise and regret,—surprise at its contents, and regret for its tone and spirit. I cannot but deeply regret to lose the friendship of any man, especially a man of your character and position; but I will not sacrifice what I believe to be both true and just to court the smiles, or retain the friendship of any man. And if I am a liar, as your Letter intimates, and even offensively so, I am unworthy alike of your friendship, or respect.

You use the word "pension" three times in your Letter,—a word that I never used in conversation, or Letter to you, nor in any previous Letter written by you to me. This change of phraseology is significant, and seems in harmony with the change of feeling evinced in your Letter.

You deny that you ever said to me that you had consulted your Colleagues on the subject of my retiring allowance. Perhaps you are correct. Such was, and such is, my impression; but I defer to your positive assertion. This, however, I can say, that you used the plural pronoun, "We,"—which I could not suppose you used royally, to include only yourself, but that by "We," you included, according to my understanding, your Colleagues; and I could not suppose you would include them without having conferred with them.

Furthermore, I affirm that you said on Wellington Street, as stated in my Letter, "We have concluded, or have thought, or we think, (I am not positive which words, but to that effect), that you should retire on full Salary." I will not assert the *ipsisima verba*; but that such was the import of what you said, I am as certain as I am of my own identity, and am prepared to attest it in any form and before any tribunal. . . . I stated it to my family within half an hour afterwards, and stated it to several of my ministerial Brethren and others at the Conference held the same week; which I could have had no motive in doing, without being certain of it.

But your Letter imports, that you meant "full Salary" for only one year. But did you make any such limitations in what you said to me? Did you use the words "one year" at all? You know that all my Communications with you in the subject, whether verbal, or by Letter, related to future years, not to one year only, and related to my old age, and not to one year of it; and when you said in relation to my proposal that you had decided to propose that I should retire on full Salary, no other construction could be fairly put upon your words, nor could I have rationally understood you otherwise than to mean, that my Salary, on retirement, should be the same as it had been before my retirement, and not for one year, but during the period of my retirement, as it had been during my period of office.

The language of your Supplementary Estimates leads to the same conclusion. You provide for the payment of Doctor Workman, (the late excellent Medical Superintendent of the Toronto Lunatic Asylum), and myself, the same sum for 1876, and you provide for the payment of a larger sum, (\$4,666.00), to Mr. A. U. Buell, Accountant Court of Chancery, for 1876. To Doctor Workman and Mr. A. U. Buell, you say "gratuities to," "Joseph Workman, M.D., late Medical Superintendent, Toronto Asylum, (22 years' service), \$4,000," "A. U. Buell, Accountant, Court of Chancery, (25 years' service), \$4,666.00." Here was a "gratuity" of two years' Salary to each of these Public Servants, the one for a service of twenty-two years, and the other for a service of twenty-five years. But in respect to myself the word "gratuity" is not employed, nor is two, or three years' Salary placed opposite my name, nor my services of thirty-two years; but the words are "retiring allowance." and the amount stated is the amount of one year; just as the amount of your Salary for one year is placed opposite your name; and I may just as reasonably contend that your Salary was not intended to be continued longer than the year specified, however long you might continue in the office of Attorney-General, as for you to assert that my "retiring allowance" was intended to terminate at the end of one year, and not continue during my retirement.

Sir, I had done injustice to a portion of the Canadian Press when I supposed in my Letter to you that it would respond to the spirit of your remarks at the last minute of the debate on my retiring allowance, and which I complained of as not in harmony with keeping faith on your part with me; for the Newspaper Press, without distinction of party, and without exception, as far as I have seen, or learned, has referred to my retiring allowance as for my remaining days, and not for the present year only. I think the unanimous interpretation and acquiescence of the Public Press are more to be relied upon than your minifying and, (as I believe), misinterpreting the intention and act of the Legislative Assembly.

But in your own Letter you profess to have entertained so friendly feelings towards me as to have been anxious as far as possible to meet my wishes and to secure the comfort of my remaining years. I do not question the sincerity of your profession; but your standard of judging of the comfort of my remaining years and how to secure it seems extraordinary when you would continue to me means of support for one year, and then leave me to absolute uncertainty thereafter.

I cannot but observe with regret that while you haggle at allowing me my ordinary Salary in my old age, after my having laboured nearly a third of a century, and performed all the duties, (as you yourself stated in the House), of a Minister of Education, without the honour of a seat in the Executive Council, or Legislative Assembly, you, at the same time, after less than one-sixth of my period of service, increase your own Salary from \$4,000 to \$5,500, your Sessional Allowance from \$600 to \$800 a Session,—making in all \$6,300 a year, and still retaining your private law practice. I do not say you have fixed your own remuneration for public services too high; I do not presume to compare myself with you, nor my labours and services with yours, year for year, but I trust I may be permitted, without unreasonable presumption to think, that my thirty-two years' labour and its fruits have been, and will be from year to year, of not less value to the Country than your short past and possible future services as a Party Leader, and may, therefore, be as much entitled to a continued



allowance of \$4,000 a year in my old age, as you are to \$6,300 a year, irrespective of your private professional practice.

But, Sir, you say that in a Letter of mine of December the 10th, 1872, I only asked for £750. Suppose I did, when I was three years younger and had Three thousand dollars more means than I have now; does that affect what you gave me to understand you would do, or what I may be fairly entitled to at the hands of my Country, now when worn-out with long years and labours in its service. But, Sir, I do not believe that I ever, in 1872, "only asked for £750," as you state, unaccompanied with a condition of one year's salary in addition for long services. In 1872, I did write a Letter, or Letters, to the Premier, the Honourable Edward Blake, in regard to my retirement. The Correspondence between Mr. Blake and myself was laid before the House in March, 1872, and printed by its order. In my Letter to Mr. Blake, dated the 18th of February, 1872, offering to tender my resignation, I referred to my having done so in 1868, which was not accepted, but after which a willingness was expressed to permit me to retire, if I insisted upon it, and to propose an allowance to me of full salary on my retirement. The words of my Letter on this point are as follows:—

At that time, (December the 7th, 1868), I tendered my resignation unconditionally, leaving my case to the consideration of the Legislature, in view of the nature and length of my past Public Services. Since then the Leader of the late Administration, (the Honourable J. Sandfield Macdonald), and others have expressed their opinion that I ought to be allowed to retire without diminution of Salary; and I have been consulted as to the bringing of the matter under the consideration of the Legislative Assembly, but I have declined to consent to any steps being taken in the matter until both parties should be disposed to consult and agree as to what should be done, as I would not consent to anything being done which should not be agreed upon by leading men of both parties in the Legislative Assembly.

Then, after having stated my circumstances and claims against me, I proceeded as follows:—

When the subject has been mentioned to me I have expressed my conviction that the Legislative Assembly would not be disposed to allow me more than a retired Judge of the Court of Queen's Bench, but I cannot meet my subscription-obligations, (and I have no other debts), and do what I shall presently explain without my present means of support. If the Government think proper to allow me a year's Salary on retiring, and place me on the same footing as a retired Judge, I can fulfil my subscription-engagements and accomplish my literary objects. I can show, beyond a doubt, that apart from my long work in the Department, I have caused a saving to the Country of more than One hundred thousand dollars, and the diffusion of a large amount of useful literature, besides the commencement and development of certain branches of domestic manufacture, accompanied by an unprecedented extension of the Book Trade. I do not desire to retire from my present post of duty to be released from work; but I wish to pursue work of another kind. I believe another man can now perform the work of my office as well as I can, if not better; but I wish to do a work which no other is likely to do, and for doing which my experience of public affairs since 1824, and my early relations and intercourse give me an advantage perhaps over any man now living. I refer to writing a history of the Founders of this Country, and of its Constitutional System of Government, embracing, in effect, a history of the progress of society in Upper Canada, from the beginning to the present or recent times, etcetera.

Such were the conditions on which I proposed to retire from office in 1872; and such are the conditions I have proposed to you, with the additional alternative, if you preferred, of my retiring on full Salary, as the late Honourable J. Sandfield Macdonald proposed, and as the Honourable M. C. Cameron cordially advocated in his Speech on the Education Department Bill, although he did not agree with my recommendation of that measure. After such a spontaneous expression of sentiment and feeling on the part of the Honourable Mr. Cameron, and so cordially responded to on the part of Members of the House, I did hope that you would have followed the example of the late Honourable Robert Baldwin, in 1850, when by previous understanding, a Member of his Government moved the second reading of the School Bill, (the Charter of our School System), the Leader of the Opposition, (Sir Allan Macnab), seconded it, thus showing to the Parliament and the Country, that in the great question of Education, there was to be but one party,—all parties and all party feeling cemented into oneness. I had hoped that as such a feeling, and such an example, had inaugurated the great



measure which commenced our present School System, something of the same kind might attend my retirement from the mission with which I was in 1850 fully invested, and which I believe I have fulfilled in devising and developing our System of Public Instruction. But you have thought proper not to follow the example of Mr. Baldwin, but to act as a party man even in non-party School matters; for in your Letter you speak of "our friends in the House," whereas Mr. Baldwin would have said Members of the House, without respect to party, and would have consulted and acted accordingly, as he did in 1850. It seems to me plain, that your consulting with certain of what you call "our friends in the House," and speaking in reference to them, and not in reference to other gentlemen in the same side, as well as on the opposite side, of the House, that you said what I have complained of, and do complain of, as not keeping faith with me, when you knew that I had said again and again, that I would not voluntarily retire with diminished means of support, and that sooner than so retire, I must continue on in my work as long as possible, and that you did, on Wellington Street, as stated in my Letter, give me the assurance of your intending to do as I had proposed, and on which I, in accordance with your suggestion, wrote you my Letter from Picton, dated June the 12th, 1875, in which I stated the question of my circumstances, furnishing you with materials to deal with my case, but carefully, from delicacy to you, abstaining from all reference to private conversation, yet repeating, as I did to Mr. Blake in 1872, my trust that my means of support, of literary work and usefulness would not be diminished.

You say there was no "agreement" between you and me. In a technical, or purely legal sense, it is true there was no "agreement," but, to my own mind, there was as clear an understanding between you and me, after what you said to me on Wellington Street, the first week in June, as I ever had with any gentleman in my life, and but for which I would not have written the following week, my Letter from Picton. I have regarded such an understanding among Christian and honourable men as binding as an agreement, signed and sealed, in the presence of witnesses.

I could not suppose that you would employ, as the late Tallyrand said, "language to conceal thoughts," when you said you had decided that I should retire on full salary, meaning in your own mind, full salary for one year only, when all my conversations with you on the subject related to the future years of my old age.

Sir, if I have used any word in my Letter offensive, or discourteous, I regret it, recall it, apologize for it. I wrote my Letter under painful feelings, with my Wife at my side, agitated and distressed; but while I disclaim having intentionally used any offensive words, I adhere implicitly to the conviction, and the expression of it, that what you said in the House, on the uncertainty of my retiring allowance in the future, was not in harmony with what you gave me to understand on Wellington Street in the first week in June.

From the kindly feeling expressed towards me personally, as well as of my labours from all sides of the House when the Education Department Bill was under discussion, I entertained the hope that the result of the Bill, in regard to myself, would be of the same character, and would not be overshadowed at the last moment by a gratuitous remark from yourself, calculated to envelope the future, in regard to myself and family, with uncertainty and gloom.

You intimate that I am ungrateful. I have sought through life to be in no man's debt for a favour, or the acknowledgment of it; but, even, at the expense of being charged with ingratitude, I cannot thank you for a favour when I think I have not received justice.

TORONTO, February 15th, 1876.

EGERTON RYERSON.

NOTE. As the Honourable Adam Crooks had been named as the new Minister of Education, Doctor Ryerson had many interviews with him in regard to his new duties. While he was still Provincial Treasurer he addressed to him the following Letter in regard to his retiring allowance.

#### IV. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL TREASURER.

From the frank and unreserved communications which have taken place between us, from the intimate relations which have been contemplated between us, and from your position as Provincial Treasurer, and as my expected Successor, I enclose you a copy of a Letter which I have this day addressed to the Honourable the Attorney-General, as a violation, on his part, of the understanding on which I have proposed to place my office in your hands. If I am justly entitled to a full Salary this year, I shall be equally so next year. If I am not justly entitled to such allowance, I do not wish to receive it. I ask nothing as a favour; I only ask what is just. I do not wish to be a mendicant upon the bounty of the Country any more than upon that of an individual.

I know of no precedent for the retirement of a Public Officer without his allowance being determined at the time of his retirement, if he be allowed anything at all. I have desired release from the charge of the Education Department, provided that you would accept it, not because I wished to be released from labour, and labour for the public, but for a change of labour, that I might do what I believe others are not able to do, and leave work which I believe you can do as well as I can, if not better. But, if I have not earned a retiring allowance such as Mr. Mowat told me he would recommend to Parliament, I wish to remain in my office until I shall have earned it; but I do not wish to be reduced to the necessity of laying the matter before the House in the form of a Memorial, and abide by the result. But I think the honour of the Government is involved, and I shall not withdraw my confidence in it unless compelled to do so.

I am persuaded that your ever high sense of honour will sympathize with me in this matter.

TORONTO, 2nd February, 1876.

EGERTON RYERSON.

#### V. THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I have read your Letter to the Attorney-General. You will see in reference to the Estimates, that I have introduced the item in connection with your name:—"A retiring allowance for the year 1876,"—and, although the Attorney-General very cautiously remarked upon it, as not being conclusive, as to future years, I do not think there can be any other action than to adopt the same amount in the Estimates for each succeeding year. I think the general feeling of the House is to present to you your full Salary, as a retiring allowance. There are, of course, two extremes to be found amongst the Members, one which would provide the Salary and the other which objects to such allowances altogether. Perhaps, in anticipating these objections, the Attorney-General's course was prudent. As your Letter was antedated, I have not spoken to the Attorney-General on the subject, but I write to you my own views.

TORONTO, February, 1876.

ADAM CROOKS.

#### VI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE SECRETARY OF THE PROVINCE.

An Act having passed the Legislative Assembly, assented to yesterday by His Honour, the Lieutenant-Governor, placing the Education Department under the charge of a Minister of Education, with a seat in the Executive Council and in the Legislature, I hereby resign into the hands of His Honour my office of Chief Superintendent of Education, and will hand over to my Successor, at the early convenience of the Government, the Department of which I have had charge since September, 1844.

I have earnestly recommended the measure by which my connection with the Education Department terminates, and, in accordance with my often expressed wishes, I retire at the age of more than three score years and ten, from a work in which my mind and head, and strength, have been engaged for more than thirty years.

Having myself suggested the name of my Successor, as well as the Measure, by which he assumes my functions, I confidently believe that the administration of the School System will not be less, but more efficient than it has been, and that the School

System itself will acquire greater stability and success under the administration of a responsible Minister of the Crown than it could have otherwise done.

TORONTO, February 11th, 1876.

EGERTON RYERSON.

NOTE. On the 15th of February, Doctor Ryerson met Mr. Crooks by appointment at the Education Office, with a view to introduce him to the various Officers in the Department. He afterwards addressed to him the following Letter:—

VII. DOCTOR RYERSON TO THE MINISTER OF EDUCATION.

I need not say how pleased all parties were with your visit on the day before yesterday to the Education Department, and to the Normal and Model Schools, and your very kind remarks to them.

It has occurred to me that it might be a good thing,—be grateful to all parties concerned, and bind them closely to yourself personally, if you were to address a Note to the Masters of the Normal School and the Teachers of the Model School, intimating to them your recognition of them in their present positions and relations, and that, while they would find in you a faithful Administrator of the Law, they would also find in you a friend that would seek to promote their efficiency and usefulness.

I would also suggest the same in regard to the Officers in the several Branches of the Education Department.

The title of the Head of the Department being changed from "The Chief Superintendent of Education" to the Minister of Education," I suppose a corresponding change in the title of the Deputy head of the Department will follow, from that of "Deputy Superintendent of Education" to that of "Assistant, or Deputy, Minister of Education." There does not seem any change necessary in the official designation of other Heads of different branches of the Department, such as that of Mr. Marling, "Chief Clerk and Accountant," Mr. Taylor, "Chief Clerk of Statistics," Mr. Atkinson, "Chief Clerk of Correspondence," Doctor May, "Chief Clerk of Libraries."

Doctor Hodgins, who was appointed by the Governor-General and gazetted "Deputy Superintendent" in 1855, has been with me from the beginning in 1844, and an abler, or more reliable, man in the Department I never knew. I may say the same in regard to the subordinate Head of each branch of the Department during the shorter periods, and the less important positions they have occupied with me. Were I now left to select Officers for each part and branch of the service in the Department I do not know that I could suggest a single change.

What I have taken the liberty to suggest has probably occurred to you; and my anxiety that you should command the hearty, as well as the willing and prompt, obedience of all parties connected with the Education Department and the Normal and Model Schools, is my excuse for writing this Note and making these suggestions. I have sought, while maintaining a strict discipline to make all associated with me feel as Members of one Family, of which I was the Head, and, in some respects, the Father. You may not claim the relation of a Father, but you can as the Head and Friend of all the Members of the Household.

I can assure you, with all the sincerity of my heart, of my great anxiety that your assumption of the Department shall be felt in the Department and throughout the Province as a new step in the march of Educational progress.

TORONTO, 17th February, 1876.

EGERTON RYERSON.

NOTE. On the 19th of February, 1876, there appeared in the official *Ontario Gazette*, the following notice:—

His Honour the Lieutenant-Governor has been pleased to make the following appointment:—

The Honourable Adam Crooks, a Member of the Executive Council of the Province of Ontario and Treasurer thereof, to be Minister of Education in and for the Province of Ontario.

NOTE. This notice having appeared in the official *Gazette*, on Saturday, the 19th of February, Doctor Ryerson went to the Education Department on the Monday following, to take a final leave of the Officials in the Department. It was indeed a memorable day for them. As he shook hands with each and bade them farewell, he and they were deeply moved. He could not, however, bring himself to utter a word to me at our official parting, but as soon as he reached home he wrote me the following loving note:—

171 VICTORIA STREET, TORONTO,  
Monday Evening, February 21st, 1876.

MY DEAR HODGINS,—I felt too deeply to-day when parting with you in the Office to be able to say a word. I was quite overcome with the thought of severing our official connection, which has existed between us for thirty-two years, during the whole of which time, without interruption, we have laboured as one mind and heart in two bodies, and I believe with a single eye to promote the best interests of our Country, irrespective of Religious sect, or political party,—to devise, develop and mature a System of Instruction which embraces and provides for every child in the land a good education; good Teachers to teach; good Inspectors to oversee the Schools; good Maps, Globes and Text Books; good Books to read; and every provision whereby Municipal Councils and Trustees can provide suitable accommodation, Teachers and facilities for imparting education and knowledge to the rising generation of the land.

While I devoted the year 1845 to visiting educating Countries and investigating their system of instruction, in order to devise one for our Country, you devoted the same time in Dublin to mastering, under the special auspices of the Board of Education there, the several different branches of their Education Office, in administering the System of National Education in Ireland, so that, in the details of our Education Office here, as well as in our general School System, we have been enabled to build up the most extensive establishment in the Country, leaving nothing, as far as I know, to be devised in the completeness of its arrangements, and in the good character and efficiency of its Officers. Whatever credit, or satisfaction, may attach to the accomplishment of this work, I feel that you are entitled to share equally with myself. Although I know that you have been opposed to the change, yet could I have believed that I might have been of any service to you, or to others with whom I have laboured so cordially, or that I could have advanced the School System, I would not have voluntarily retired from office.\* But all circumstances considered, and entering within a few days upon my 74th year, I have felt that this was the time for me to commit to other hands the reins of the government of the Public School System, and labour during the last hours of my day and life, in a more retired sphere.

But my heart is, and ever will be, with you in its sympathies and prayers, and neither you nor yours will more truly rejoice in your success and happiness, than  
Your old life-long Friend and Fellow-labourer,

J. GEORGE HODGINS, Esq., LL.D.

EGERTON RYERSON.

To this touching Letter of official farewell, I replied as follows:—  
TO THE REVEREND EGERTON RYERSON, D.D. LL.D.

Your kind and touching Letter of yesterday, (received this morning), has been like balm to my wounded heart. I could not yesterday bid you even an official farewell, and I hope never to do so. Your whole official life is so intertwined in my thoughts, feelings and affection that I cannot even separate them from you, and I cannot bear the thought of doing so. It will always be the crowning joy of my life that, in the good providence of God, I have been permitted to be associated with you in the great

\* This remark evidently refers to the oft expression of my dissent from Doctor Ryerson's views in regard to the important change which he had proposed to the Government for the future administration of the Education Department. It was one of the very few subjects on which I had occasion to differ from the views of my venerated friend.

work of your maturer life. The tribute, which your generous nature has prompted you to pay me at this painful parting from you, will long be cherished by me and my Boys with affectionate love and reverence for the Writer. They indeed this morning felt proud that I had received such a warm hearted loving Letter from you.

I can say no more. My heart is too full. I above all shall ever miss you, daily, hourly and always. I cannot realize that our work together is now forever ended in this Office, and that you will only come as a Visitor, but always a most welcome Visitor. When I look back, I reproach myself for many failures. I can only crave your forgiveness for them.

Mrs. Hodgins feels all the pain that I do at this parting from you. You were her first and ever true and loving Friend and father when she came to Canada, and she keenly feels the loss which I have sustained.

We both and our Boys unite in earnest prayer that the same ever loving, watchful Providence, which has so wonderfully sustained you hitherto in all your trials and conflicts will long permit you to enjoy the ever comforting sunshine of His presence. And that, with Mrs. Ryerson, the closing years of your life may be peaceful and happy, until the time shall come when the final parting in this life shall take place,—to be succeeded by the joyful reunion in His presence, where there is fulness of joy, and at His right hand where there are pleasures for evermore.

TORONTO, February 22nd, 1876.

J. GEORGE HODGINS.

## CHAPTER XXIV.

### PARTING CIRCULARS FROM THE REVEREND DOCTOR RYERSON, 1876.

#### I. TO THE MUNICIPAL COUNCILS OF COUNTIES, TOWNSHIPS, CITIES, TOWNS AND VILLAGES IN ONTARIO.

GENTLEMEN,—On retiring from a connection with you, in matters of Education, extending back to 1844,—four years anterior to the complete organization of our present Municipal System,—I desire to say a few parting words.

*Early School Legislation.*—Devoting, as I did, a part of the year 1844 and the whole of the year 1845 to visiting and investigating the Systems of Public Instruction in the principal States of the neighbouring Republic and the educating Countries of Europe, I laid before our Government early in 1846 the results of my inquiries, and the conclusions at which I had arrived, in a Report, entitled “Report on a System of Public Elementary Instruction for Upper Canada.”\* My Report was approved by the Government, and I was directed to prepare a Draft of Bill to give it effect. That Bill was brought in and conducted through the House by the Honourable W. H. Draper, (then Attorney-General), and became Law in the Spring of 1846; it was based upon the system of Municipal, (or District), Councils, as they then existed, and provided for the establishment of a Normal School, and uniformity of School Text Books as well as School Libraries. In 1847, I prepared a Draft of another School Bill, which was introduced into and conducted through the Legislature by the Honourable J. Hillyard Cameron, (then Solicitor-General), creating one Board of School Trustees for each City and Town, with other provisions. A change of Government taking place soon after, the late Honourable Robert Baldwin introduced in 1848 his famous Bill for the complete system of County and Township Municipal Councils. In 1850, at Mr. Baldwin’s request, I prepared a Draft of School Bill, consolidating the previous Acts, and introducing amendments suggested by my experience and by various parties at County, (then District), Conventions which I held in each County of the Province during the

\* This Report is printed on pages 140-211 of the Sixth Volume of this Documentary History.

Autumn of 1847, adapting the whole to the new Municipal System. Mr. Baldwin devoted two days with me in adapting every part of that Bill to the Municipal Laws of which he was the Author, and in perfecting its provisions, as far as we could; so that it became and continued the Charter of our School System until 1874,—for the several School Bills passed between 1850 and 1874 were but extensions and supplements to the School Act of 1850, suggested by the progress of the System, and concurred in by County School Conventions held throughout all the Counties in 1853, 1859, 1866 and 1869.

*Consulting with the People.*—I have made these references to recall to your recollection the fact that not a single important feature of our School Laws has been adopted without previous consultation with the people of the Province, during the five visits which I made to the several Counties, holding a Public Convention in each County for the purpose of consulting on educational matters. At all these Conventions, among the subjects proposed in the Circulars calling them, were,—

“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.” “To consider any suggestions which may be made for its improvement.” “The importance and facilities of Normal School Training of Teachers.” “The establishment of Public School Libraries; regulations for their management, and their relation to County, Township and School Municipalities.” “Free Schools.” “County School Inspectors and Boards of Examiners and their qualifications.” “Prize Books for the Schools.” “Compulsory Education.”

These and kindred subjects connected with both the Public and High Schools were freely discussed in successive years at these Conventions; nor did I recommend legislation on any of them without the concurrence of at least two-thirds of these Conventions.

*Text Books for the Schools.*—The two subjects which first engaged attention were the Normal School training of Teachers and proper Text Books for the Schools. As this last subject is of the greatest importance, and as recent attempts have been and are being made to break down the system then established, I will briefly state its origin and early results, as stated at length with the official papers in my School Reports for 1847 and 1848. In my Report for 1847, written in August, 1848, I gave the results of local reports on the subject of School Text Books. “There were in use upwards of 295 Text Books.” The list on the six principal subjects of teaching were:—Spelling Books, 13; Reading Books, 107; Arithmetics, 53; Geographies, 20; Histories, 21; Grammars, 16; and on nine other subjects mentioned, 53 Text Books. Most of those Books were foreign, and, in general, the prices of them were as high, and the quality of them was as inferior, as their variety was great. To relieve Canadian Parents of such a burden, and the Schools of such a nuisance, was attended with difficulties, detailed in the Reports, but which were speedily overcome. The Canadian Board of Education, (now designated the “Council of Public Instruction” by the Act of 1850), adopted the “Irish National Series of Text Books,”—a series prepared by experienced Teachers, and unanimously adopted by the Irish National Board of Education, consisting of Episcopalians, Presbyterians and Roman Catholics, and which for nearly forty years have held the first place among the School Books used in England and Scotland, as well as in Ireland. At the same time a twofold arrangement was effected with the Irish National Board,—the one was to obtain the copyright so as to reprint these Books in Upper Canada, and the other was to purchase those Books in Dublin at fifty per cent. below their retail prices there. The Education Department here reprinted no Text Book, but gave its right, (with a set of the Books as models), to reprint the whole of the Irish National Text Books to any and every Canadian Publisher that might apply, and, by Circular invited and endorsed the applications of the Booksellers of the Province to purchase and import the original edition on their engaging to sell such Books at the rate of not more than a shilling currency for the shilling sterling of the published retail price of them in Great Britain and Ireland. The immediate effect of this arrangement was the issue of two Canadian editions of these Text Books, and the

importation of the original editions by various Booksellers; and the result was a competition, both in quality and prices, between the Canadian reprints and the imported editions of these Text Books. In order that no available means might be left unemployed to acquaint the leading minds of Canada with the character of these excellent Text Books, and secure their cordial introduction into all of our Schools, I proposed to the Irish National Board to purchase twenty-five complete sets of their Text Books, Registers, Forms, etcetera, for presentation to the District and City Councils of Upper Canada, of which there were then only twenty-five; but the Irish National Board, with characteristic generosity, made a donation of twenty-five sets of their Publications, one of which sets I had the pleasure of presenting to each District and City Council, with the request that they would, by a Committee, or otherwise, examine both the character and prices of the Books, and give public expression to their views. It was by the co-operation of the Municipal Councils I now address that this great boon of a uniform series of Text Books was conferred almost simultaneously and universally upon and gladly accepted by our Public School Authorities, and the heaviest item of expense to Parents sending their children to School greatly reduced. In my Annual Report for 1847, written in August, 1848, this first and most important step in our School progress is thus stated:—

I had shown its necessity in my "Report on a System of Public Elementary Instruction for Upper Canada (1846)," and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and already secured the support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America. It is just two years since the Upper Canada Board of Education was established, and recommended a uniform series of Text Books for the Schools. The Board employed no powers of prohibition, but provided and suggested facilities for the useful and profitable exertions of private enterprises, and that in connection with measures which led not only to the introduction of School Books of an improved character and quality, but to the reduction of nearly twenty per cent. in their prices, thus preparing the way for securing to the whole Country the double boon of good and cheap Books.

This series of Text Books was continued in our Public Schools from 1847 to 1867, when they were revised, and the present Canadian Series based upon them was introduced, the copyright of which has been still continued as public property, thus securing competition in their printing and prices, and enabling the Education Department to cause the revision of any one, or all of them, as the progress and wants of the Schools may require.

*Maps and Apparatus.*—The provision for and introduction of Maps, Globes and other School Apparatus, as also Libraries and Prize Books, as a part of our School System, are of later date than those for Text Books, and are all based upon the principle of providing at cost prices for the Municipal Councils and Boards of Trustees with what they may deem necessary for the interests of Schools under their charge, with the further aid of one hundred per cent. upon whatever sums they may provide from local sources.

*The People's Depository.*—As all these provisions and distinguishing features of our School System have been adopted only after free and repeated consultations with the people in the several Counties and Cities, and have been sanctioned and provided for by successive Governments and Parliaments for twenty-five years and more, and as the Municipal Councils and Trustees are the only parties to whom they are rendered available, you will, I am sure, agree with me that no one of them should be crippled, much less abolished, without consulting you and securing your consent. You can at any time be consulted by Circulars in the course of a few months, or even weeks; and if you and the Trustees, the burden-bearers of all our School operations,—deem the long-established agency of the Education Department to provide you with Libraries, Prize Books, Maps, Globes and other Apparatus to aid you in your work, should be abolished, then you will doubtless say so, and the Legislature would then be justified in abolishing it, but not until then. The management of this agency of the People's Depository has not cost the public revenue a farthing; and I am sure the appropriation by the Legislature to extend, through you and the School Corporations, the benefits of this agency,



will be applied to the best advantage, until the Legislature itself shall have reviewed its past and decided upon its future policy in regard to this, as I am confident, most important elements of our Public School System,—an element which becomes not less, but more important with the advancement of that System and the Country.

Gentlemen, I thank you most sincerely for the cordial manner in which you have received and responded to the many Circulars which I have addressed to you during the last thirty years,—on the duties and functions which modifications in the Municipal, or School, Laws have imposed upon you. Amongst the most pleasing recollections of my long administration of the Education Department will be the uninterrupted harmony which has existed between you and myself, and the efficient and liberal manner in which you have performed your part in the great work of our Country's Education,—having, during every single year, provided larger sums by School Assessments than the Law itself required. During the year 1874,—the last year for which we have complete Statistical Returns,—the amount of the Legislative School Grant was \$244,933, the Law requiring an equal sum to be provided by Municipal Councils as a condition of receiving it; but instead of limiting your School Assessment to the sum required by Law, you provided the noble sum of \$606,538,—your own zeal and patriotism, in this one particular alone, being \$361,705 in advance of the Law requirements for the year.

*The New Minister of Education.*—Feeling that the time had arrived for me to resign the administration of the Education Department to younger and abler hands, I submitted the best provision I could conceive for the future management of the Department, and perpetuation and further development of the School System. I am happy to say that the Government and Legislature have given effect to the plan recommended; and that an honourable Gentleman, whom, in consideration of his principles, character, abilities and attainments, I had for two years pressed to assume my work, has at length been appointed Minister of Education. In his hands, I am sure, you will find no change in the administration of the Department, and of the School System, except for the better.

TORONTO, February 29th, 1876.

EGERTON RYERSON.

*P.S.—Politics and Education.*—Some sincere friends of the School System have expressed apprehensions lest under the new *regime* it might be brought within the pernicious influence of political party. I do not share in such apprehensions. I have every confidence that the administration of the School System will be strictly impartial and patriotic, and will accord in spirit with its inauguration and re-inauguration since 1840. Its first outlines were drawn and embodied in Law by one political party led by the late Honourable Robert Baldwin, in 1841 and 1843; it was revised and re-inaugurated under the auspices of the Conservative party, led by the Honourable (now) Chief Justice Draper, in 1846; it was revised again in 1850, under the Reform party led by Mr. Baldwin, who re-appointed the same Person to the Head of the Department and the same Persons to the Council of Public Instruction that had been appointed in 1844 and 1846.

Immediately after the passing of our Charter-School Act of 1850, I proceeded to England to make arrangements with regard to procuring Maps, Globes, Library and Prize Books, and while in London, in December, 1850, I prepared my School Address for that year to the Inhabitants of Upper Canada. I reproduce here the following paragraph of that Address for the references and facts it contains, and in the belief that its spirit will be as fully realized in our Country during the next twenty-five years as it has been during the past twenty-five years of our educational history:—

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 School Systems have 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 degree lives and moves and breathes in an atmosphere 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 incident in our Canadian history, and a brilliant 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 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, and uniting 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, 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 reappointed 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.

E. R.

## II. TO THE BOARDS OF PUBLIC AND HIGH SCHOOL TRUSTEES OF ONTARIO.

GENTLEMEN,—After an official connection and labour with you for nearly a third of a century, I cannot bid you an official farewell without addressing to you a few parting words

*School Trustee Labours.*—You are pre-eminently the burden-bearers of the School System. The Municipal Councils indeed lay out the work, and form the Districts, or Circuits, or Sections, and appoint the Members of the High School Corporations, Public School Inspectors, and levy School Assessments in certain circumstances and to a certain extent; but upon the Trustees devolve the duty, responsibility, labour and trouble, (often difficult and perplexing), of devising the means and modes for the establishment and success of the Schools,—the procuring of School Sites, the erection and furnishing of School Buildings, the employment and payment of School Teachers, and all the appliances and requisites for the School education of the youth of the land. You know,—and the older Members of your Bodies have felt,—how unable, at the beginning, were Trustees of Public, or Common, Schools to command the means of either building convenient School Houses or of paying even very ordinary Teachers; and the Trustees of Grammar, or High, Schools well known how powerless they were to procure anything beyond the Government Apportionment and the individual Rate-bill, to pay their poorly compensated Masters, much less to command a cent by Rate on property, or in any other way but individual voluntary Subscription, to build, or furnish, a School House. But the commodious, and in many instances magnificent Public and High School Buildings that are ornamenting our Cities, Towns and Villages, and dotting the Townships, and these rapidly multiplying, evince the vastly increased powers of School Corporations,

\*By previous Arrangement a Member of the Government moved the Second reading of the Bill, and the Leader of the Opposition seconded it.

and the patriotism and intelligence with which they are exercising those powers,—to the increase of the value of property, the elevation of the character of the Country, and both the preparation for and indication of its advancing civilization. And to this I may add the facts, that the Trustees of 108 High Schools have paid the last year (1874), as reported, to their Masters and Teachers, the sum of \$179,946, besides paying \$63,684 for Buildings; and the Trustees of the 4,758 Public Schools, as reported the same year, paid their Teachers the sum of \$1,647,750, besides \$699,547 on School Sites and School Buildings. Nor should I omit to say that you have furnished your High and Public Schools with, (one of which did not exist in any High, or Public, School in Upper Canada in 1852), 2,785 Globes, 47,413 Maps, 1,334 Libraries, (containing 266,046 Volumes), 766,645 Volumes of Prize Books,—one-half of the cost of which has been defrayed by yourselves, and all of which have been sent to you on your own orders. Furthermore, be it remembered, that the Members of Trustee Boards of the 108 High Schools, (each Board being composed of from six to eight Members), and the Members of the Trustee Boards of the 4,758 Public Schools, (each Board consisting of from three to sixteen Members), have performed their duties and done their great work without one dollar's compensation,—a fact without a parallel in any State of America. Noble benefactors of their Country!

*The People's Depository.*—Gentlemen, you are my witnesses that before I submitted to the Legislature a single measure to provide you with School Maps, or Globes, or Library, or Prize Books, I consulted you and other fellow-citizens in County Conventions, held in every County in the Province, and had your cordial approbation. It must be known to many, if not all of you, that private influences have been vigorously, not to say unscrupulously exerted to undo what has thus been done by your consent first given, developed to such magnitude by your co-operation and labour; but I think I can hear your protest ready to sound out from every Trustee School Board, as well as from every Municipal Council, against the Legislature taking, or permitting to be taken, any step, without your consent, to abolish, or cripple, the agency by which you have been assisted in supplying your Schools with Library and Prize Books, Globes and Maps, and leave you to the impositions and extortions of private speculation, instead of being under the protection and having the aid of a Public Department, under the direction of a Minister of Education responsible to the Representatives of the people.

*Progress of our Schools.*—Gentlemen, while I thankfully contemplate your ever cordial co-operation during my long administration of the Education Department, and that I retire from it without a single complaint from any one of your nearly five thousand Corporations, I have no language to express my grateful admiration of the immense labours you have performed, the difficulties you have encountered and overcome, the vast and varied work you have already accomplished, and the inestimable benefits you have conferred and are conferring wider and wider upon our common country. A few years since I attended a National Education Convention at Philadelphia,—the City in which the great American Centennial Celebration is about to take place. At that Convention, attended by the Governors of several States, the Heads and Professors of many Colleges, and Educationists from all the States, some of them who had visited our Country spoke of the Educational System and work in Canada as excelling and shaming their doing in the United States, and pronounced extravagant praise upon the Canadian Chief Superintendent for the marvellous success and progress of the educational work in Upper Canada. In reply, while I believed the nature and success of the work in Canada had not been over-estimated, the Chief Superintendent was not entitled to anything like the praise which had been bestowed upon him; for the great secret if his success was not in the capacity and skill which had been attributed to him, but in the fact that he had to do with the best people in the world, and that, if they had as good people for educational work as we had in Canada, they would have little to be ashamed of, and everything to be proud of.

I thus spoke in the absence of my Countrymen, and I spoke the language not of compliment, but the testimony of simple fact, as abundantly shown by the figures above quoted, in connection with the newness and population of our Country.

*The New Minister of Education.*—In my Successor, the Honourable Minister of Education, I am sure you will find higher qualifications and greater energies than I could ever pretend to, and a corresponding zeal and patriotism in advancing and extending the work which our joint labours have prepared. In my retirement and age; I shall feel no less interest than in past years in the progress of your labours in co-operation with those of the Minister of Education, and shall ever be ready to do what I can to promote this primary and highest work of our Country's civilization and greatness.

TORONTO, March 1st, 1876.

EGERTON RYERSON.

III. TO THE INSPECTORS AND TEACHERS OF HIGH AND PUBLIC SCHOOLS.

In addressing to you a few words on the termination of my long official connection with you, I cannot address you wholly as Gentlemen, (as I have done the Municipal Councils and School Trustees), since of the 5,736 Teachers employed in the Public Schools, 3,135 of them are Females. I address you as Friends and Colleagues,—having been myself a Grammar School Teacher two years before I commenced my public life.

*Elevation of the Profession.*—In devising a System of Public Instruction for our Country, the first thing needful was to exalt the office of the Teacher. To do this two things were necessary:—First, to elevate the qualifications and character of Teachers; secondly, to provide better and more certain remuneration for their services. I need not say, what so many of you know, how low, a generation since, were the qualifications of by far the greater number of Teachers, and how lower still was their moral character, and how poor and uncertain was their remuneration, and how wretched some of the places were in which they taught. There were noble exceptions in all these respects,—but they were exceptions to the general prevalence of ignorance, vice, and neglect. Of course much allowance is to be made on account of the infancy of the Country, and the sparseness and penury of its hard-working inhabitants. But all the old inhabitants will bear witness that the state and character of the Schools and Teachers were such as I have indicated.

*Normal Schools, Teachers' Remuneration.*—To improve the qualifications and character of the Teachers two things were requisite,—a School for the training of Teachers, and competent Boards to examine and license them, making good moral character one element of qualification. A Normal School trained and could train but a small proportion of the Public School Teachers; but it has furnished examples, and given a standard of qualifications of Teachers and of teaching, the influence of which is felt in every part of the Country. With the improved qualifications and character of Teachers naturally followed their better remuneration; and to aid in promoting and rendering this more certain, the School Laws were improved, investing Trustees with larger powers and securing to Teachers the prompt and certain payment of their Salaries. Although there is still much room for improvement, a contrast, rather than comparison, may be instituted between the qualifications, character, remuneration, social position and place of labour of the Teacher of the present day and the Teacher of thirty years ago.

*County Boards—Improved Status of the Teacher's Profession.*—For several years after the establishment of County Boards of Public Instruction for examining and licensing Teachers, it was complained that Teachers were subject to examination by Boards the Members of which were not Teachers themselves, and many of them incompetent for the office. That just ground of complaint has been removed by the qualifications of Members of Examining Boards being prescribed by Law, and none being eligible for the office except Graduates of some English, or Canadian, University, with testimonials of experience as a Teacher, and Teachers holding Provincial life First Class Certificates. Another just ground of complaint remained, namely, that the Schools were superintended and inspected by Persons who had not been Teachers, and were not qualified for the work. Now, no person is eligible to be a Public School Inspector who does not hold a Certificate from the Education Department of the highest grade

of the highest class in his profession. Thus is the profession of the Public School Teacher placed upon the same footing as the professions of Law and Medicine. It now only remains that the School Text Books, (the copyright of which is public property, under the control of the Education Department), be subject, as occasion may require, to the revision by select Members of the teaching profession, and by them only.

*Superannuation of Teachers.*—The heart almost recoils at the recollection of years of varied and often discouraging toil required to overcome the prejudices and obstacles in order thus to elevate the Teacher's profession to its true standard of competence, dignity and permanence, and you are all aware of the storm of opposition which was raised against the last and most humane step taken to give increased value and stability to the Teacher's profession by providing for the relief of its aged and disabled Members, —a provision now universally popular both within and without the profession. In 1853, the Legislature was, with difficulty, induced to grant \$2,000 a year, which was afterwards increased to \$4,000 and then to \$6,000, in aid of superannuated, or worn-out Public School Teachers. High School Teachers are now included, and the Legislative Grant for the last year reported, (1874), was \$23,100, nearly one-half of which was contributed by the profession itself.

*Salaries of Teachers.*—I am aware that the remuneration of the profession is not yet what it ought to be. It should be the aim of every Teacher to add to the value of the profession and its labours by good conduct, diligence and increased knowledge and skill; and the experience of the past shows that the Country will not be slow to increase the remuneration of labours thus rendered increasingly valuable; for while the amount of Salaries paid to 2,706 Public School Teachers in 1844 was \$206,856, the amount of Salaries paid to 5,736 Public School Teachers in 1874 was \$1,647,750. It is gratifying to reflect that whatever sums are provided and expended for any educational purposes are all expended in the Country, and, therefore do not impoverish it in any respect, but tend to enrich it in the highest respect and in various ways.

*The High Schools.*—In regard to High Schools, formerly called Grammar Schools, the Law for their improvement and their administration by the Education Department dates back to only 1852, at which time their number was 84, the number of their Pupils 2,643, and the Legislative Grant in their aid was \$20,567; in 1874 there were 108 High Schools, 7,871 Pupils, and the Legislative Grant in their aid was \$75,553, in addition to which a sum equal to half that amount was required to be raised by County and City Councils, all of which to be sacred for the payment of Salaries of Masters and Teachers; and corporate powers in Boards of Trustees to provide additional means for the payment of Teachers, and the erection, repairs and furnishing of Buildings. In 1852 there were no Inspectors of High Schools; now there are three very able and efficient High School Inspectors. In 1852 the whole amount of Salaries paid High School Teachers was \$38,533; in 1874 the amount of Salaries paid High School Teachers was \$179,946. The improvements in the operations and efficiency of the High Schools have, I believe, kept pace with their financial and material improvements. In no part of our School System have more opposition and buffetings been encountered than in effecting these changes and improvements.

*The New Minister.*—In terminating my official connection with the Inspectors and Teachers of High and Public Schools, I feel that, with all the defects and mistakes of my administration,—and no one can be more deeply conscious of them than myself,—I have, under very many difficulties, rendered you the best service in my power. In my retirement and advanced years I shall feel unabated interest in your success and happiness, while I shall enjoy the satisfaction of knowing that the Honourable Gentleman who succeeds me, with the rank and title of Minister of Education, is animated with the warmest zeal, and possesses much higher qualifications and greater power than I have been able to command, to advance your interests and promote the sound and universal education of our beloved Country.

TORONTO, March 2nd, 1876.

EGERTON RYERSON.

## OUR MUNICIPAL SYSTEM AND ITS EDUCATIONAL FACILITIES.

From the Reverend Doctor Ryerson's Address to the people of Ontario, in 1851, written in London, England, I select the following admirable remarks on our Municipal System and the facilities which it affords for educational advancement:—

Our system of Municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our Country. Since I came to England, 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 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 respect to its educational interests. 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 effort and resources in what appertains to the well being of the whole community. That system of polity is best which best 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 Systems, 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 power 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 rising above the other, but not superseding it,—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, the 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 fireside 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 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, 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 action. 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. 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.

## OFFICIAL CHANGES IN THE EDUCATION OFFICE OF ONTARIO, 1876.

The recent transfer of the Department of Public Instruction from the late Chief Superintendent to the present Minister has rendered necessary some changes in the Education Office. Doctor Hodgins, formerly Deputy Superintendent, has been gazetted the "Deputy Minister of Education," and Mr. Marling, formerly Registrar of the Department, and Clerk of the Council of Public Instruction, becomes by the same process "Secretary of the Education Department." The work to be done by both of



these Officers will be much the same as heretofore. The Reverend Doctor Ryerson, although freed from official duties in connection with the work of the Department, over which he has presided for thirty-two years, will have a Room in the Building, where he will be accessible should his advice be desired on any matter connected with the working of the Education System. The Apartment placed at his disposal by Mr. Crooks is the old Council Chamber, where his time will be mostly spent in the prosecution of his literary labours. His farewell Circulars to the various Bodies entrusted with the carrying out of the System, Teachers, Trustees, Inspectors and Municipal Councils, are about to be issued.—*Globe*.

## CHAPTER XXV.

### REVIEW OF THIRTY-TWO YEARS' ADMINISTRATION OF THE EDUCATION DEPARTMENT, BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1844-1876, AND REFERENCES TO HIS RETIREMENT FROM OFFICE.

*From the Ontario Teacher.*

The Reverend Doctor Ryerson's connection with the Educational System of Ontario cannot be otherwise regarded than as one of the most important elements in its history. When he first took charge of our Common Schools they were comparatively few in number, without uniformity in study of Text Book. They were but the nebulous matter of a School System. The Country being sparsely settled, and large contributions being constantly made to its population by immigration, it was no easy task to prepare a System of Education that would meet the wants of a new community, without those encumbrances which pertained to the Systems adopted by older Countries. By an extended and careful examination of the Systems prevailing in Europe and the United States, and by judiciously adapting them to the peculiar wants of a new Country, he was able to give us much of what was best in them all, without either unnecessary encumbrance, or routine. And by offering an inducement to Trustees by providing that the Department would help those who helped themselves, he was able to establish Schools in many districts, where the circumstances of the people would not permit of sustaining single-handed the entire expense.

Another feature of School maintenance, which he never lost sight of, but which was not finally adopted until 1871, was Free Schools. Although a Rate-bill was for many years chargeable under the School Law, yet the Ratepayers were always afforded the opportunity at the Annual School Meeting, of deciding whether their School should be free, or not. So popular did the Free School System become, that when the Government came to consider the abolition of the Rate-bill altogether in the case of resident children, only about 400 Schools out of a total of 4,000 in the Province, but had already discarded it of their own choice, and had practically removed all possible restrictions upon the attendance at our Public Schools.

Contemporary with this change in the form of School maintenance, came the change in School inspection, the adoption of a "Programme of Studies," and the proposition for additional Normal Schools, thus completing as it were the fabric so well begun.

The amount of labour requisite to the development of a School System, requiring so much attention to detail as well as design, cannot easily be estimated. The judgment to eliminate from foreign systems what was not adapted to the conditions of a new Country,—the courage to defend what was excellent against the prejudices and the jealousies of opponents,—the tact to tone down opposition or to launch a new scheme upon public favour at the most opportune moment, are all qualities of the highest order, and qualities which Doctor Ryerson possessed in a very high degree. His shrewdness



in the management of those whose influence might contribute to the success of his plans, and his own enthusiasm in the prosecution of his designs, have placed him in the first rank as a diplomatist, and have, in a very great measure, contributed to his success. True, he has sometimes forgotten the somewhat judicial character of his position,—he has sometimes entered the lists against men who were “foemen worthy of his steel,” and against whom there was practically no necessity of declaring war,—but at no time can it be charged that he lost sight of the great interests of education, or sacrificed, (although he might have endangered), his own usefulness as an Administrator. And now when retiring from a position he has so well and so worthily occupied, he can look back upon a career that has been characterized by the most marvellous progress, and can congratulate himself on having contributed as much, perhaps more, than any public man in Canada ever did, to the intellectual development of the people, and to the creation of those forces which, although not seen, are the most potent in forming national character, and in giving an impetus to the prosperity of the whole Country. It is then, with the deepest regret, that we regard his retirement from the position of Chief Superintendent of Education. It has been purely voluntary, and with the deepest regrets of the people whose interests he has for nearly a third of a century so faithfully advanced.

*From The Toronto Daily News.*

After presiding for thirty-two years over the Education Department of this Province, the Reverend Doctor Ryerson has retired from the active duties of public life, the direct management of the Department having been assumed by the Government, with the Honourable Adam Crooks at its head, an arrangement which Doctor Ryerson had for several years before its consummation urged upon the Government.

Our object is now simply to notice a farewell Circular issued by Doctor Ryerson on the occasion of his retirement, and addressed to “the Municipal Councils of Counties, Townships, Cities, Towns and Villages in Ontario.” The topics touched upon cover considerable ground. Allusion is made in the first paragraph to early School legislation. In the year 1844, Doctor Ryerson assumed the responsibilities of the important office he filled for so many years. The history of early School legislation is referred to by Doctor Ryerson, in order to call to the recollection of those whom he addresses that “not a single important feature of the School Law had been adopted, after he assumed office in 1844, without previous consultation with the people of the Province.” A history of the selection of the Text Books used in the Schools is then stated, and reference is then made to the Book Depository, which has been for many years an object of attack. To the new Minister of Education, the Honourable Mr. Crooks, Doctor Ryerson makes very complimentary reference.

The fear having been expressed that now that the management of the educational affairs of the Province had been assumed by the Government, party politics would of necessity become mixed up therewith, Doctor Ryerson proceeds to state that he regards such an apprehension groundless, and states that he does not share in such apprehensions. “I have every confidence,” he says, “that the administration of the School System will be strictly impartial and patriotic, and will accord in spirit with its inauguration and re-inauguration since 1840. Its first outlines were drawn and embodied in a Law by one political party led by the late Honourable Robert Baldwin, in 1841 and 1843; it was revised and re-inaugurated under the auspices of the Conservative Party, led by the now Honourable Chief Justice Draper, in 1846; it was revised in 1850, under the Reform Party led by Mr. Baldwin, who re-appointed the same Person to the Head of the Department and the same Persons to the Council of Public Instruction that had been appointed in 1844 and 1846.”

The venerable Doctor concludes by furnishing an eloquent extract from an address to “the people of Upper Canada” in 1859, on the question of introducing partyism into School matters.

The spirit of the sentiments which Doctor Ryerson uttered in 1859, he believes will be as fully realized twenty-five years hence, as it has been during the past twenty-five years of our educational history. In the interest of the cause of Education it is sincerely to be hoped so.

Connected with Doctor Ryerson's retirement the following facts, taken from the *Journal of Education*, are mentioned by the London *Free Press*:—

“From the last *Journal of Education* we glean the following interesting statistics which will show the condition of our School System in 1844 and 1874,—a difference of thirty years, a short period in the life of a nation. At the former period the number of Teachers employed was 2,706; at the latter, 5,736,—increase, 3,030; Salaries of Teachers at the former period, \$206,856; at the latter, \$1,647,750,—increase, \$1,440,894; total expenditure at the former date, \$275,000; at the latter, \$2,865,332,—increase, \$2,590,332; number of Pupils at the former, 90,756; at the latter, 464,046,—increase, 367,291; School Houses at the former period, 2,505; at the latter, 4,827,—increase, 2,322; Prize Books at the former, 0; at the latter, sent out, 766,645; Globes at the former, 0; at the latter 2,785; Library Books at the former, 0; at the latter, sent out, 266,046; number of Public School Libraries at the former date, 0; at the latter, 2,334. The value of the Maps, Apparatus, Prize and Library Books sent out from the Depository up to the close of 1874, was \$605,338, including the hundred per cent. allowed Trustees on all such purchases.”

We are of opinion that no Country in the world can present a more satisfactory record of progress in the matter of Education than Canada, a fact which cannot fail to prove gratifying to Doctor Ryerson on bidding farewell to a position in which he so successfully laboured.

*From The Christian Guardian, Toronto.*

Among the important changes which will result from the adoption of Mr. Crook's Education Bill, is the retirement of the Reverend Doctor Ryerson from the position of Chief Superintendent of Education, which he has so long and efficiently filled. We doubt not that men of all political parties will approve of the action of the Government, in introducing into the Estimates a suitable retiring allowance, for one who has rendered such invaluable service to the educational interests of our common Country. We believe a similar course has been heretofore pursued in the case of the retiring Judges of our higher Courts. We are quite sure that no Judge in the discharge of his duties, has rendered service more deserving of such a recognition, than those of the retiring Superintendent of Education, whether those services be estimated by the mental labour which they required, or by their beneficial effect on the intelligence and civilization of the Country. We are glad for Ontario's sake, as well as for Doctor Ryerson's, that this course has been taken. It is a sign of national degeneracy when the people of a Country show themselves incapable of rightly estimating the patriotic services of their public men.

As Doctor Ryerson is, perhaps, the most eminent of our able predecessors in the Editorial Chair of the *Christian Guardian*, we may be allowed to feel something more than an ordinary satisfaction in the success of our venerable and gifted friend. He was altogether nine years Editor of this Paper; and although placing a high estimate upon his educational work, we are disposed to think that no literary productions of his life are more creditable to his heart and head, or more valuable in their influence upon the Country, than his masterly and ringing pleas for equal religious and civil rights, during his editorial career. They were among the most effective blows struck to prevent the shackles of a State Church being fastened upon Canada.

In 1844, in the vigor and maturity of his manhood, he was appointed Chief Superintendent of Education for Upper Canada. His name in the history of Canada will be imperishably associated with that Office. We think it was Epaminondas, the great Theban, who was once appointed to some inferior office in Thebes, with a view to humiliating him; but he so extended its sphere and magnified it by the work he did,

that it was for all future time regarded as a peculiarly honourable and desirable position. We do not mean to say that the office to which Doctor Ryerson was appointed was like that of the illustrious Theban. But certainly the office had previously occupied no prominence in the public mind,—being merely a Branch of the Provincial Secretary's Office. But no sooner was Doctor Ryerson appointed in charge of Education, than he lifted the Department thus created into prominence; and set himself to the task of organizing a thoroughly effective System of Public Schools for the Province. For this purpose he repeatedly visited the principal Countries of Europe, as well as the United States, in order that, by a thorough examination of their Educational Systems and methods, and by consultation with the most renowned Educationists of the day, he might bring a thoroughly enlightened judgment to the accomplishment of the great work he had undertaken. The published Reports of these visits evince laborious research, and are repositories of valuable information on educational questions.

As no School System could be successful without competent Teachers, one of Doctor Ryerson's most important steps was the opening of the Normal and Model Schools, in this City, in 1847, under the supervision of the late Mr. J. T. Robertson, M.A., who was thoroughly familiar with the improved methods of teaching in the Irish National Schools. The importance of thus early securing a supply of competent, trained Teachers for our Public Schools can hardly be over estimated. If space did permit we should like to record the various important modifications and improvements of our School System which have from time to time been introduced. We believe nearly all of the School Acts, which have been passed during the last thirty years in Upper Canada have been either drafted by Doctor Ryerson, or prepared in accordance with his suggestions. He has been with equal cordiality sustained in all his efforts to improve our Schools by the Cabinets of each political party in power. The educational interests of the Country were practically not affected by party changes. This is one reason why we regard the present change with some degree of apprehension.

It is only justice to say that, in the supervision and direction of the educational interests of this Province, Doctor Ryerson has had an able and intelligent Coadjutor, in Doctor J. G. Hodgins. We believe it will lessen the apprehensions of many, respecting the pending change, to know, as we have no doubt will be the case, that he will remain as Chief Officer of the Education Department. He is thoroughly familiar with the details of our School System, and the whole subject of popular education.

There are several considerations which invest the educational work of Doctor Ryerson with special importance. It is work that has largely affected the intelligence and culture of the people. It is work rendered in the formative period of our Country's mental and political life. It is work that will be far reaching and undying in its consequences. Of course, it is not assumed that if Doctor Ryerson had not been in this office, the educational interests of this Country would have made no progress. But it is morally certain that the progress would have been much slower than it has been. Besides, with such an intelligent, guiding mind, there might have been progress in the wrong direction. There might have been measures adopted that would be permanent hindrances to true progress. England, from this cause, is to-day ineffectually struggling to introduce a National System of Public Schools. It would not be creditable to the people of Ontario, if they did not duly recognize their indebtedness to the man, through whose agency our Canadian System of Popular Education is now so honourably known throughout the civilized world.

PERSONAL TRIBUTE TO THE CHIEF SUPERINTENDENT OF EDUCATION ON HIS RETIREMENT  
FROM OFFICE, 1876.

*From the Board of School Trustees of Ottawa.*

At a meeting of the Public School Board of the City of Ottawa, Mr. Barber moved the following Resolution, seconded by Mr. Bronson:—

"That this Board cannot allow the occasion of the retirement of the Reverend Doctor Ryerson from the position of Chief Superintendent of Education, to pass without

expressing their high sense of the earnest services rendered by him in the cause of Education during the past thirty-two years, and to express the hope that he may be long spared to enjoy his well-earned rest. The Board also desires to express their satisfaction at the liberal action of the Government in granting Doctor Ryerson his full Salary, as a retiring allowance,—an act at once graceful and just, as Doctor Ryerson has, by his long and faithful services, not only earned such recognition; but the Country by availing itself of the many improvements introduced into our School System by the Reverend Doctor Ryerson, must not only receive value for the amount paid, but will feel that justice has been done to an old and faithful servant. That a copy of this Resolution be suitably engrossed and forwarded to Doctor Ryerson.”

To this Address the Reverend Doctor Ryerson has returned the following Reply:—

“Absence from the City prevented me from making an immediate acknowledgment of the receipt of your Letter of the 20th instant, transmitting two Resolutions of the Ottawa City Board of Public School Trustees, beautifully engrossed, in which they express their generous sense of my long services as Chief Superintendent of Education, and their gratification at the liberal allowance made by the Legislature for my support in old age—I having applied, in some form, in the service of the country, whatever the Country has allowed me, as well as my time and strength. I have ever had faith in my Country, that if I devoted my all to its service it would not leave me with diminished means of support and usefulness when age should compel me to retire from my official duties. I thank, in my inmost heart, the Ottawa City Board of School Trustees for their very kind expressions of feeling in regard to my past labours, and the circumstances under which I have been permitted to retire from them.

“The Ottawa City Board was the first City Board of School Trustees of the Province which nobly resolved not to employ any other than regularly trained Teachers in the Schools under their charge, and I hope they will continue to be a Model School Board to their Country, and be completely successful in their Christian and patriotic work.”

*From the Teachers' Association of the County of Oxford.*

By the unanimous vote of the Association, the following Resolution was passed, and the Secretary was instructed to transmit a copy of the same to the Reverend Doctor Ryerson, videlicet:—

“*Resolved*,—That this Association avails itself of the first opportunity afforded it by a general meeting of its Members, since the retirement of the Reverend Doctor Ryerson from the office of Chief Superintendent of Education, to give expression to the high sense it has, (in common, it believes, with the Canadian public at large), of the very eminent services which have been rendered by that venerable and Reverend Gentleman to the cause of Education in his native Province, of the wisdom and ability in devising, and the indomitable perseverance and steady devotion with which he has met opposition, allayed animosities and overcome difficulties, and by which he has succeeded in one short life-time in laying broad and deep the foundation of a National System of Education excellent in itself, the envy of many, and the admiration of all; and that the respect, the gratitude and the affection of this Association shall follow him to his honourable retirement, and we implore upon him in his last days the choicest blessings of Heaven.”

#### PRACTICAL FEATURES OF DOCTOR RYERSON'S ADMINISTRATION.

NOTE. With a view to place before the public information in regard to Doctor Ryerson's administration of the Ontario School System, in answer to recent inquiries on the subject, Doctor Seath, the present official Superinten-

dent of Education, addressed the following Letter to me, with a view to obtain the specific information desired:—

Reference is often made in the Newspapers to the visits which Doctor Ryerson paid during his administration to different parts of the Provinco. My recollection is that these visits were paid in connection with the discussion of desirable changes in the School Acts. He held a Meeting in each County. While in the Department, he was, of course, practically Minister of Education. I do not remember that he paid many visits to different parts of the Country outside of these visits. My recollection of the situation is, that the influence of the Education Department was exerted through the extinct *Journal of Education* and through Letters which he wrote to the Newspapers.

I should like very much indeed to have you state what his policy in regard to communication with the public was, and how he carried it out.

TORONTO, August, 1907.

JOHN SEATH.

NOTE. My reply to this Letter was as follows:—

In reply to your Letter of the 2nd instant, I would say, that your remarks, as to the policy of the Education Department, in Doctor Ryerson's time are correct, so far as you refer to the means he adopted in regard to communication with the educational outside public. These means, you state, were:—

(1) Periodical visits by the Chief Superintendent to different parts of the Province, in holding County School Conventions.

(2) The publication of a monthly *Journal of Education*.

(3) Through Letters, which he wrote to the Newspapers.

I. *County School Conventions*.—With the exception of occasional visits to localities, either to lay the Corner Stone of a School House, or to open a School Building, etcetera, Doctor Ryerson's periodical School visits to the Counties were confined to the County School Conventions, held to discuss, with the Trustees and others, certain improvements in the Grammar, or Common, School Laws and Regulations. At a rule, these Conventions were invariably popular and successful, and new and untried changes in the School Law, proposed by the Chief Superintendent, (so far as this Province was concerned), were, after explanation and discussion, agreed to, with few exceptions,—to be afterwards embodied in the Draft of a School Bill.

II. *The Journal of Education* was commenced in January, 1847, and was continued for thirty years, and until 1877, the year after Doctor Ryerson retired from office. Between 4,000 and 5,000 copies were published monthly, and sent, free of charge, to each local School Superintendent, and Corporation of School Trustees, in the Townships, Towns, Cities, and Villages in Upper Canada. It generally contained one, or more Editorials, written in popular style by Doctor Ryerson, on subjects relating to the Schools, besides containing general School intelligence, etcetera. In it were also inserted special Official Notices, as well as, from time to time, specific Circulars on School matters, addressed to Local Superintendents, or Trustees. Frequently Local Superintendents, Trustees and others contributed to its pages, and thus it became a medium of inter-communication between these parties and the public.

III. *Letters of the Chief Superintendent to the Newspapers*.—These were, as a rule, numerous and frequent, and, as Doctor Ryerson rarely failed to discuss a subject thoroughly and fully, those Letters were exhaustive, and, to his mind, conclusive.

(a) *Personal intercourse with Local Superintendents*.—These School Officers had constant personal intercourse with Doctor Ryerson. They often adopted that mode of getting specific information, instead of writing Letters, as they felt that they could thus state their case more fully, and discuss matters with "the Chief." Then again, they were being constantly written to by the Department, in case any local difficulties were reported to it by parties concerned. If complaints were made against them on any matter, they were invariably asked for a full explanation of the case, (and by a species of diplomacy), they were requested to convey to the parties concerned the ruling

of the Chief, (or Deputy Superintendent), in the matter, as based upon their explanations. In this way they became practically Agents of the Department, and were, in the best sense, the active Coadjutors of it in the settlement of disputes, and in the promotion of the best interests of the Schools.

(b) *The Active Agency of the Educational Depository.*—The constant supplying of the Schools, (on their application, with remittances), with Maps, Apparatus, Library, or Prize, Books, kept us in constant touch, "in the building-up process," with the Schools.

(d) *Subsidiary.*—In addition to these means of direct personal contact with the School Officers and Schools, other means were adopted to give a oneness and vitality to the School System.

1. *School Architecture and Popular Science.—Museum.*—With a view to introduce an improved style of School Architecture, and to make the Department an attractive place of resort for Trustees, Teachers and other Visitors, a special Grant was obtained in the early Sixties for the promotion of School Architecture, and the establishment of a Museum. A number of engravings of School Houses were obtained and published in the *Journal of Education*; and, in 1867, Doctor Ryerson made a visit to Europe with a view to obtain a number of suitable Objects of Art and other things for the Educational Museum. A great variety of Agricultural Models, specimens of Natural History, Objects of Art and casts of noted Sculptures, Medallions and Medals, and Busts of distinguished Persons were obtained, as well as a collection of Assyrian Sculpture Casts. Afterwards, a typical collection of the various European Schools of Painting was obtained, which greatly added to the interest and attractiveness of the Museum.

2. *School Manuals.*—Not only in the *Journal of Education*, was each successive Grammar and School Act published for the information of all parties concerned, and the educational public, but special editions of Pamphlets, containing these Acts and Regulations, together with explanatory Notes on the Text of the Acts, were prepared, and sent to each local School Corporation. Special copies of the Manual were also printed, containing these Notes and the Decisions of the Superior Courts of Law on the various School Cases which had come up before them, including appeals to them of Cases by the Department against Decisions of the County Courts, which were considered by it to be objectionable. These editions of the successive School Manuals were supplied gratuitously to each local Superintendent and Board of Trustees in Cities, Towns, and Villages.

3. *School Law Lectures.*—At the suggestion of the Head Master of the Normal School, I was appointed by the Council of Public Instruction, to deliver Lectures on the School Law, and Legal Decisions thereon, once a week to the Students of the Normal School, with a view, as expressed by the Head Master, to make each Teacher "a School Authority and a man of influence in his locality."

4. *Friday Afternoon Talks with the Pupils.*—With a view still further to add to the influence and status of the Rural School Teachers, a Regulation was adopted by the Chief Superintendent of Education, directing each Teacher of a Rural School to devote every Friday afternoon to a pleasant conversational Talk with his Pupils on one of twenty named subjects, relating to specific "Moral Duties." The result of this scheme was highly satisfactory, as many of the Pupils of the time afterwards assured me, as it committed them to certain principles of correct moral conduct in after life.

On the appointment of a Minister of Education, after the retirement of the Chief Superintendent of Education, the *Journal of Education* and the Educational Depository were discontinued, and the County Conventions ceased to be held. The Friday afternoon talks were also discontinued.

As an old Educational Officer, I regard the means which were in use in Doctor Ryerson's time to keep up a system of communication with the Schools and School Officers as highly satisfactory and effective in their practical working.

NOTE. As the Separate School Question was the most difficult and perplexing one, with which Doctor Ryerson had to deal, during his long administration of the Education Department, and one, in regard to the details of which, much misrepresentation has existed, I have prepared the following historical summary of the facts of the case.

#### THE SEPARATE SCHOOL QUESTION, 1841-1876.

The most difficult subject with which Reverend Doctor Ryerson had to deal during his administration of the Education Department, was the Separate School Question. And this was rendered the more difficult by the efforts of his opponents at the time to represent him as responsible for the introduction, if not the extension of the principle of Separate Schools into our School System; whereas his anxiety was to endeavour to settle this irritating question on what he believed to be a safe and prudential basis.

Doctor Ryerson had nothing to do with the introduction of the principle of Separate Schools into our School System. That was done in 1841, owing principally to the well-intentioned zeal of those who sought to influence the mixed Legislature at the time to make the Bible a Class Book in the Common Schools.

In reply to a Letter of mine, addressed to that veteran Canadian Statesman, the Honourable Sir Francis Hincks, who was a Member of the First Parliament of United Canada, he writes as follows, under date of "Montreal, 15th August, 1844":—

The School Bill of 1841 was, as you state, introduced into the Legislature by the Honourable Solicitor-General Day, without any clause in it relating to Separate Schools. Petitions were presented to the House, however, praying that the Bible should be made a Class Book in the Schools; and I imagine that the Government, to get rid of the responsibility of dealing with a very difficult question, proposed and carried a reference of the Bill and the Petitions to a Select Committee of all parties in the House. That Committee was about twenty-one in number. They provided in the Bill for Separate Schools in Upper Canada, and "Dissentient Schools" in Lower Canada. It was known, that of course, Separate Schools would generally be Roman Catholic in Upper Canada, and Protestant in Lower Canada. The Bill was passed, as reported from the Select Committee, on which it was felt that all parties were represented.

Thus the provisions in the General School Act of 1841, (which applied to Upper and Lower Canada alike), authorized, as Sir Francis Hincks states, Separate Schools in Upper Canada, and Dissentient Schools in Lower Canada.

In 1843 a Separate School Law for each Province was passed, but the principle of these Sectarian Schools was embodied in each of them.

I propose to give particulars of the successive demands for the extension of the principle of Separate Schools, and the efforts put forth by Doctor Ryerson to resist them, or to minimize their scope and effect, and thus protect our Public Schools from sectarian encroachment, so far as it was possible, under the circumstances.

For several years after the passage of the School Act of 1841, no demand was made by the Representatives of the Roman Catholic Church in Upper Canada for an extension of the principle of Separate Schools, as agreed to by all parties represented on the School Committee of the House of Assembly in 1841, as intimated by Sir Francis Hincks.

In 1850, a comprehensive School Act was passed, and in it the principle of Protestant and Roman Catholic Separate Schools was also embodied, upon certain conditions.

During the life time of the Right Reverend Doctor Michael Power, first Roman Catholic Bishop of Toronto, he acted cordially with Doctor Ryerson on the Provincial Board of Education, (afterwards named the Council of Public Instruction), as I myself was witness, being present at every Meeting of that Body up to the death of the Bishop in 1847.

After his death, this fact was pointed out by Doctor Ryerson, but the inference drawn from it was denied by the Honourable John Elmsley, Vicar-General Bruyère



and Bishop Pinsoneault. In a Letter from the latter to the Vicar-General, published in *The Leader* of the 20th of February, 1857, the Bishop says:—

Need I say it is notorious that both these zealous Prelates, (Bishops Macdonnell and Power), laboured most faithfully and strenuously,—in their own times,—to establish thorough Catholic Schools whenever and wherever circumstances permitted them.

Doctor Ryerson dissented from this strong statement of the Bishop, and, in a Letter to *The Leader*, dated the 27th of February, 1857, he said:—

In reply to this statement, I remark:—

1. That there is not a vestige of proof to sustain it, in any Circular, or Letter, or writing, put forth by either of the excellent Prelates mentioned.

2. That although the provisions of the Law for Separate Schools have existed since the commencement of the present System in 1841, and although Bishop Macdonnell resided in Kingston and Bishop Power in Toronto, but two Separate Roman Catholic Schools were established under the Law in either Kingston, or Toronto, until after the death of these Prelates.

3. That Bishop Power not only acted with the Upper Canada Board of Education, (a mixed Board), and presided at its Meetings until the week before his death, but his name stands first of the six Members of the Board, who individually signed the first Circular to the Municipalities of Upper Canada on the establishment of the Normal School,—a mixed School,—as the great instrument of giving effect to our System of Common Schools.

4. The late Bishop Macdonnell died before I had any connection with our School System. The late Reverend Father Stafford, (with whom for many years I had pleasant intercourse), in a Letter to me, dated "Lindsay, May 17th, 1875," thus speaks of Bishop Macdonnell:—

"There are Letters in manuscript by Bishop Macdonnell,—the first Roman Catholic Bishop in Upper Canada,—which you will find very interesting. They show what efforts that good Bishop made for the advancement of Education in his day. He imported Teachers from Scotland, and employed them at his own expense,—wrote strongly to the Government against allowing Teachers from the States coming into this Country, and advocated the training of native Canadians for Teachers. You will find his Letters interesting, and I have no doubt the present Bishop would furnish you with copies of them."

But I knew the sentiments of Bishop Power from frequent intercourse and consultation with him on School Matters; and I know that he and Bishop Charbonnel,—on his first coming to Toronto,—professed not to desire Separate Schools beyond what they termed "protection from insult,"—that is, in such cases only where Roman Catholic children could not attend the Common Schools without being insulted and imposed upon, on account of their Religion. The necessity of a Separate School they lamented as a misfortune, instead of advocating it as a principle. In this feeling I entirely sympathized.

5. Further, in the Correspondence on the School Law in 1849,—laid before the Legislature in 1850, Doctor Ryerson says:—

"It affords me pleasure to record the fact . . . that, before adopting the Section in the printed 'Forms and Regulations on the Constitution and Government of the Schools, in respect to Religious Instruction,' I submitted it to the late Roman Catholic Bishop Power, who, after examining it, said he would not object to it, as Roman Catholics were fully protected in their rights and views, and as he did not wish to interfere with Protestants in the fullest exercise of their rights and views."

In reply to a Letter of mine, in which I informed Doctor Ryerson of Bishop Power's death, on the 30th of September, 1847, he said:—

The death of Bishop Power astonished and has deeply affected me. He was a very valuable Member of the Board, and an exceeding agreeable and amiable man. I hope the Board has a suitable Resolution in reference to him.

In a Letter addressed in 1855 to Sir John Macdonald, Doctor Ryerson says:—

Bishop Power, virtually a Canadian, being a native of Nova Scotia, had a patriotic desire to elevate the Roman Catholic population of the Country, and believed that that would be best effected by their children being educated with the children of other classes and creeds, wherever party feeling did not oppose insuperable obstacles to it.

Such was the attitude of the Representatives of the Roman Catholic Church in Upper Canada towards the Public School System down to 1852. Even Bishop Charbonnel, who, in addition to his hierarchical rank, was a French Nobleman, (Count de Charbonnel), gave evidence that, if left to himself, he would have continued to act in pleasant harmony with Doctor Ryerson, as a Member of the Council of Public Instruction. Of this I felt assured from my knowledge of the Bishop, and my intercourse with

him as an Officer of the Council of Public Instruction. He was an accomplished Gentleman, and was most agreeable and courteous in his manners. His sudden change of demeanour towards Doctor Ryerson was a surprise to Members of the Council, to the Doctor, and to myself. He accounted for it himself in his Letter to Doctor Ryerson, dated the 1st of May, 1852, and in his Letter to the Honourable S. B. Harrison, Chairman of the Council, dated the 26th of the same month. In his Letter to Doctor Ryerson, he said:—

All my previous intercourse with you and the Council of Public Instruction has been polite and Christian, and sometimes tolerant to an extent that I have been required to justify.

In his Letter to Honourable S. B. Harrison, Chairman of the Council, the Bishop is even more explicit as to the pressure brought to bear upon him for his Christian and courteous liberality. Hé said:—

All my precedents with you, Reverend Doctor, (referring to Doctor Ryerson), and the Council of Public Instruction, have been polite and Christian, and sometimes of a tolerance for which my Church made me responsible. In other words,—“Called me to account.”

Knowing the strict discipline of the Roman Catholic Church even over her Prelates and Dignitaries, one can understand the nature of the discipline and pressure brought to bear upon Bishop Charbonnel in this case. It may have had its influence, amongst other things, in inducing the Bishop to retire soon after,—as he did,—to a Monastery in France.

The course of events in regard to Separate Schools up to 1851 is best narrated in Doctor Ryerson's own words, taken from his Letter to Mr. George Brown, dated the 28th of December, 1858. He said:—

In my Report for 1847, written and published in 1848, I justified the Separate School Provisions of the Law, not because I thought them necessary, or desirable, but because I was not prepared to condemn what had been unanimously sanctioned by two successive Parliaments, (1841 and 1843).

What kept the feeling of suspicion and unrest on the part of the Roman Catholic authorities alive was the constant efforts of prominent Members of the House of Assembly to repeal the Nineteenth Section of the School Act of 1850, which authorized Separate Schools. Generally these Gentlemen contented themselves with the introduction of a Bill simply declaring that “the Nineteenth Section of the School Act of 1850 shall be, and is hereby, repealed.” Mr. William L. Mackenzie, however, in his Bill brought in for this purpose in August, 1851, gives his reasons for doing so in the Preamble. I give the extract, because it embodies the “popular” objections then prevalent as to the existence of Separate Schools. First, he declares that “the establishment of Sectarian, or Separate, Schools . . . is a dangerous interference with the Common School System of Upper Canada, and, if allowed, . . . cannot reasonably be refused to . . . other Religious Denominations.” Secondly, he declares that “if it is just that any number of Religious Sects should have Separate Schools, it is no less reasonable that they should have Separate Grammar Schools, Colleges and Professorships in the Universities.” Thirdly, that “the early separation of children at School, on account of the Creeds of their Parents, or Guardians, would rear nurseries of strife and dissension, and cause thousands to grow up in comparative ignorance, who might, under our Common School System, obtain the advantages of a moral, intellectual, literary and scientific education.” Finally, “the repeal of the Nineteenth Section of the Upper Canada School Act, passed in 1850, would discourage Sectarian Education, and be productive of peace, harmony and good will in neighbourhoods.”

The untoward result of all this was the commencement of a war of more, or less, intensity, which lasted for about fifteen years and until 1867, when, by the British America Act of 1867, the question of the right of the Roman Catholics to Separate Schools in Upper Canada was set at rest. Few of the present day can realize the extent and bitterness of that contest. The brunt of the battle fell, of course, upon Doctor Ryerson, who was, in every encounter, exposed to a double fire,—on the one side from the Supporters of Separate Schools, whose “suspicions and fears” had been excited by the breach of faith on the part of the promoters of the Malcolm Cameron hostile School Act of 1849; and, on the other side, by the constant attacks on Doctor Ryerson by a powerful Press.

DOCTOR RYERSON'S OWN REVIEW OF HIS ADMINISTRATION OF THE  
EDUCATION DEPARTMENT, 1844-1876.

In a Letter to a Friend toward the close of his official career, Doctor Ryerson thus explained the principles upon which he had conducted the educational affairs of the Province during his long administration of them. He said:—

During these many years I have organized and administered the Education Department upon the broad and impartial principles which I have always advocated. During the long period of my administration of the Department I knew neither Religious Sect, nor Political Party; I knew no party other than that of the Country at large; I never exercised any patronage for personal, or party, purposes; I never made, or recommended one of the numerous appointment of Teachers in the Normal, or Model, Schools, or Clerks in the Education Office, except upon the ground of testimonials as to personal character and qualifications, and on a probationary trial of six months. . . .

I believe this is the true method of managing all the Public Departments, and every branch of the Public Service. I believe it would contribute immensely to both the efficiency and economy of the Public Service. . . . It would greatly elevate the standard of action and attainments and stimulate the ambition of the young men of the Country, when they know that their selection and advancement in their Country's service depended upon their individual merits, irrespective of sect, or party, and not as the reward of zeal as political partizans in elections, or otherwise, on their own part, or on that of their Fathers, or relatives.

The power of a Government in a Country is immense for good or ill. It is designed by the Supreme Being to be a "minister of God for good" to a whole people, without partiality, as well as without hypocrisy, like the rays of the sun; and the administration of infinite wisdom and justice and truth and purity. . . .

I know it has been contended that party patronage . . . is an essential element in the existence of a Government. . . . The Education Department has existed,—and it is the highest Public Department in Upper Canada,—for more than thirty years without such an element, with increasing efficiency and increasing strength, in the public estimation, during the whole of that period. Justice, and virtue, and patriotism, and intelligence are stronger elements of power and usefulness than those of rewarding partisans; and if the rivalry and competition of public men should consist in devising and promoting measures for the advancement of the Country and in exercising the executive power most impartially and intelligently for the best interests of all classes, then the moral standard of Government and of public men would be greatly exalted, and the highest civilization of the whole country be advanced.

In a series of Letters published in defence of his administration of the Education Department in 1872, he thus pointed out the character of his difficult and delicate task. He also gave a brief glance at what had been accomplished by the Department since 1844. He said:—

The Department of which I have had charge since 1844, and during several Administrations of Government, is confessedly the most difficult and complicated, if not the most important, of any Department of the Public Service. Since 1844, it has devolved on me to frame Laws, and to devise, develop, and administer a System of Public Instruction for the people of this Province. That System has been eulogized by both English and American Educationists, and more largely adopted in other British Colonies, on both sides of the Globe, than any other System of Public Instruction in America.

The System of Popular Education in Ontario has opened a Free School to every child in the Land, and proclaimed his right to its advantages; it has planted a School House in nearly every neighbourhood, and in hundreds of instances, made the School House the best Building in the neighbourhood; it has superseded the toppers and broken-down characters, so common as Teachers of a former era, by a class of Teachers not excelled in morals by the Teachers of any other Country, and who, as a whole, compare favourably in qualifications with those of any State in America; it has achieved a uniformity of excellent Text Books, earnestly sought for by Educators in the neighbour-

ing States, and has spread throughout the Land Books of useful and entertaining knowledge to the number of nearly a million of Volumes; it is the nearest approach to a voluntary system of any Public School System in the World; and it has developed larger resources than that of any other State in America, in proportion to the wealth and number of inhabitants.

This unparalleled success is due to the Christian feeling, the energy, patriotism and liberality of the people of this Province; but it has been imposed on me to construct the machinery, devise the facilities and agencies by which so great a work has been accomplished, and to do what I could to encourage my fellow-countrymen in its promotion.

The administration of Laws generally is by learned Judges, by the pleadings of learned Counsel, and the deliberations of selected Juries; but the administration of the School Law and System is through the agency of several hundred elected Councils, and nearly twenty thousand elected School Trustees,—thus embodying, not the learned professions, but the intelligence, common sense, feelings and interests of the people at large in the work of School administration and local self-government.

LETTER FROM THE REVEREND EGERTON RYERSON TO THE HONOURABLE ADAM CROOKS,  
M.P.P., MINISTER OF EDUCATION.

In conversation to-day you referred again to the attacks upon Doctor Hodgins, by *The Nation* Newspaper, as to what it alleges is his "uncontrolled despotism." It has occurred to me, whether it would not be an appropriate rebuke of those attacks, and be a graceful tribute to the merits of a man of long service, and who has attained the highest degree in the University, for Doctor Hodgins to be appointed Member of the Senate of the University in place of Mr. Goldwin Smith, resigned. I take the liberty of mentioning it for your consideration.

I called upon the Lieutenant-Governor this afternoon to pay him my respects and take my official leave of him. I told His Honour of the pleasure and new life with which you had already inspired the Officers in the Department, and of the more than courteous manner in which you had caused the Library Room to be placed at my disposal duly furnished for my purposes. He expressed great satisfaction,—said he could hardly restrain his feeling of pleasure it gave him; but added, "I am not surprised, although delighted, for I expected such generous acts on the part of Mr. Crooks."

Your kindness to me personally has not only affected my own heart, but seems to have given lively satisfaction to the Officers and Employés of the Department, who appear to take a peculiar pleasure in preparing a place of Literary Resort for me in one of the Rooms of my labours for twenty-five years, and as the Lieutenant-Governor expressed it, the finest Room in the Department.

TORONTO, February 25th, 1876.

EGERTON RYERSON.

## CHAPTER XXVI.

## APPOINTMENTS OF OFFICERS IN THE EDUCATION DEPARTMENT OF ONTARIO, 1876.

His Honour the Lieutenant-Governor has been pleased to make the following appointments, videlicet:—

JOHN GEORGE HODGINS, of the City of Toronto, Esquire, LL.D., to be Deputy to the Minister of Education for the Province of Ontario.

ALEXANDER MARLING, of the City of Toronto, Chief Clerk in the Education Department, Gentleman, to be Secretary of the Education Department of the Province of Ontario.

D. A. MACDONALD.

PROVINCE OF ONTARIO.

VICTORIA, BY THE GRACE OF GOD, OF THE UNITED KINGDOM OF GREAT BRITAIN AND IRELAND, QUEEN, DEFENDER OF THE FAITH, ETCETERA.

TO JOHN GEORGE HODGINS, OF THE CITY OF TORONTO, ESQUIRE, LL.D.,

GREETING:—

OLIVER MOWAT,

*Attorney-General.*

KNOW YOU, that having confidence in your loyalty, zeal, and integrity, and in pursuance of the provisions, and by the authority, of the Statute in that behalf made and enacted, we have thought fit to nominate and appoint, and by these presents, do nominate and appoint you, the said JOHN GEORGE HODGINS, LL.D., to be Deputy Minister of Education for the Province of Ontario,

To have, hold, occupy, possess, and enjoy the said Office of Deputy Minister of Education during our pleasure and your residence within the said Province of Ontario, together with all the Rights, Privileges and Emoluments, Fees and Perquisites, which to the said Office belong, or of right appertain.

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, the Honourable DONALD ALEXANDER MACDONALD, Lieutenant-Governor of Our Province of Ontario, at Toronto, this Twenty-eighth day of February, in the year of Our Lord One thousand eight hundred and seventy-six, and in the Thirty-ninth year of Our Reign.

(Seal).

By Command, ISAAC R. ECKART, Assistant Secretary.

REGULATIONS, SANCTIONED BY THE HONOURABLE THE MINISTER OF EDUCATION, RELATING TO THE EDUCATION DEPARTMENT.

(TO BE OBSERVED BY THE OFFICERS, CLERKS, AND ALL OTHERS CONCERNED THEREIN).

The following shall be the Divisions, or Branches, of the Education Office:—

I. *The Departmental*, comprising:—

1. All matters coming directly under control of the Minister, or Executive Council.
2. All matters involving the Policy of the Government on Educational subjects.
3. Official Decisions and other special acts of the Minister of Education.

*Note.*—All Correspondence arising in this Branch shall pass through the Secretary of the Department, as may be directed by the Minister, or, in his absence, by the Deputy Minister.

II. *The Administrative Branch.*—Having to do with the administration of existing High and Public School Laws and Regulations and various routine matters of the Office

shall be under the personal supervision of the Deputy Minister, subject to such directions as the Minister of Education may from time to time give.

III. *The Financial Branch.*—The details of this Branch shall remain in the hands of the Accountant, under the Supervision of the Deputy Minister. All financial matters shall be submitted to the Minister, except where specially provided for by Law, or already prescribed. The expenditure shall be supervised by the Deputy, and the Accounts, when approved by the Minister, or Deputy, shall be sent for payment to the Treasury Department by the Accountant.

IV. *The Depository Branch* shall be conducted, as heretofore, under the direction of the Deputy Minister, subject to the control of the Minister of Education.

*General Regulations relating to Internal Economy.*

1. The Deputy Minister shall be responsible to the Minister of Education for the internal management and economy of the Education Office, Depository, Museum and Grounds around the Buildings, and for the due and faithful discharge of duty on the part of Officers, Clerks, Messengers, Gardeners, Engineers and all others employed, who shall be subject to his orders. He shall also have the supervision of the Ottawa Normal School, and of the Toronto Normal School, so far as this relates to the current expenditure and matters of routine and detail, not necessary to bring before the Minister.

2. The Office Hours shall be:—

(a) For the Seniors, from 9 a.m. until 4 p.m., including Lunch hour. Where the Lunch hour is not taken, the hours shall be from 9.30 a.m. to 4 p.m.

(b) For the Juniors, the hours shall be from 8.50 a.m. to 5.30 p.m., including the Lunch hour, or where the Lunch hour is not taken, from 8.50 a.m. to 4.30 p.m.

(c) For the Depository, (as a business Establishment), the hours shall be from 9 a.m. to 5.30 p.m., (except during the busy seasons). The "Juniors" shall be in their places at 8.50 a.m. The Regulations as to Lunch hour, and as to "Seniors" shall apply to the Depository, except that some responsible Officer and Clerk shall always be left in charge during Depository hours. It is understood that during a pressure of work these hours may be lengthened, and that each Officer and Clerk shall do his own work, as may be assigned to him. On Saturdays the hours for the Seniors shall be until One o'clock, and for Juniors and those in the Depository until 2.30 p.m.

3. Any questions arising under these General Regulations shall be decided by the Deputy Minister, who, (for disobedience, or other cause), shall have power to suspend from position and salary any Clerk, Messenger, or Servant, until the pleasure of the Minister is known.

4. In the absence of the Deputy Minister, his functions shall, for the time being, devolve on the Secretary.

*Normal and Model Schools.*

1. The Principals of the Normal Schools shall be responsible to the Minister of Education for the success and efficiency of the Normal and Model Schools under their charge.

2. The Masters, Teachers and all others employed in the Normal and Model Schools, shall be directly responsible to their respective Principals for the due and faithful discharge of their duties.

TORONTO, 28th February, 1876.

ADAM CROOKS, Minister of Education.

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## CHAPTER XXVII.

OFFICIAL DEPARTMENTAL NOTICES BY THE MINISTER OF  
EDUCATION, 1876.

## THE JOURNAL OF EDUCATION FOR ONTARIO.

It is proposed that *The Journal* be continued as a publication for the following objects:—

1. Departmental notices and proceedings.
2. Regulations of the Education Department and Orders-in-Council respecting educational matters.
3. Explanatory Papers for the information of Inspectors, Masters and Teachers.
4. Legal Decisions on educational matters.
5. Proceedings of Teachers' Institutes, Associations and Conventions.
6. Matters connected with Local School administration.
7. Inter-communications. (See Notice below).
8. Extracts from Periodicals, etcetera, upon Educational Subjects.
9. Acknowledgment of Books.
10. Advertisements on Educational Subjects will be inserted in *The Journal*.

TORONTO, 15th March, 1876.

ADAM CROOKS, Minister of Education.

## NOTICE—COMMUNICATIONS TO "THE JOURNAL."

While Communications on Educational Subjects of general interest are invited, they must be considered as expressing the views of the Writer only. Political discussions are to be avoided. The essentials of each Communication should be conciseness, and a subject-matter relating to School Management, Discipline, Progress, Teaching and other questions of administration.

Inspectors, Trustees and Teachers, as well as all others interested in Education, are invited to avail themselves of *The Journal* for this purpose.

## CHAPTER XXVIII.

OFFICIAL PROCEEDINGS OF THE EDUCATION DEPARTMENT,  
1876.

## 1. APPOINTMENT OF MEMBERS OF THE CENTRAL COMMITTEE OF EXAMINERS.

*Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 17th day of March, A. D. 1876.*

Upon the recommendation of the Honourable the Minister of Education, dated the 11th day of March, 1876, the Committee of Council advise the appointment of Mr. John C. Glashan, Public School Inspector for West Middlesex, and of Mr. John J. Tilley, Public School Inspector for Durham, as Members of the Central Committee of Examiners, as authorized by the Act, 37th Victoria, Chapter 27, Section 27, Sub-sections 6 and 22.

Certified.

TORONTO, 18th March, 1876. J. G. SCOTT, Clerk, Executive Council, Ontario.

## 2. THIRD CLASS TEACHERS' LENGTH OF SERVICE.

A practice neither contemplated, nor authorized, by Law, has sprung up in certain of the Schools, to which the attention of the School Inspectors is specially called. The



Regulations provide that "a Teacher holding a Third Class Certificate may be eligible, in less than three years for examination for a Second Class Certificate on the special recommendation of his County Inspector." The intention of this Regulation was that when an Inspector in visiting Schools found that a Teacher in actual service, holding a Third Class Certificate, was really an efficient Teacher, and competent to govern a School well, such Teacher might be permitted, before the three years' probation had expired, to prepare himself for examination for a higher grade. It was also designed to meet the special cases of Teachers of some experience coming from other Countries, to whom a three years' probation as Third Class Teachers would be an unnecessary hardship. In these two classes of cases alone were Inspectors authorized to exercise a wise discretion, and to permit such Teachers to compete for a higher rank in their profession in Ontario, before the expiration of the three years' probation fixed by the Regulations.

In some cases, however, which have come under the notice of the Department, Inspectors have not acted on this view of the case, but have allowed Pupils of High Schools holding Third Class Certificates to compete for Second Class Certificates, apparently on account of what additional literary qualifications they may have been able to acquire during a brief attendance at such a High School. Sometimes such Pupils have been permitted to act as Monitors for a short time, etcetera.

The rule to be observed in future in all these cases, must be that none but Third Class Teachers in actual service, of the required age, and who evince in their Schools special aptitude for Teaching and Government, shall be eligible for recommendation by Inspectors for Second Class Certificates, before the expiration of their three years' probation.

#### SCHOOL CENSUS OF 1875 THE BASIS OF APPORTIONMENT IN 1876.

As the School Census of 1875, which the School Trustees are required by Law to take, will likely be the basis of the Legislative School Apportionment of 1876, it is most important that the Inspectors should see that it is accurately taken in every School Section, incorporated Village, Town, and City.

#### 3. PROCEEDINGS AND REGULATIONS RESPECTING THE EXAMINATION OF CANDIDATES FOR PUBLIC SCHOOL TEACHERS' CERTIFICATES.

The Undersigned has had under consideration the Report of the Central Committee of Examiners of the Education Department, upon the subjects referred to them by the undersigned, of the arrangements necessary for the approaching Examinations for Teachers' Certificates, and to the Examinations of the Normal School; and respectfully begs to recommend that His Honour the Lieutenant-Governor-in-Council do approve of the accompanying Regulations respecting such subjects.

Respectfully submitted,

TORONTO, April 25th, 1876.

ADAM CROOKS, Minister of Education.

#### *Regulations of the Education Department respecting the Examinations for Teachers' Certificates, and in the Normal Schools.*

I. The Seventh of the General Regulations prescribed by the Council of Public Instruction respecting the examination of Candidates for Certificates as Public School Teachers and Monitors, is hereby amended in the following particulars:—

1. Candidates from the Normal Schools are eligible for examination for First and Second Class Provincial Certificates, who shall present from the Principals thereof, respectively, their Certificates, which shall state, in the case of each Student,—

(a) That he has given regular attendance during the Session at the Normal School Lectures, and performed his work to the satisfaction of the Principal and Teachers.

(b) That he has sufficient aptitude to teach.

(c) That, in the opinion of the Principal, he is qualified to compete for a First, or Second Class, Certificate, as the case may be.

(d) That he is of good moral character.

2. The foregoing conditions of eligibility shall stand in lieu of the conditions prescribed in and by the said Seventh Regulation for Candidates from the Normal Schools.

II. The yearly examination of all Candidates for First, Second and Third Class Certificates of every nature shall be held at the same time and during the same week as the said Regulation Number Seven prescribes with respect to the examination for Second and Third Class Certificates, so that the examination for each class of Certificates shall take place concurrently. The Candidates from the respective Normal Schools are to be examined at the same time and concurrently with the other Candidates, but at their respective Institutes.

III. These Regulations shall apply to and govern the approaching examinations for Teachers' Certificates.

TORONTO, April 25th, 1876.

ADAM CROOKS, Minister of Education.

*Copy of an Order-in-Council, approved by His Honour the Lieutenant-Governor, the 26th day of April, A. D. 1876.*

Upon the Report of the Honourable the Minister of Education, dated 25th April, 1876, the Committee of Council advise that your Honour do approve of the accompanying Regulations respecting the examinations for Teachers' Certificates, and in the Normal Schools.

Certified.

TORONTO, 26th April, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

#### 4. PROCEEDINGS AND REGULATIONS RESPECTING THE INTERMEDIATE EXAMINATIONS IN COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The undersigned having had under consideration the Report of the Central Committee of Examiners of the Education Department upon the subject referred to them, of the Intermediate High School Examinations, which Report contains,—

1. Recommendations for securing that, as far as possible, the Examiners and Sub-Examiners shall not be informed, and shall be ignorant, of the Schools from which the different Answer Papers come;

2. A list of Sub-Examiners, from which the Minister is to select six;

3. Rules to be observed by Candidates and presiding Examiners;

4. The proposed Programme for the Intermediate Examinations of the year 1877; and

5. The issuing of Certificates to successful Candidates;

—respectfully recommends that His Honour the Lieutenant-Governor-in-Council do approve of the accompanying Rules and Regulations respecting the Intermediate High School Examinations.

Respectfully submitted,

TORONTO, April 25th, 1876.

ADAM CROOKS, Minister of Education.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, on the 26th day of April, A. D. 1876.*

Upon the Report of the Honourable the Minister of Education, dated the 25th of April, 1876, the Committee of Council advise that Your Honour do approve of the accompanying Rules and Regulations respecting the Intermediate High School Examinations.

Certified.

TORONTO, 26th April, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

5. RULES AND REGULATIONS OF THE EDUCATION DEPARTMENT RESPECTING THE INTERMEDIATE HIGH SCHOOL EXAMINATIONS.

I. *Mode of Conducting the Examinations.*

1. Each Head Master shall send to the Education Department, before the 1st of June, a list of the names of those who intend to present themselves for examination, and a statement of the optional subjects selected by each Candidate. To each name so sent the Department will affix a Number, which must be employed by the Candidate instead of his usual signature throughout the entire Examination.

2. The Department will provide envelopes, of convenient dimensions, to be sent out with the Examination Papers,—one envelope with each Paper.

3. The Public School Inspector of the district in which the High School is situate shall preside, and be responsible for the proper conduct of the Examinations; but, in case of any inability to attend, he shall send to the Minister of Education for his approval, not later than the 1st of June, the name of the Person whom he intends to appoint as his substitute at those Examinations at which he himself cannot preside.

II. *Directions to Presiding Examiners.*

1. Places must be allotted to the Candidates so that they may be at least five feet apart. All Diagrams, or Maps, having reference to the subjects of Examination must be removed from the Room.

2. All these arrangements must be completed, and the necessary stationery, (provided by the High School Board), must be distributed and placed in order on the Desks of the Candidates at least fifteen minutes before the time appointed for the commencement of the Examination.

3. No Candidate shall be allowed to leave the Room within one hour of the issue of the Examination Papers in any subject; and if he then leaves, he shall not be permitted to return during the Examination of the subject then in hand.

4. Punctuality at the time appointed for the commencement of the Examination in each subject, the presiding Examiner will, in the Examination Room, and in the presence of the Candidates, break the seal of the envelope containing the Examination Papers, and give them at once to the Candidates. The Papers of only one subject shall be opened at one time.

5. Punctually at the expiration of the time allowed, the Examiner will direct the Candidates to stop writing, and will cause them to hand in immediately their Answer Papers, duly fastened in the envelopes.

6. The Examiner, at the close of the Examinations, will sign and forward, with the Answers of the Candidates, a solemn declaration, (in the form to be provided by the Department), that the Examinations have been conducted in strict conformity with the Regulations, and fairly and properly in every respect.

7. The Examiner, at the close of the Examinations on the 29th of June, will secure in a separate parcel the fastened envelopes of each Candidate, and on the same day will forward by Express to the Education Office the package containing all the parcels thus separately secured.

III. *Rules to be Observed by Candidates.*

1. Candidates must be in their allotted places before the hour appointed for the commencement of the Examination. If a Candidate be not present until after the appointed time, he cannot be allowed any additional time. No Candidate will be permitted on any pretence whatever to enter the Room after the expiration of an hour from the commencement of the Examination. When the order to stop writing is given, every Candidate must obey it immediately.

2. Any Candidate detected in copying from the Papers of another, or in improperly obtaining assistance from any Person whatever, or in any manner whatever, will be at once dismissed.

3. Every Candidate is required to write his number, (not his name), very distinctly at the top of each page of his Answer Papers, in the middle; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.

4. If the Candidate write his name, or initials, or any particular sign or mark on his Paper other than the distinguishing number assigned him by the Department, his Paper will be cancelled.

5. Candidates, in preparing their Answers, will write on one side only of each sheet, placing the number of each page at the top, in the right-hand corner. Having written their distinguishing numbers on each page, and having arranged their Answer Papers in the order of the Questions, they will fold them once across, place them in the envelopes accompanying the Question Papers, and write on the outside of the envelopes their distinguishing numbers and the subjects of Examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

#### IV. Programme of Examination.

The Examinations shall begin on Monday, the 26th of June, 1876, and shall be conducted as prescribed in the Regulations.

#### V. Sub-Examiners.

The following Gentlemen are appointed to act as Sub-Examiners:—

1. John G. Glashan,\* Public School Inspector, West Middlesex, Member of the Central Committee.
2. John J. Tilley,\* Public School Inspector, Durham, Member of the Central Committee.
3. Alfred Baker, M.A., Mathematical Tutor, University of Toronto.
4. J. E. Bryant, Student of the Third Year, University of Toronto.
5. G. B. Sparling, Candidate for Degree of B.A., University of Victoria College, Cobourg.
6. F. E. Seymour, M.A., Examiner in the University of Toronto.

#### VI. Intermediate Examinations for 1877.

The subjects of the Intermediate Examinations for 1877 are to be the same as in 1876, with the following modifications:—

1. The Fifth Book of Cæsar will be substituted for the First.
2. Candidates will be examined in Roman History, to the end of the second Punic War.
3. In English Literature, the University Examination for 1878 will determine the Books to be read for the second Intermediate Examination in 1877.

#### VII. Certificates.

Certificates will be granted by the Minister, or Deputy Minister, to all Candidates who succeed in passing the Intermediate Examinations, according to the Report of the Central Committee.

\* Messrs. Glashan and Tilley will not preside or be present at the High School Examinations in their counties, Substitutes being appointed for that duty.

5. PUBLICATION OF THE AUTHORIZED TEXT BOOKS ON ARITHMETIC.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, the 17th day of March, A.D. 1876.*

The Committee of Council have had under consideration the annexed Report of the Honourable the Minister of Education, dated the 1st day of March, 1876, and advise that permission be granted to Mr. William Warwick, Publisher, to publish an edition of the authorized Arithmetics, (Smith and McMurchy's), subject to the conditions in the said Report contained. Certified.

TORONTO, 18th March, 1876. J. G. SCOTT, Clerk, Executive Council, Ontario.

Mr William Warwick, Publisher, Toronto, having applied for permission to publish an edition of the authorized Arithmetics, (Smith and McMurchy's), of which Messieurs Copp, Clark and Company and their predecessors, Messieurs W. C. Chewett and Company, professed to convey the copyright to the Chief Superintendent, in trust for the Council of Public Instruction, the undersigned has the honour to make the following recommendation to His Honour the Lieutenant-Governor-in-Council:—

That the desired permission be granted, but subject to Mr. Warwick assuming the risk of any claim for copyright, or royalty, advanced by Messieurs Macmillan and Company, Messieurs Copp, Clark and Company, or others, and indemnifying the Department by a proper Bond against all such claims; and subject also to the usual Regulations, and also to the following condition, recommended by a Committee of the late Council of Public Instruction, videlicet:—That whereas Messieurs Copp, Clark and Company alleged that they have, during their publication of the Books, paid a royalty to the Authors, and the Committee were of opinion that the Council might fitly impose upon other Publishers of these Books, the same condition, to be continued during the pleasure of the Council, and the Council having concurred, therefore all Publishers of the said Books shall pay the same royalty as Messieurs Copp, Clark and Company.

TORONTO, March 1st, 1876 ADAM CROOKS, Minister of Education.

An Order-in-Council to the same effect granting a like permission to Messieurs Adam Miller and Company, was approved on the 24th of March, 1876.

6. CERTAIN TEACHERS' CERTIFICATES GRANTED.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, the 27th day of March, A. D. 1876.*

The Committee of Council advise that the recommendations contained in the annexed Report of the Honourable the Minister of Education, in respect of certain Teachers' Certificates granted at Ottawa, be acted upon. Certified.

TORONTO, 27th March, 1876. J. G. SCOTT, Clerk, Executive Council.

The undersigned having had under consideration the Reports of investigations respecting the Examinations for Teachers' Certificates held in the City of Ottawa, in December, 1872, July, 1874, and July, 1875, has the honour to recommend:—

1. That the Certificate of the First Class granted to Miss Anna Living in January, 1873, be cancelled.

2. That the Certificate of the First Class granted to Mr. Joseph Martin, in September, 1875, be regarded as conditional, not only upon the fulfilment of the required term of service, but of his passing again the Examination for Class II.

3. That the following Candidates to whom Second Class Certificates were awarded, be required to undergo the Examination in July, 1876, in order to their being allowed to hold their present Certificates, or obtain any standing thereafter, videlicet:—

The Misses Eliza Living, Catharine Pilson, Caroline Rothwell, Annie C. Steacey, and Mr. Joseph Martin.

4. That the following Candidates should also be re-examined in order to retain their Second Class Certificates; otherwise and in default of being re-examined, and being found entitled to Second Class Certificates, their Certificates shall be respectively reduced to Third Class, videlicet:—

Miss Isabella McMaster and Miss Sarah Stewart.

TORONTO, 22nd March, 1876.

ADAM CROOKS, Minister.

7. IN THE MATTER OF THE REVEREND H. J. BORTHWICK, M.A., INSPECTOR OF SCHOOLS, OTTAWA, AND OF MR. ARCHIBALD SMIRL, EXAMINER, COUNTY OF CARLETON.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, on the 11th day of April, A. D. 1876.*

The Committee of Council having had under consideration the annexed Report of the Honourable the Minister of Education, dated the 11th day of April, 1876, and concurring therein, advise that the said Report be acted upon. Certified.

TORONTO, 12th April, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

Having regard to the evidence taken before the Commissioner appointed by the late Chief Superintendent of Education, in November, 1875, under authority of the Act, 37th Victoria, Chapter 28, Sections 110 and 129, to investigate certain charges preferred against the Reverend H. J. Borthwick, Inspector of Public Schools and Chairman of the Board of Examiners in the City of Ottawa; which investigation established that the said Inspector, while acting as presiding Examiner, was guilty of violating the Regulations respecting the Examination of Teachers, on various occasions, by which certain Candidates at Ottawa received assistance at those Examinations, contrary to such Regulations, and their Certificates have accordingly been cancelled, or reduced; therefore the undersigned recommends that the Certificate of Qualification granted to the said Reverend H. J. Borthwick, by the late Council of Public Instruction, as such Inspector and Examiner, pursuant to the Regulations of such Council, be cancelled and declared to be henceforth void and of none effect.

The undersigned further reports that the part disclosed in the said evidence as taken, by Mr. Archibald Smirl, who now holds the office of Examiner, would have rendered his Certificate of Qualification as a Public School Inspector and Examiner also liable to be cancelled, if it had not been for the circumstance of his not being at the time in such or any position of responsibility, yet that he is amenable to the gravest censure, and that he should be censured accordingly.

TORONTO, 11th April, 1876.

ADAM CROOKS, Minister of Education.

8. REPORTS AND MINUTES OF EVIDENCE IN THE CASE OF THE REVEREND H. J. BORTHWICK, M.A., INSPECTOR OF PUBLIC SCHOOLS, IN THE CITY OF OTTAWA, DECEMBER, 1875.

*Commissioners:—*J. George Hodgins, LL.D., Deputy Superintendent of Education for Ontario; H. L. Slack, M.A., Public School Inspector, County of Lanark; P. Le Sueur, Chairman of the Committee on School Management, Ottawa.

We, the undersigned, Commissioners appointed by you under a sealed Instrument, dated the 26th of November, ultimo, "to inquire into and report in regard to certain complaints made by Mr. J. W. McDowall, a Public School Teacher, in the City of Ottawa, against the conduct of the Reverend H. J. Borthwick, M.A., Inspector of Public Schools, and a Member of the Board of Examiners for the said City and Chairman thereof, in regard to the examination of Public School Teachers during the years 1871 to 1875 inclusive, and other irregularities;" and directing further, "that the evidence in the case be taken under oath, administered by H. L. Slack, as provided in the 11th Section of the School Act," beg to report that, in virtue of the powers thereby vested in us, we met at the Normal School in this City, on Wednesday, the 1st instant,

and after consultation, and with the full concurrence of both Complainant and Accused, agreed to conduct the investigation with open doors. And knowing that the facts had excited a large measure of interest in Ottawa, and that the Report would be looked for by the Examiners, Inspectors and Teachers throughout the Country, decided that it would be most expedient to employ reliable short-hand writers to report the evidence. Accordingly, Mr. Burgess, of *The Times* office, and Mr. George Holland, of *The Citizen*, were engaged for that purpose. Two sittings were held on that day, the second lasting until 11 o'clock p.m.; and three on the next the third ending near midnight, when the actual work of taking evidence was concluded. The Commissioners also met every day and appointed the Witnesses to come and hear their depositions read, but it was not until Monday that they were quite ready. The Commissioners met in the afternoon, and again in the evening, until 11.40, when the work was fully completed. Every Witness gave attendance, and after very important corrections, signed the sheets in the presence of the subscribers.

The terms of the Commission not calling for a judgment, or even for the expression of an opinion on the part of the Commissioners, we have forborne such expression; but if called upon, we will be ready to state our convictions, there being, as we believe, no difference between us on the merits of the case.

TORONTO, 7th December, 1875. J. GEORGE HODGINS, Chairman,	}	Commissioners.
H. L. SLACK,		
P. LE SUEUR,		

NOTE. The Voluminous Evidence taken by the Commission under oath is not inserted. It can be seen in the Appendix to the Proceedings of the House of Assembly.

#### COMMISSION OF INQUIRY, COUNTY OF DUNDAS.

The Deputy Minister of Education and Mr. W. R. Bigg, Public School Inspector of Number One, Leeds, were appointed by the Minister of Education, as a Commission of Inquiry into certain charges, respecting irregularities in the conduct of Examinations of Teachers, against the Reverend W. Fergusson, M.A., Inspector of County Dundas, and Mr. W. A. Whitney, M.A., an Examiner in that County. Of the investigation the *Dundas County Herald* says:—

“The Commission appointed by the Minister of Education, consisting of Doctor Hodgins, the Deputy Minister of Education, and Mr. W. R. Bigg, Public School Inspector of Number One, Leeds, to investigate the charges preferred by Mr. A. Loucks, Teacher, against the Reverend W. Fergusson, M.A., Public School Inspector of the County of Dundas, and Mr. W. A. Whitney, M.A., Examiner, met in the Town Hall, Morrisburgh. The Commissioners discharged their unpleasant duty in a manner that won the respect and admiration of all concerned. The affability and courteousness of Doctor Hodgins, his earnest endeavour to get at all the facts of the case, and at the same time eliminate extraneous matters, and to prevent personalities, or the imputations of ill motives, being imported into the investigation, were very highly spoken of by all present. The facts adduced were of an unexpected and unusual character,—that the evidence clearly established the truth of what had been charged in these columns better than a year ago. It was conclusively shown that the Third Class Arithmetic and Algebra Papers were opened before the proper time, and in the hands of some of the Candidates, and the information thus obtained communicated to other Candidates.”

*Copy of an Order-in-Council, approved by His Honour the Lieutenant-Governor, on the 21st day of June, A. D. 1876.*

The Committee of Council have had under consideration the Report of the Honourable the Minister of Education, dated the 20th of June, 1876, stating that Messieurs W. A. Whitney, M.A., High School Master of Iroquois, holding a Certificate as



Inspector and Examiner, and W. M. Elliott, M.A., High School Master of Kemptville, holding a Certificate as Examiner under the School Acts, have been proved to have violated the Regulations of the Education Department in an Examination held at Morrisburgh. The Minister recommends that their Certificates be cancelled.

The Committee advise that the said Report be acted upon. Certified.

TORONTO, 22nd June, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

## CHAPTER XXIX.

### OFFICIAL PROCEEDINGS OF THE EDUCATION DEPARTMENT, 1876.

#### I. PUBLIC SCHOOL TEACHERS' SUPERANNUATION.

The Deputy reports to the Minister of Education that he has carefully examined the accompanying applications of Public School Teachers for superannuation, and respectfully recommends the Applicants for Superannuation.

(NOTE. List not inserted, as it may be seen in the Appendix to the Journals of the House of Assembly).

Respectfully submitted,

TORONTO, 2nd May, 1876.

J. GEORGE HODGINS, Deputy Minister of Education.

The Teachers named in the schedule attached, having complied with the requirements of the Act, 37th Victoria, Chapter 28, Sections 95, 97, 98 and 101, and having submitted the necessary proofs in support of the applications for pension;

The undersigned has the honour to recommend to His Honour the Lieutenant-Governor in Council, that pensions be awarded to the said applicants, under the authority of the 97th and 98th Sections of the said Act, and at the rates therein provided.

TORONTO, May 2nd, 1876.

ADAM CROOKS, Minister of Education.

*Copy of an Order-in-Council, approved by His Honour the Lieutenant-Governor, the 4th day of May, A. D. 1876.*

Upon the Report of the Honourable the Minister of Education, dated the 2nd of May, 1876, wherein he states that the Teachers named in the schedule attached have complied with the requirements of the Act, 37th Victoria, Chapter 28, Sections 95, 97, 98 and 101, and have submitted the necessary proofs in support of their applications for pension, and on his recommendation.

The Committee of Council advise that pensions be awarded to the said applicants under the authority of the 97th and 98th Sections of the said Act, and at the rates therein provided. Certified.

TORONTO, 4th May, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

#### 2. SCHOOL TRUSTEES' SUPPLEMENTARY HALF-YEARLY RETURNS.

*Memorandum respecting Supplementary Half-Yearly Returns required from Trustees of Public Schools.*

I. This Return is required in order that the duties imposed upon the Department, Trustees and others, by the 156th, 157th, 158th, 159th and 160th Sections of the Public School Act of 1874, may be satisfactorily fulfilled.

II. Statement number One is necessary in order that it may be seen what children between the ages of seven and twelve have attended at the Public School of the particular Section.

III. Statement number Two is a necessary adjunct of this, so as to remove from the list of children, whose attendance is to be accounted for, such children in the Section as attend elsewhere than at the Public School of the Section.

IV. Section 157 of the Act expressly makes it the duty of the Trustees to ascertain the names, ages and residences of all children of School age in their Section, (distinguishing those between seven and twelve), who have not attended their School for four months of the year. This Section of the Act necessarily requires that the Return and Statement Number Three should be made to the Department.

V. The Declaration required from the Trustees is incumbent upon them, if they have any intention of fulfilling the duties imposed upon them by the provisions of the Act referred to. Sub-section two of Section 157 makes it their duty to notify personally, by Letter, or otherwise, the Parents, or Guardians, of the non-attending children, and in case of neglect on the part of such Parents, or Guardians, the Trustees have a substantial duty to perform under Section 158 of the Act.

VI. It is my duty not to relax the requirements of this Return, but to insist upon their fulfilment, and to take the requisite means, if necessary, to enforce them.

TORONTO, 1st May, 1876.

ADAM CROOKS, Minister of Education.

### 3. SELECTION OF A SCHOOL SITE.

*Memorandum of the Honourable the Minister of Education on the Matter in dispute respecting the new Site of the School House of Union Section, Number 1, Charlotteville, and Number 7, Walsingham.*

1. The substantial facts are not disputed, and the question depends upon proper legal conclusions from them.

2. The Resolution of the Special School Meeting, held on the 24th of December, 1875, was passed by the majority of the assessed Freeholders and Householdors present, in conformity with the 24th Section of the Act of 1874, Chapter 28. There does not appear to be any valid grounds for contending that this was not a legal Meeting. Although the Trustees were present, and moved an amendment to select the Site in Walsingham, they acquiesced in the Resolution of the Meeting, which was to adopt the one in Charlotteville. There would appear to have been a difference of opinion between the Trustees and the majority of the Meeting, but to give legal effect to this difference, under the 34th Section of the Act, the Trustees should have called upon the Meeting to appoint their Arbitrator, while they nominated their own. The 34th Section contemplates that, at any such Meeting, the Trustees, or a majority, should be present, and that the Arbitrators on both sides should be nominated, although, should the majority of the Meeting appoint theirs, the Trustees should immediately afterwards do likewise.

3. The Resolution of the 24th of December, 1875, would, therefore, have been the result of the Special Meeting convened by the Trustees, and binding upon them,—as having been arrived at without any legal difference between them and the Meeting, and their selection of the Site must have been governed by this Resolution.

4. The Trustees, alleging their ignorance of the Law, convened another Meeting on the 29th of January, 1876, and it was competent for a majority at this Meeting to agree, or not, to reconsider the question. As I understand its action, the majority, recognizing the difficulty which then clearly existed between them and the Trustees, appointed Mr. D. A. McColl as their Arbitrator, and immediately thereafter the Trustees appointed Mr. Backhouse on their part. I think in this there has been a compliance with the provisions of the 34th Section, and that a legal Board of Arbitration now exists,—the County Inspector, or his Substitute, being the third Arbitrator. The Arbitrators should meet and proceed to determine the matter in dispute, according to the 34th Section of the Act. The effect of any award is also declared by that Section.

5. But it is objected that the action of the Trustees, in proceeding to give effect to the selection of the Charlotteville Site, precluded their convening the Meeting of

the 29th of January, 1876. But, on several grounds, it is plain that they were not concluded by anything of this nature. As Trustees, bound to discharge a public trust, they would be relieved on the ground of error and mistake, if Mr. Hutchinson had not agreed to have cancelled their purchase from him, and the contract with him, although under seal, was invalid, as not being the result of the joint consultation, at the same time, of the Trustees, or a majority, at a legal Meeting. At the most, the contract, if valid, was entered into conditionally, with Mr. Hutchinson's concurrence, and the circumstances of its being under seal would not prevent effect being given to the condition so as to enable the parties mutually to withdraw and to cancel the sealed contract, even by word of mouth.

TORONTO, April 29th, 1876.

ADAM CROOKS, Minister of Education.

#### 4. COMPULSORY SALE OF A SCHOOL SITE IN THE INDIAN RESERVES.

The question having been asked by a Rural School Board, whether a portion of an Indian Reserve could be taken for a School Site under Section 35 of the Public School Act, the Minister directed a reply to be sent to the following effect:—

"The Ontario Legislature has no jurisdiction over Indian Reserves, and no Provincial Act can therefore grant power to take such lands *in invitum*. The Reserves are administered by the Department of the Interior at Ottawa, in trust for the different bands, or tribes, of Indians, under the provisions of an Act of the former Province of Canada. Application to purchase should be made by the School Trustees to the Department at Ottawa."

#### 5. NORMAL SCHOOL TEACHERS' EXAMINATIONS.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, on the 5th day of June, A.D. 1876.*

Upon the consideration of the annexed Report of the Honourable the Minister of Education, dated the 30th day of May, 1876, the Committee of Council advise that your Honour do approve of the accompanying Regulations respecting the procedure at the Examination of Normal School Students, as supplementary to the Regulations of the Department approved of by your Honour-in-Council on the 26th day of April, 1876.

Certified.

TORONTO, 6th June, 1876.

J. G. SCOTT, Clerk, Executive Council.

The undersigned respectfully submits and recommends for the approval of His Honour the Lieutenant-Governor-in-Council the accompanying Regulations respecting the procedure of the examination of Normal School Students, as supplementary to the Regulations of the Department approved by His Honour the Lieutenant-Governor-in-Council on the 26th April, 1876.

TORONTO, May 30th, 1876.

ADAM CROOKS, Minister of Education.

*Regulations of the Education Department, respecting the Procedure in the Examination of Normal School Students, for Teachers' Certificates.*

1. The duties of Presiding Examiner shall be discharged by one of the Members of the Central Committee, to be named by the Minister.

2. The Examiner shall conduct the Examinations according to the General Regulations of the Department, so far as the same are applicable, and report the result thereof to the Minister.

3. None but those holding the Principal's Certificate, as required by the Regulations approved on the 26th of April, 1876, shall be allowed to present themselves as Candidates at the Examination.

4. During the Examination and previous week of preparation, all the Rules and Regulations of the Normal School remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

5. During the time in each day while the Examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the Candidates, and at all other times and occasions during each day of the Examination the Principal's authority shall be in full force and effect.

TORONTO, May 23rd, 1876.

ADAM CROOKS, Minister of Education.

#### 6. PUBLIC SCHOOL TEACHERS' EXAMINATIONS.

*Copy of an Order-in-Council approved by His Honour the Lieutenant-Governor, on the 5th day of June, A. D. 1876.*

Upon consideration of the annexed Report of the Honourable the Minister of Education, dated on the 30th of May, 1876, the Committee of Council advise that your Honour approve of the accompanying Regulations in further supplement to the General Regulations for the examination for Teachers' Certificates approved of by your Honour in Council on the 26th day of April, 1876. Certified.

TORONTO, 6th June, 1876.

J. G. SCOTT, Clerk, Executive Council.

*Further Regulations respecting the Examination for Teachers' Certificates, and Supplementary to the Regulations approved by Order-in-Council, on the 26th day of April, 1876:*

1. Each Candidate who presents himself for examination shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's Examination, and the Presiding Examiner shall, with his Report and Return of the Questions and Answers to this Department, also certify that he has been satisfied as to the personal identity of each Candidate upon proper grounds.

2. Each Candidate is required to conduct himself in strict accordance with the Regulations, and should he receive any aid, or extraneous assistance of any kind in answering the Examination Questions, he will be liable not only to the loss of the whole Examination, but to the forfeiture or withdrawal of his Certificate at any time afterward when the discovery is made of such aid or assistance having been given or maintained.

TORONTO, May 30th, 1876.

ADAM CROOKS, Minister of Education.

#### 7. PUBLIC SCHOOL TEACHERS' EXAMINATION, JULY, 1876.

*Extracts from the Official Regulations.*

*Time and Place of each Examination.*—The yearly Examination of Candidates for Certificates shall be held in each County Town, in such Building as may be appointed by the Inspector, who shall give at least three weeks' public notice thereof, in such manner as he shall deem expedient. None are eligible as Candidates for First Class Certificates, who do not already possess Second Class Provincial Certificates; nor is any Person eligible to be a Candidate for a Second Class Certificate, unless he shall have previously obtained a Third Class Certificate under the present system of examination, or a First or Second Class Certificate under the former system.

*Proceedings at each Examination.*—The Inspector shall preside at the opening of each Examination; and at the hour specified on the first day, and in the presence of

such of his Colleagues as may be there, and of the Candidates, he shall break the seal of the package of Examination Papers received for that Examination from the Education Department. He shall also break open the seal of each additional packet of Examination Papers as required, in the presence of a Co-examiner and of the Candidates. He shall further see that at least one Examiner is present during the whole time of the Examination, in each Room occupied by the Candidates. He shall, if desirable, appoint one or more of his Co-examiners, (1), to preside at the Examination in any of the subjects named in the Programme; (2), to read and report upon the Answers as they are received.

## CHAPTER XXX.

### APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO PUBLIC SCHOOLS IN ONTARIO FOR 1876.

The following is the Apportionment for the current year of the Legislative School Grant to each City, Town, Village, and Township of Ontario.

The basis of Apportionment to the several Municipalities for this year is the population as enumerated in the Census of 1871. The total amount available for Apportionment is the same as that of last year, and those Townships in which there are feeble Schools and a sparse population have been specially considered in an additional apportionment from the Poor School Grant. Such additional Grants appear in a separate list, and under the Regulations of the Department a Municipal equivalent is required for them.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Public and Separate Schools therein, according to the average attendance of Pupils of both Classes of Schools during last year, as reported and certified by the Trustees.

The Grants are, by Law, payable on the 1st of July, by the Treasury Department, on the certificate of the Honourable Minister of Education. These Certificates will be issued on, or before the 30th of June, in favour of those Municipalities which have sent in duly audited School Accounts and Inspectors' Reports to the Education Department.

#### GRANTS TO POOR SCHOOLS.

County of Carleton.....	\$ 73 00
County of Lanark.....	74 00
County of Renfrew.....	511 00
County of Frontenac.....	505 00
County of Addington.....	170 00
County of Hastings.....	403 00
County of Peterborough.....	321 00
County of Haliburton.....	546 00
County of Victoria.....	481 00
County of Simcoe.....	281 00
County of Grey.....	59 00
County of Bruce.....	103 00
Town of Cobourg.....	23 00
Total.....	\$3,550 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES, FOR 1876.

	Public Schools.	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
<b>CITIES.</b>			
Hamilton.....	3,177 00	764 00	3,941 00
Kingston.....	1,273 00	557 00	1,830 00
London.....	1,992 00	342 00	2,334 00
Ottawa.....	1,438 00	1,740 00	3,178 00
St. Catharines.....			1,160 00
Toronto.....			*8,274 00
			20,717 00
<b>TOWNS.</b>			
Amherstburgh.....	136 00	149 00	285 00
Barrie.....	403 00	99 00	502 00
Belleville.....	847 00	230 00	1,077 00
Berlin.....	343 00	61 00	404 00
Bothwell.....	147 00		147 00
Bowmanville.....	448 00		448 00
Brampton.....	306 00		306 00
Brantford.....	1,050 00	145 00	1,195 00
Brockville.....	572 00	180 00	752 00
Chatham.....	672 00	194 00	866 00
Clifton.....	187 00	50 00	237 00
Clinton.....	297 00		297 00
Cobourg.....	520 00	135 00	655 00
Collingwood.....	417 00		417 00
Cornwall.....	192 00	109 00	301 00
Dundas.....	323 00	139 00	462 00
Durham.....	147 00		147 00
Galt.....	564 00		564 00
Goderich.....	535 00	48 00	583 00
Guelph.....	840 00	174 00	1,014 00
Ingersoll.....	527 00	66 00	593 00
Kincardine.....	281 00		281 00
Lindsay.....	324 00	273 00	597 00
Listowel.....	146 00		146 00
Meaford.....	251 00		251 00
Milton.....	134 00		134 00
Mitchell.....	266 00		266 00
Napanee.....	437 00		437 00
Niagara.....	176 00	60 00	236 00
Oakville.....	188 00	60 00	248 00
Orangeville.....	215 00		215 00
Orillia.....	195 00		195 00
Owen Sound.....	497 00		497 00
Palmerston.....	163 00		163 00
Paris.....	313 00	76 00	389 00
Perth.....	291 00	60 00	351 00
Peterborough.....	490 00	192 00	682 00
Petrolia.....	392 00		392 00
Picton.....	291 00	57 00	348 00
Port Hope.....	756 00		756 00
Preston.....			386 00
Sandwich.....	172 00		172 00
Sarnia.....	347 00	85 00	432 00
Seaforth.....	200 00		200 00
St. Mary's.....	389 00	72 00	461 00
St. Thomas.....	281 00	43 00	324 00
Stratford.....	500 00	136 00	636 00
Strathroy.....	476 00		476 00
Thorold.....	155 00	85 00	240 00
Tilsonburgh.....	236 00		236 00
Walkerton.....	157 00		157 00

## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1876.—Continued.

	Public Schools	Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.
TOWNS.			
Waterloo.....	235 00		235 00
Whitby.....	374 00	29 00	403 00
Windsor.....	627 00		627 00
Woodstock.....	587 00		587 00
Total.....			23,408 00
INCORPORATED VILLAGES.			
Acton.....	123 00		123 00
Ailsa Craig.....	86 00		86 00
Alliston.....	118 00		118 00
Almonte.....	224 00	83 00	307 00
Arnprior.....	194 00	59 00	253 00
Arthur.....	66 00	49 00	115 00
Ashburnham.....	177 00		177 00
Aurora.....	167 00		167 00
Aylmer.....	132 00		132 00
Bath.....	89 00		89 00
Bayfield.....			
Blenheim.....			
Bobcaygeon.....			
Bolton.....	118 00		118 00
Bracebridge.....			
Bradford.....	167 00		167 00
Brighton.....	200 00		200 00
Brussels.....	115 00		115 00
Burlington.....	123 00		123 00
Caledonia.....	184 00		184 00
Campbellford.....			
Carleton Place.....	178 00		178 00
Cayuga.....	118 00		118 00
Chippawa.....	136 00		136 00
Clifford.....	122 00		122 00
Colborne.....	120 00		120 00
Drayton.....	115 00		115 00
Dresden.....	149 00		149 00
Dunnville.....	215 00		215 00
Elora.....	178 00	43 00	221 00
Embroy.....	72 00		72 00
Exeter.....	148 00		148 00
Fenelon Falls.....	177 00		177 00
Fergus.....	217 00	28 00	245 00
Forest.....	162 00		162 00
Fort Erie.....	123 00		123 00
Gananoque.....	300 00		300 00
Garden Island.....	113 00		113 00
Georgetown.....	190 00		190 00
Glencoe.....			
Grimsby.....			
Harriston.....	147 00		147 00
Hastings.....	134 00		134 00
Hawkesbury.....	246 00		246 00
Hespeler.....	117 00		117 00
Holland Landing.....	94 00		94 00
Iroquois.....	115 00		115 00
Kemptville.....	127 00		127 00
Lakefield.....	130 00		130 00
Lanark.....	110 00		110 00
Leamington.....			
L'Orignal.....			
London East.....			



APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1876.—*Concluded.*

	Public Schools.	Separate Schools.	Total.
<b>INCORPORATED VILLAGES —<i>Con.</i></b>			
	\$	\$	\$
Lucan.....	139 00		139 00
Lucknow.....	155 00		155 00
Markham.....	126 00		126 00
Merrickville.....	137 00		137 00
Merritton.....	161 00	57 00	218 00
Millpoint.....	126 00		126 00
Morrisburgh.....	171 00		171 00
Mount Forest.....			202 00
Newboro.....			
Newburgh.....	122 00		122 00
Newbury.....	116 00		116 00
Newcastle.....	163 00		163 00
New Edinburgh.....	88 00		88 00
New Hamburg.....	148 00		148 00
Newmarket.....	209 00	51 00	260 00
Norwich.....			
Oilsprings.....	81 00		81 00
Omeme.....	119 00		119 00
Oshawa.....	384 00	86 00	470 00
Paisley.....	185 00		185 00
Parkhill.....	150 00	42 00	192 00
Pelee Island.....	16 00		16 00
Pembroke.....	145 00	75 00	220 00
Petersville.....	162 00		162 00
Portsmouth.....	156 00	94 00	250 00
Port Colborne.....	87 00	57 00	144 00
Port Dalhousie.....	93 00	67 00	160 00
Port Elgin.....	140 00		140 00
Port Perry.....	260 00		260 00
Port Stanley.....			
Preston.....			209 00
Renfrew.....	102 00	28 00	130 00
Richmond.....	71 00		71 00
Richmond Hill.....	115 00		115 00
Simcoe.....	274 00		274 00
Smith's Falls.....	170 00		170 00
Southampton.....	129 00		129 00
Stayner.....	208 00		208 00
Stirling.....	115 00		115 00
Streetsville.....	90 00		90 00
Teeswater.....	120 00		120 00
Thamesville.....	116 00		116 00
Trenton.....	175 00	90 00	265 00
Uxbridge.....	219 00		219 00
Vienna.....	87 00		87 00
Wallaceburg.....	177 00		177 00
Wardsville.....	80 00		80 00
Watford.....	133 00		133 00
Welland.....	166 00		166 00
Wellington.....	78 00		78 00
Wingham.....	178 00		178 00
Wyoming.....	116 00		116 00
Wroxeter.....	113 00		113 00
Yorkville.....	321 00		321 00
Total.....			\$14,848 00

NOTE.—With respect to newly incorporated Villages, the amounts to be apportioned to them will be deducted from the Township or Townships from which they have been separated, as soon as the necessary information is obtained.

## SUMMARY OF APPORTIONMENT TO COUNTIES, FOR 1876.

COUNTIES.	Public Schools.		Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.
1 Glengarry.....	2,809	00	218	00	3,027	00
2 Stormont.....	2,479	00	22	00	2,501	00
3 Dundas.....	2,484	00			2,484	00
4 Prescott.....	2,074	00	282	00	2,356	00
5 Russell.....	1,282	00			1,282	00
6 Carleton.....					4,469	00
7 Grenville.....					2,685	00
8 Leeds.....					4,157	00
9 Lanark.....	3,756	00			3,756	00
10 Renfrew.....	3,351	00	152	00	3,503	00
11 Frontenac.....	3,581	00	86	00	3,667	00
12 Addington.....	2,150	00	48	00	2,198	00
13 Lennox.....	1,072	00	22	00	1,094	00
14 Prince Edward.....	2,576	00			2,576	00
15 Hastings.....	5,549	00			5,549	00
16 Northumberland.....	4,812	00	120	00	4,932	00
17 Durham.....	4,149	00			4,149	00
18 Peterboro'.....	2,888	00	70	00	2,958	00
19 Haliburton.....	504	00			504	00
20 Victoria.....	3,762	00			3,762	00
21 Ontario.....	5,417	00			5,417	00
22 York.....					7,743	00
23 Peel.....	3,303	00	16	00	3,319	00
24 Simcoe.....	8,036	00	75	00	8,111	00
25 Halton.....	2,520	00			2,520	00
26 Wentworth.....	4,070	00	21	00	4,091	00
27 Brant.....	2,789	00			2,789	00
28 Lincoln.....					2,585	00
29 Welland.....	2,729	00	23	00	2,752	00
30 Haldimand.....	3,127	00	22	00	3,149	00
31 Norfolk.....	4,231	00	31	00	4,262	00
32 Oxford.....	5,627	00			5,627	00
33 Waterloo.....	4,082	00	177	00	4,259	00
34 Wellington.....	6,741	00	160	00	6,901	00
35 Grey.....					7,865	00
36 Perth.....	5,155	00	76	00	5,231	00
37 Huron.....	7,916	00	134	00	8,049	00
38 Bruce.....	6,044	00	40	00	6,084	00
39 Middlesex.....	8,459	00	139	00	8,598	00
40 Elgin.....	4,423	00			4,423	00
41 Kent.....	4,417	00	114	00	4,531	00
42 Lambton.....	4,338	00	84	00	4,422	00
43 Essex.....					3,716	00
Districts of—						
Nipissing.....	264	00			264	00
Muskoka.....	278	00			278	00
Parry Sound.....	224	00			224	00
Algoma.....	1,036	00			1,036	00
Total.....					\$179,855	00

## GRAND TOTALS TO MUNICIPALITIES.

MUNICIPALITIES.	Public Schools.		Separate Schools.		Total.	
	\$	c.	\$	c.	\$	c.
Counties and Districts.....					179,855	00
Cities.....	See General		See General		20,717	00
Towns.....	List.		List.		23,408	00
Villages.....					14,848	00
Grand Total.....					\$238,828	00

## APPENDIX TO THE TWENTY-SEVENTH VOLUME.

SPECIAL NOTE. I propose to insert in the Appendix to these Volumes a Sketch of the Schools in the various Towns and Townships of the Province, as narrated in Local Historical and other Records, and which are not otherwise in such a shape as to be inserted in the ordinary Chapters of these Volumes.

## SCHOOLS IN THE COUNTY OF PERTH, 1825-1902.

In that struggle which characterized pioneer life at its outset, when men in the Bush fought the battle manfully against want, they had no sooner mastered the difficulties of their situation than they began to make provision for educating their children, while their own dwellings were of the most wretched kind, their daily fare coarse and unpalatable, when comfort, (as we understand it), was unknown, and pleasure was found largely in a hope of better days, the measure of their solicitude regarding the education of their offspring was full to overflowing. Nearly all Settlers in this County were Old Country people, where facilities for the poor obtaining even a small modicum of learning could be said hardly to exist. Humble as their lot had been in the old land, humble as it was in the Woods, they felt that, even in their lonely walks of life, a little knowledge of Books would have been useful not only to enable them to pursue their vocation more intelligently, but it would also have been a source of pleasure where none other could be obtained. It is, therefore, not surprising that we find old Records, indicating that the first taxes on the Ratepayers were largely for the establishment of Schools. For example, in the Township of Downie the first hundred pounds ever collected, under the School Act of 1841, was set apart, sixty per cent. for education and forty per cent. for improvement of Roads. On referring to the Reports of Pathmasters in 1842, where a graphic description is given of the condition of our Highways, we cannot but admire that pluck and determination of those old Settlers, who, although they were in danger of losing their oxen on crossways, or in mud holes, so resolutely clung to the idea that their children must be educated. It is proper to state also that the first dollar of money ever borrowed by any Township in this County was borrowed for the purpose, not of building Roads, nor of constructing Bridges, nor carrying out those Improvements which would enhance the value of property, but largely for building School Houses.

It appears to be a matter not of sufficient importance that we should trace the formations, alterations, or extensions, of the School Sections in this County. Beyond giving an idea of the trend of settlement it is of little consequence, as a matter of history whether a certain Lot was added to a School Section, or its limits extended by any particular Council, or in any particular year. It is desirable to know, however, the number and character of Buildings provided for educational purposes at the various stages of development in Perth County, as indicative of that marvellous progress made during the last fifty years. At what time the first School was erected it would be difficult to say. This certainly occurred previous to 1840, that being the period stated by some of our local historians. In the eastern portion of the Township of Downie and that district, comprising parts of the Townships of North and South Easthope, a number of Settlers had located previous to 1835. During that year, if not at an earlier period, Mr. J. J. E. Linton had opened a Private School near Stratford, Mrs. Linton taught another School in North Easthope. These were undoubtedly the first Schools established in this County.

In an excellent paper published by Judge Woods, of Stratford, which contains much important information regarding School legislation in Upper Canada, of which we are availing ourselves, he has overlooked one, or two, historical points regarding the formation of School Sections in the district surrounding Stratford.

At the first Meeting of the District Council for the Counties of Huron, Perth and Bruce, held at Goderich, in February, 1842, in pursuance of an Act of the first Session of the first Provincial Parliament of Canada, passed in the "fourth and fifth year of our Sovereign Lady Queen Victoria," and entitled: "An Act to provide for the Better Internal Government of that part of this Province which formerly constituted the Province of Upper Canada, by the establishment of local, or Municipal, authorities therein," Mr. William Dunlop, M.P.P., Warden, we find it was;

"Moved by Mr. T. M. Daly, seconded by Mr. Sebring, that the Townships of Fullarton, Downie and Ellice form a School Section, beginning at Lot Six, inclusive, of Fullarton: then east to Lot Nine, inclusive, of Downie; then from Lot Nineteen, inclusive, of Ellice to the line between Logan and Ellice, the north line of the division to be the unoccupied Lands, and the south line to be the Township of Blanshard."

"Moved by Mr. Helmer, seconded by Mr. Galt, that the Township of North Easthope be divided into three School Sections, as follows, videlicet:—1st, Commencing at the Wilmot line, west to Lot Eleven on the Huron road, north to the boundary line. 2nd. Commencing from Lot Ten to Lot Twenty-one on the Huron Road, north to the boundary line. 3rd. Commencing from Lot Twenty to Lot Thirty-seven on the Huron Road, north to the boundary line."

"Moved by Mr. Daly, seconded by Mr. Sebring, that Lot Seven inclusive, to Lot Eighteen inclusive, to the unoccupied lands, and that the first Concession of Downie, embracing Lots Seven and Eighteen, be a School District."

"Moved by Mr. Daly, seconded by Mr. Chalk, that the Gore of Downie from Lot Six in the third Concession to Zorra line be a School District."

It was further moved by Mr. Daly, seconded by Mr. Chalk, that from Lot Numbers One to Eighteen in the Second Concession of Downie, both inclusive south to Blanshard, be a School District.

The foregoing School Sections were certainly the first formed in what is now the County of Perth. . . . Between 1842 and 1847, however, a large number of School Sections, south of the Huron Road were organized, and that mass of legislation under the School Act of 1841, and extending on down under the School Act of 1850 in greater or less, volume to our own time, had begun to accumulate. The trend of new settlements and a continuous advance of the pioneer deeper and deeper into the forest led to constant changes in boundaries of those School Districts as laid down by Mr. T. M. Daly, and those associated with him. Whenever a backwoodsman of more adventurous spirit than others penetrated along a Creek, or small Rivulet, it may have been miles beyond his nearest neighbour, his location at once became the nucleus of a new Settlement Thither came others from time to time until a number of families were settled near each other. This little community at once constructed a Log School House in a spot most convenient to all. Where progress was so rapid as we find it to have been in many parts of this County these arrangements could only exist for a short period. The limits of every Settlement were constantly extending until the first School Building was found to be located in a place entirely unsuitable and inconvenient to the majority. Then a change would have to be made. As wealth accumulated in the Townships, boundaries of old School Sections were constantly being circumscribed, and additional School Districts formed out of portions of those already existing. This, of course, brought the Schools much nearer to the Settlers, who were enabled with less hardships to avail themselves of these provisions set apart for their children's education. These changes often led to great excitement amongst those particularly affected, in their efforts for and against such movements, and were a source of annoyance and embarrassments for many years to Municipal Councils. During later years certain machinery has been provided by the Public School Act, constituting a court of enquiry regarding such changes, and whose recommendations became a basis of alterations in boundaries of union School Sections This court is a great improvement on the old system, in so far as it acts independently of any consequences at next election, which may, or may not, affect to some extent the decision of a Township Councillor in School matters of this kind.

Having thus outlined the establishment and formation of School Sections on general principles, it will be well to glance at the Act itself under whose provisions these changes were brought about.

These School Districts were organized under and by authority conferred on the District Council by the First School Act, (5 Victoria, Chapter 18), passed, after the Union of the Provinces, in 1841. All previous Acts relating to Education were repealed, and this Act may be said practically to be the foundation of our present School System in this Province, it was, however, superseded as a General School Act by one passed in 1843, applying exclusively to Upper Canada.

This Act provided for, (1st), a general permanent fund for Common Schools; (2nd), \$200,000 to be granted to a Common School Fund; (3rd), the appointment of a Chief Superintendent of Education, took place in 1844; (4th), the District Council was practically made a Board of Education with defined powers; (5th), Townships, or Parishes, were enabled to elect five Common School Commissioners, with duties defined in eleven subsections, one of which was to relieve poor persons from payment of Teachers. Another was to see to matters generally, and report. It is specially set forth that the Teacher must be a subject of Her Majesty by birth or naturalization. . . .

In Section No. 11 of the First Upper Canada School Act of 1843 is a distinct recognition of a principle in School Legislation which has caused much discussion in latter years under the constitution of Separate Schools. In this Section there is a clear and indisputable affirmation of that principle where it says:—

“Provided always, and be it enacted that whenever any number of the inhabitants of any Township, or Parish, professing a religious faith different from that of the majority of the inhabitants of such Townships, or Parish, shall dissent from the Regulations, Arrangements, or Proceedings of the Common School Commissioners, with reference to any Common School in such Township, or Parish, it shall be lawful for the inhabitants so dissenting collectively to signify such dissent in writing to the Clerk of the District Council, with the name, or names, of one, or more, Persons selected by them as Trustee, or Trustees, for purposes of this Act, and may establish and maintain one, or more Schools, and receive their proportion of the Moneys appropriated by law.”

In 1846 was enacted 9th Victoria, Chapter 17, enabling School Trustees to hold School Lands as a Corporation. By Section Six the Council of every District was empowered, (1st), to appoint School Superintendents, and, (2), to divide Townships into School Sections. This latter clause, however, was simply an extension of power already granted by the Act of 1841, by authority of which the Townships of Downie, North and South Easthope and Fullarton were divided into School Sections by the Council in Goderich. District Superintendents were empowered to prevent “the use of all unauthorized foreign School books in the English branches of education and to recommend the use of proper Books.” A School Section being formed, three Trustees were to be elected at the first School Section Meeting in January in each year (Section Twenty-eight), the Landlords and Householdors to be Electors. Section Thirty-two provides that Separate Schools may be established for Protestants or Roman Catholics in any locality. Subsequent to 1850, when our present Municipal and School Acts were introduced, the local Boards appointed School Superintendents, the first of whom with us was Mr. Alexander McGregor, for those districts around Stratford. Previous to 1850, Local Superintendents of Schools were appointed by the District Council in Goderich; and such has been the predilection of some of the old Municipal Clerks for omitting names, that I was unable to discover that of the District School Superintendent until I was informed of it by an old Settler. . . . In the County of Perth we find as Local Township School Superintendents the names of Mr. Alexander McGregor, the Reverend Mr. McPherson, the Reverend Mr. Paterson, both of Stratford, one a Presbyterian and the other an Anglican, and Mr. William Rath, of Mitchell. In 1871 the School Act was further amended; the Office of Local Township Superintendent was abolished, and the County Council was empowered to appoint a County Inspector of Schools. This change was an improvement on the old order of things, in that it secured greater uniformity in School work. Moreover, since the Inspector devoted his whole time to his official duties better results could be obtained than were possible under the former

plan, where the Inspector's time and attention were divided between two such diverse duties as preaching and School Supervision.

A few years after this change the County was divided into North and South Perth, and two Inspectors were employed. This continued only for a short period, however, when the two inspectorships were again united, and have remained so ever since. Subsequent to Stratford being separated from the County for Municipal purposes and erected into a City, inspection of the City Schools was withdrawn from that of the County, and an Inspector appointed in their own interest by the City Council.

If we examine closely into the principles underlying the Public School System of this Country they will be found in many respects to resemble those of the Scottish Parish School, introduced by John Knox, the Scottish Reformer. When he had completed his work of reformation in the Church, by an infusion of democratic vitality and vigor into it, he saw that the lifeblood of that system he had inaugurated must be kept up by the product of the Schools. He, therefore, introduced into his own Country what may be said to be the first School System in the world. He saw, also, that to derive the greatest amount of good from his new plan it would have to be broadened out to meet and bring within its limits all classes and conditions of people. Any System of Education which cannot be made available to all, must necessarily deprive the state of a large portion of intellect, which, if developed and strengthened in a Free School, might be a great factor in the extension of its power and influence. Who can say in what strata of society the diamond may be found? And for fear that any gem be lost, the state does well to test them all.

The principle upon which Knox proceeded in his educational methods was based on this idea, that the State represented all the people, and in its actions should promulgate only such legislation as would be of interest to all the people. To a full development of this plan it was necessary, therefore, to establish a School in every Parish. A grant of public money was made for their maintenance. This was supplemented by a tax on all property in the Parish. Altogether a rate of from ten pence to one shilling and three pence per month was charged for each Pupil. Poor people could thus send their children to be educated without money and without price. The School Trustees were Land Owners in the Parish, or their Representatives, who superintended the whole, exactly as Trustees in a Canadian School Section. There was this difference, however, that the office of Trustee descended by heirship along with the Estate. This Trustee Board employed the Teacher, who was removed only for breach of trust, or bad conduct. It was in advance of our Canadian System, in that a Teacher's Residence was always provided. Precaution was taken that only properly qualified men should be placed as Teachers in these Schools, as every Parish Schoolmaster had to be a Graduate of a University. This Parish School was a combination of what in Canada is the Public and Grammar school. It was graded, and the Teacher moved his Pupil gradually upward from the first through the intermediate forms to the Classics, where he left off to enter the University. It is true that Academies and Grammar Schools existed in Scotland, but they were not a part of the National plan of Education. Many of those seats of learning were most valuable, and were established and conducted by educated men as Private Schools.

If the System of Parish Schools set up by Knox in Scotland was correlated with the genius of that people, it was found also in accord with the progressive feeling of Canadians. The proletariat of Scotland are not, and never were, republican, although they are eminently democratic. The political cast of our electorate in this Country is exactly similar. Both people believe in a monarchical form of government, resting on a foundation of democracy. In the Parish School was inculcated a sense of equality, regardless of social, political, or religious, influence. In Canada it is the same. If a Boy in Scotland is too poor to pay a Fee for his education, let him come; it will cost him nothing. If he is too poor to obtain suitable garments to wear, let him come; the Parish will clothe him. If he is too poor to even get food to eat, let him come; the Parish will feed him. It is to the eternal honour of Knox's plan that the moment such an one as we have described passed through the portal of a School room then all social distinction ended, and

that only the God-given quality of mind began. A poor, ragged Boy, with gaunt form and hungry-looking eye may be the lion of his Class, and on his shoeless feet stand conscious of his superiority as Dux. The son and heir of the Laird may have his place as booby, where he stands conscious of an abiding continuity, in monumental evidence of the superior flesh-forming qualities arising from a plenteous ration of whey porridge and braxy.

When the Reverend Doctor Ryerson, the great architect of Canada's School System, visited Europe in quest of material for completing his educational scheme, (the influence of which in Canada no man can ever measure), he found the old Parish School was the only method at all suitable to the views of the Canadian people. It is not surprising, therefore, that our Schools were modelled largely on the Scottish plan, with such modifications and extensions as those new conditions obtaining in this Country demanded. Those of our readers who may be desirous of extending their enquiries into the principles of the System will find a striking analogy even in many of the details. . . .

It was not, therefore, till a seed from this ancient stem had been planted in Canada by Doctor Ryerson for a period of two score years, and amid our Canadian Woods had grown to be a stout sapling, symmetrical and robust of form, that the venerable parent stem in Scotland was cut down, and a twig containing the old blood wedded to the vigor of Canadian youth, was planted in its stead, where, as the National School System of Great Britain, it is now spreading in a form worthy of such illustrious parentage. . . . The amendments made to the School Act may have been various during the last fifty years, they have not affected to any great extent its great general principles. Changes in School Buildings and Premises throughout the County, indicating steady and solid improvement during that time, have been very marked. Although of late years School Inspectors have been authorized, under certain amendments to the Public Schols Act, to compel Trustees to provide suitable Buildings and Accommodations, in order to secure a more efficient management of our Schools, this power has rarely, or never, been enforced. It is creditable to our people that, in a majority of cases, School Buildings provided by taxation were, for a considerable period, in advance of the homes of the pupils who attended them. (From the History of Perth County, 1825-1902.)

#### REPORT OF THE COMMON SCHOOL, TOWN OF GODERICH, 1857.

BY THE REVEREND JOHN FRASER, LOCAL SCHOOL SUPERINTENDENT.

The time is fresh in the memory of many of us, when Buildings occupied as School Houses, (and they were the best to be had) were so very mean, that Children might blush for them, and when such Parents as could afford it sent their Children elsewhere to be educated. Now we have a School House of which we are justly proud, because of its external architectural beauties, and internal elegant, and comfortable arrangements. The time is fresh in the memory of many of us, when our Schools were supported by Rate-Bill, levied on the Parents and Guardians of those sending their Children to School, and when, as a necessary consequence, the Schools were but indifferently sustained, and inefficiently managed. Now we have Free Schools, attended by nearly all the Children of School age in the Town, and attended also by the Children of the most respectable and intelligent of our Towns-people.

We have, moreover, a Staff of Teachers highly recommended, well qualified, (all holding First Class Certificates,) sincerely devoted to their duties, and, I hope, adequately remunerated. Thus, our Schools are commanding the entire confidence, and the ready support of all classes of the Community, and the admiration of all intelligent Strangers from all parts of the Province and from many parts of the Neighbouring Republic. True, indeed, there may be and doubtless are, many defects, but it might be borne in mind that giants were once babes,—that he who wrested the gates of Gaza from the City Ports was once a helpless little creature who could not lift his head from his mother's knee; and as, in the case of Samson, time was necessary to mature strength; so, in our Schools



time is necessary to correct errors in untried theories,—to bring order out of confusion—to harmonize numerous conflicting interests, and to make all conducive to “The greatest possible good to the greatest possible number.” But much good has already been done by our Free School System, and good which never could have been done by any other. Our Free Schools are the Schools of the People—they are open to all classes and conditions, so that here the poor as well as the rich, can give to their Children the invaluable blessing of a liberal and even polished education.

Corporal punishment is wisely permitted by our rules, but it is seldom resorted to. The severe,—I had almost said, cruel forms of discipline, thought, of old, to be indispensably necessary to School Government, is now happily superseded by moral suasion. A spirit of kindly intercourse, of mutual confidence and love between the Teachers and the taught is found to be all that is necessary where the Child is under the least moral restraint at home. But all are not so restrained and governed at home; besides, Parents in some instances, drink in, with a greedy ear, every report, false, or true, which their Children carry home from School, and declare, in the hearing of their Children, “that they will not”—to use their own word—“that they will not stand it,” and thus they encourage in the Child, rebellion against the Teacher, and the Child diffuses the same spirit among his Fellows, and so the evil goes on increasing, until the Teacher has no alternative left him but to use the ferule, much against his good will, for he desires to govern his School upon the principle of mutual love. It is gratifying to know, however, that corporal punishment has been inflicted in but few, very few, cases, in the School during the past year.

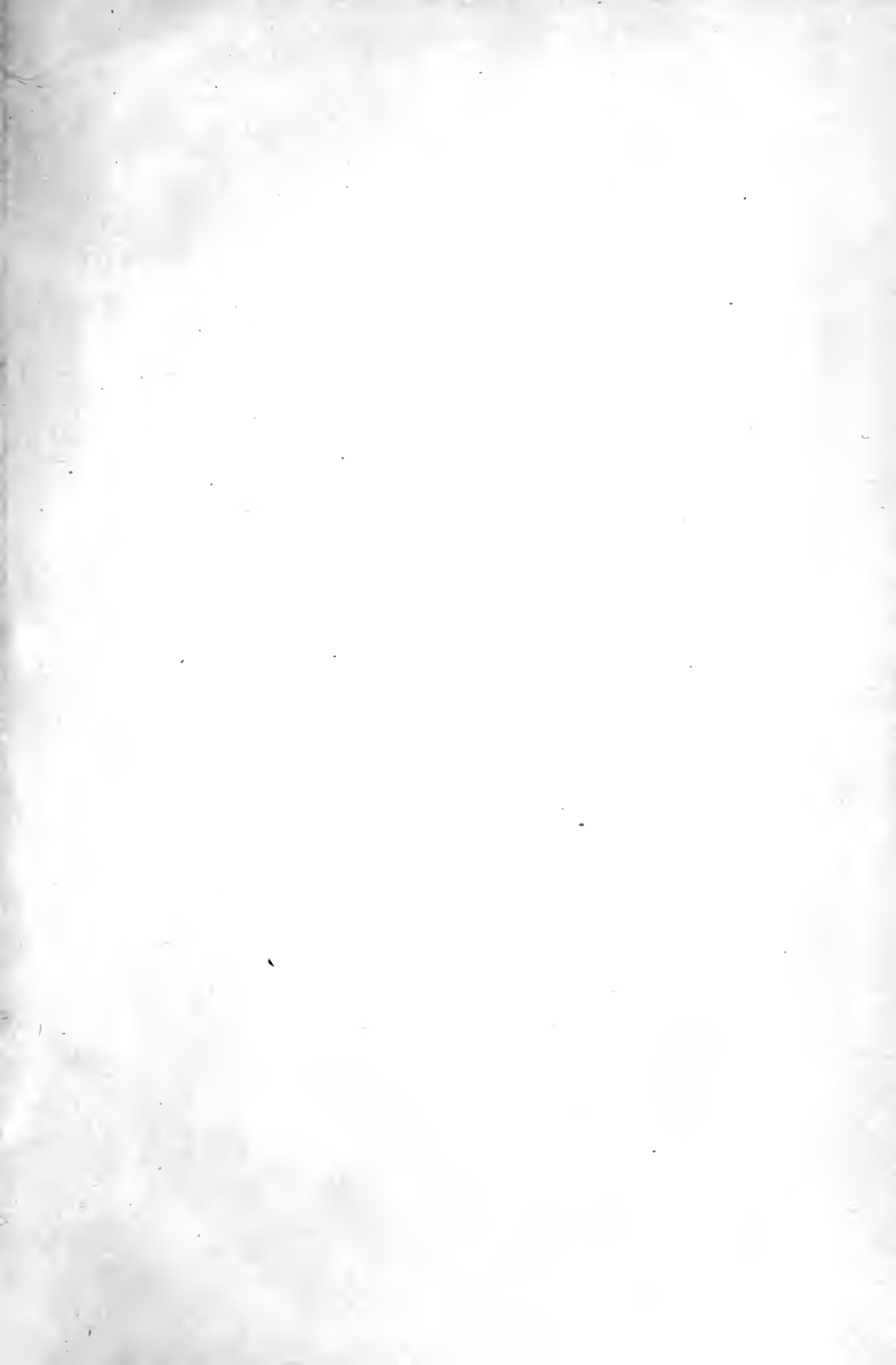
And did Parents discharge the duties of home-government better, and listen to fewer tales from School, their Children would be happier and their success at School proportionably greater.

The Local Superintendent congratulates the Community at large, upon the admirable system of Public Instruction established among us. To the enlightened and liberal views of the Local School Board, much of the honour of what has been done is due. The Members of the Board have spared neither time nor labour in erecting a School House second to none in the Province, in furnishing it with seats and desks of the most approved style—with Maps, Charts,—in a word with every Apparatus necessary for even a Grammar School, or an Academy of the first order. And in all this they have done wisely.

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