

DOCUMENTARY HISTORY

OF

EDUCATION
IN UPPER CANADA

(ONTARIO)



1876

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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. XXVIII., 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.

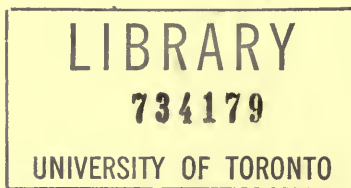


T O R O N T O :

PRINTED AND PUBLISHED BY L. K. CAMERON,
Printer to the King's Most Excellent Majesty
1910.

LA
418
06A 42
1894
v. 28

WARWICK BRO'S & RUTTER, LIMITED, PRINTERS,
TORONTO.



PREFATORY NOTE TO THE TWENTY-EIGHTH VOLUME.

This Twenty-eighth Volume of the Documentary History of Education in Upper Canada concludes the Series devoted to that subject from the passing of the Constitutional Act of 1791 to the close of the Reverend Doctor Ryerson's Administration, as indicated on the Title Page.

It has been a great pleasure to me to record in these Volumes the rise and progress of the Educational System of Upper Canada: It has brought back to me very vividly the satisfaction of working for thirty-two years, so able and so inspiring a Chief, who became my warm personal Friend.

It has been very difficult at times, owing to the mass of material in my possession to put the facts in a clear and succinct shape, and again, it has been occasionally almost impossible to find some "missing links" of the chain.

My thanks are due to the Registrars of the several Universities and others who have placed the Minute Books and other Documents at my service for records of the Proceedings of these Universities which could not otherwise have been obtained.

I have been enabled also to record in these Volumes the detailed proceedings from year to year of the various Churches on University Matters.

It is interesting to know that this Province and the Empire of Germany are the only two Countries which have published a connected Narrative of the History and Progress of Education.

The United States Government practically does so in another form, by giving in the Annual Report of the Commissioner of Education at Washington an interesting summary of the year's transactions in each of the States, and in Foreign Countries, yet in such records there is nothing of a connected historical character.

From many quarters word has come of the value and uniqueness of the Educational Records in these Volumes, and my hope is that for many years to come their value will be enhanced. The following quotations from the last Report of the Commissioner of Education for the United States seems a fitting conclusion for this Prefatory Note. He says:—

"The Twenty-seventh Volume of the Documentary History of Education in Upper Canada by Doctor J. George Hodgins, F.R.G.S., Historiographer of the Education Department of Ontario since 1890, was completed in 1908.

"The History has involved immense research and discriminating judgment, and is indispensable to all students interested in the social and educational History of Canada.

"Doctor Hodgins, who has reached the advanced age of Eighty-eight years, is still actively engaged in his monumental work, as well as in the duties of his official position."

J. GEORGE HODGINS.

Toronto, New Year's Day, 1910.

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CHAPTER I.

PROCEEDINGS OF TEACHERS' CONVENTIONS, ETCETERA, 1876.

I. OXFORD TEACHERS' CONVENTION.

The Annual Convention of the County of Oxford Teachers' Association was held in the East End School here, the President of the Association, Mr. G. J. Fraser, of the Woodstock High School, presiding. A number of subjects were taken up and discussed pretty thoroughly; the essays by Miss Ross on "Composition," and by Mr. Kennedy on "Cultivating a Good Spirit among the Children," were particularly noticeable. Mr. Kennedy strongly advocated the abolition of Corporal Punishment in Schools, and after a little discussion, a Resolution proposed by the Inspector, supporting the ideas advanced in his Essay, was carried with but three dissenting voices, out of nearly a hundred Teachers present. The proceedings were enlivened by recitations and music. A Resolution was passed favouring a system of Competitive Examinations for promotion, Questions to be prepared by a Committee, and no Pupil to pass from one Class into a higher, except he passed at one of these half-yearly Examinations. The Teachers in one Township are to examine the Pupils of another, so that every suspicion of collusion will be removed. The Examinations to be on the same day all over the County, and all the Schools of one Township to be examined at the same place.

Mr. William Carlyle was then elected President of the Association for the next year; the Reverend W. H. Landon, 1st Vice-President; Miss Maggie Ross, 2nd Vice-President; and Messieurs Brown and Iazard, Secretaries, with a Member of the Executive from each Township.

The Honourable Adam Crooks, Minister of Education, was present on two days. His presence added much to the interest and success of the Meeting. He received a hearty welcome from the Teachers of Oxford, and was presented on Friday afternoon with the following Address:—

We, the Members of the Oxford Teachers' Association, avail ourselves of the opportunity presented by your kindly consenting to meet us on this occasion, of conveying to you our congratulations on your elevation to the exalted position of Minister of Education.

When the Provincial Government had determined to make itself responsible for the management and control of the educational interests of the Country, we were pleased to know that he who was to be our first appointed Minister of Education was a Canadian, and a Graduate of one of our Canadian Universities, and consequently in sympathy with the struggles and aspirations of Canadian youths, and more, or less, conversant with the educational needs experienced and the appliances available in carrying on in our beloved Province a System of Education that has already attained the growth of years, and is the result of wise and judicious legislation and management.

Occupied as we are with the other School Authorities in giving practical expression to School Legislation, and being thus placed in a position to feel sensibly all changes that are made, you will sympathize with us when we say that the change from a Chief Superintendency to a Ministry of Education has been watched by us with intense interest and no little solicitude, and we are pleased to have this early opportunity of assuring you that our knowledge of your integrity and uprightness of character, your assiduous application to the public duties, and your steady resistance of all changes not necessarily reforms, gives us ground for believing that the good that has been accomplished will be held with a firm grasp, and that all advances in School Legislation will be free from traces of undue haste and eager readiness to gratify clamorous and importunate, although unwise, solicitation.

We trust, Sir, you will experience, during your incumbency in office, a congenial sphere for the exercise of your distinguished attainments, and that in the discharge of your exceedingly onerous duties, you will enjoy that exalted satisfaction which arises from a public recognition of great abilities worthily employed for the public good. While engaged as a Minister of Education, we beg to assure you that you may rely

implicitly on the Teachers of Oxford for the most hearty co-operation in devotion to your schemes for the further development and perfection of one of the noblest systems of Education possessed by the civilized world.

Signed on behalf of the Oxford Teachers' Association.

WOODSTOCK, June, 1876.

GEO. J. FRASER, President.

Mr. Crooks made a suitable reply, thanking the Teachers heartily for their cordial reception and Address.

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 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.

A number of other important Resolutions were passed by the Convention. Altogether, the Convention was the most interesting and successful yet held in the County.

The Honourable Adam Crooks' Address.

In the evening, Mr. Crooks delivered an Address upon Education, in the Town Hall. He began by defining his own position, and stating that while responsible to the whole Country for his official acts, he was more directly and peculiarly responsible to Oxford County, one of whose Ridings he had the honour to represent. The change was a great one, from having the administration of affairs entrusted to a Bureau, not directly responsible to the people, to the appointment of a Minister directly responsible for every act. He hoped there would be no cause to regret the change, although Doctor Ryerson's success and his peculiar faculties for the work, left his successor a difficult task. The tendency of our governmental system was to local self-government, and this held good in intellectual as well as in political affairs. While men would no doubt differ on and discuss educational affairs, as they did other subjects within the arena of politics, these discussions were not to be deprecated, as it only by discussion that we can arrive at the truth. He hoped, however, that political necessities would never make Education a mere football of party politics. We had already settled the difficulty which was causing so much excitement in England. Our controversy regarding the Denominational differences was settled, and by the British North America Act made a part of the Constitution of the Country. By our system of local taxation, imposed by Trustee Boards, Township and County Councils, and the Ontario Legislature successively, a thoroughly scientific system was attained, with a division of authority probably more nearly perfect than any other plan at present in practice. The central authority was not a dictatorship. It only prevented the abuse of local power, as in engaging unqualified Teachers. For fifty years a system had been on the Statute Book, by which there need be no stop to the mental growth, but the High School boy of ability was to be enabled, by means of Bursaries, established by the Counties, to go on through the University. He regretted that this feature of the Law had not been more generally taken advantage of, and that few, or no, Counties had established Bursaries. In our Educational System the poor had the same chance to improve as the rich. The Teachers give the principal bias to the people, and the object of training is to bring out all the qualities of the mind and body in the best

way, to train the moral, intellectual and physical faculties, in order to produce a sound mind in a sound body, which is, after all, the great end of Education. It was evident that educators required a careful education. He was glad that the Bible could be admitted into any School in the Land. It was the best of Books, and the best specimen of our Anglo-Saxon Tongue. The objection was sometimes made that our teaching was not Religious, but he considered it was. We had in 1874, 3,500 Sunday Schools, with 20,000 Teachers and 80,000 Scholars; so it is evident that Canadian youths are predisposed to be Christian. The physical education of the children was too much overlooked. A few Schools were all that was to be desired in this respect, but most had very inadequate Ventilation, and many had made no provision for the admission of fresh Air. He next spoke of the qualification of Teachers. At the present time there were only 215 First Class Teachers engaged in the whole Province, and 910 Second Class. Third Class Teachers should be considered as only on probation, and should be under the direction of a First, or at least Second, Class Teacher. The Third Class Teachers must, to some extent, be considered an inferior article, and as a system of promotion by merit was open, any one might look forward to a Second, a First, a County Inspectorship, or even the position which he himself held, which would, no doubt, in time be filled by some Teacher from the ranks.

Mr. Carlyle moved, and Mr. McMullen seconded, a vote of thanks to the Minister for his able and instructive speech; and in seconding the motion, Mr. McMullen expressed the hope that the responsibility of excluding the Bible should be placed upon the Trustees rather than that of admitting it. He wished to see it placed on the same basis as the Third, or Fourth, Books. He also expressed the hope that High School expenses would be better equalized. Last year the County of Oxford paid \$300 and the Town of Woodstock \$2,000, while the number of Pupils was about equal from each.—*Woodstock Sentinel.*

2. MIDDLESEX TEACHERS' ASSOCIATION OR INSTITUTE

Under the auspices of the East Middlesex Teachers' Association, there was held in the City Hall, a Meeting which was attended by about three hundred persons, mainly Teachers, although there were several representatives of both City and County Councils and other citizens. The Chair was assumed by Mayor Macdonald, while upon the platform were Honourable Adam Crooks, Bishop Hellmuth, the Reverend Father Northgraves, Chairman of the Separate School Board, and others.

Mayor Macdonald, in opening the Meeting, spoke on the subject of Education, and briefly referred to the great advantage it will be to the western section when it shall have a Normal School. He then introduced,—

The Honourable Adam Crooks, Minister of Education, who, after a few introductory remarks, referred to the experiments of the past few years, and the lessons in Education we had derived from the Continent of Europe and the United States. But of late years we had a good deal of experience, and the system of making the head of the Education Department directly amenable to the people has been followed. The Speaker then proceeded to treat of the Educational System of Ontario, which, while entirely undenominational, is fully capable of being carried out, while still inculcating the broad views of our national Christianity. The three essential characteristics of our present Educational System are its universality, its efficiency, and its economy. The advantage of Education as a means of raising a better feeling was next spoken of, the Speaker believing that the Country School House offers a greater antidote to crime than all our Gaols and Houses of Refuge. The birthright of our children should be free entry into our School Houses. The general advantages of Schools were next referred to, and the objects of schooling in general alluded to. At this point Mr. Crooks read a number of figures, showing the increase of money paid to support the Schools to have been nearly doubled in ten years. An increase had also been observable in every line, and it is probable that expenditures in every department have been well

spent, and the system is quite in accordance with progress. Understanding the principles upon which this progress was based, it is probable the expenditure will never be reduced. The question of compulsory attendance was next referred to, and this Mr. Crooks believed should not be adopted until all other means have failed. In this connection he quoted figures which went to show the attendance at School in England and Scotland under the different systems which prevail there, and remarked that the School attendance of Ontario is not so satisfactory as he could wish, and he thought well of the plan of making attendance for a specified number of days compulsory, as provided for in Viscount Sandon's Bill, introduced into the British House of Parliament last month. But it is not alone in the primary branches we need education, and provision should be made for the higher education of those who desire it, and one to be the instruction of the youth of the Country. The foundation of this was begun by our predecessors in the Old Country, who set apart large tracts of land for the support of the Schools. He saw no better means of furthering the best interests of the people than the acquisition of higher education. The Scottish he took as a high standard of education, but even in this there is a possibility of great improvement, and in such large Counties as Middlesex he questioned if Township Boards would not be an improvement upon the present system of School Sections. This is being tried in the County of Huron, and the results have so far been most satisfactory. This is, however, one of those propositions that require to be discussed, and the trial of it has not yet been complete. The Speaker next touched upon the qualifications of Teachers, which he hoped would increase year by year, although the great bulk of this is sure to be thrown on the general Government. But higher education will involve the payment of higher Salaries, but only nominally so. If men are worth money, they will obtain it in any business. Upon the head of raising the standard of Teachers much remains to be done, in which connection the Speaker read a number of Statistics to show that there has been no appreciable progress made in the granting of First Class Certificates, while in the Second Class there has been a large decrease, this being made up by an increase in the Third Class. This he thought should be remedied, and the Third Class made a period of probation, whereas now we find a great many of them being removed from Town to Town. Trustees should not be satisfied with this. There are now rewards for the Teachers, and it only requires perseverance and ability in order to reach them. In conclusion, he said we should endeavour to make our Educational System as universal as possible, for no system can be complete if the people do not comprehend the benefits to be derived from it.

Mr. G. W. Ross, M.P. for West Middlesex, was the next Speaker. After referring complimentarily to the speech of Mr. Crooks, he spoke of the large percentage who attend School in Canada,—larger than anywhere else,—there being one in about every three who are under instruction. In regard to the drawbacks to Education, he said the greatest was the irregularity of attendance. The next was the unsuitability of Teachers, and if we could "reconstruct" one-half of them we would have more efficient Schools. He spoke this in no spirit of disparagement to the Teachers, but they do not always realize the importance of their position. If we want our Schools to be a benefit, we must put Teachers in them whose authority will be felt. The Teacher is put there to rule the Scholars, and if he will cultivate the habit of unremitting attention among his Pupils when they bear his control, the foundation will be laid, and Canada will produce such men in her Public Schools as she need never be ashamed of. He next criticized the habit some Teachers have of doing problems instead of allowing Pupils to do them. This is not right,—Scholars should be left to their own resources. Cultivate the natural abilities of Pupils, and they will soon be able to take care of themselves. Cultivate independence of thought, for the progress of the world is more due to this than any other cause. Sir Isaac Newton and all the past Astronomers have been men of independent thought, and this is necessary to greatness. Mr. Ross next referred to the pleasing lack of immorality in the class of Teachers, paying a high compliment to the profession generally. He alluded to the necessity for

more training, and advocated the building of another Normal School in Ontario. In this connection he cited some of the United States, where there are a great many more Normal Schools than in Ontario; and why should we not spend \$100,000 in a Normal School? The Speaker said he did not lay stress upon the fact of a man holding a certain Certificate,—he should have his mind stored with the information to be gathered in all well-ordered Libraries. Let every Teacher feel that the great aim is the development of perfect man and womanhood, and if a Teacher fully realizes his position he will labour with this object in view. In conclusion, he eloquently referred to the high mission of the Teacher, and hoped all would so conduct themselves as to raise Canada in the eyes of the nations.

Mr. B. Cronyn then moved the following Resolution, seconded by Mr. Black:—

Resolved,—That in the opinion of this large and influential Meeting, (representing as it does a large number of those most deeply interested in the subject of Education, both from the City and surrounding Country), there is immediate necessity for increased Normal School accommodation to meet the urgent demand by securing trained Teachers for our Schools.

The mover spoke of the deep need of the Normal School, and was glad the Minister of Education had shown from his own remarks that increased accommodation is necessary in the Normal Schools, there being now a number of persons from West Middlesex who are attending the School at Ottawa. The Speaker here read the speech of the Honourable Alexander Mackenzie as to a Normal School, he having said he was betraying no State secret in saying Schools were to be erected at Ottawa, Kingston and London. The speaker would say nothing as to the location, believing the Government would do justice, merely laying before the Cabinet that London is a railway centre, fully believing they would carry out the views of Honourable Mr. Mackenzie, the present Premier.

Mr. Black, the seconder of the Resolution, instanced the fact that there are few Normal School Graduates in this vicinity, and the majority of these have come from the neighbourhood of Toronto. This, he thought, demonstrated that other Normal Schools are necessary, and he thought we deserved one in the western part of the Province as well as the eastern, or central, part. He believed the Government is disposed to give us our just dues. He was not advocating any particular locality, but speaking in a general sense as to the necessity of the School, although he did not think that with a search warrant a better location than London could be procured. He gave a number of statistics to show how far behind Ontario is in the matter of Normal Schools, it being shown that this Province has less Normal Schools than any other Country. He believed the western part of Ontario will compare very favourably, either in wealth or intelligence, with either the central or eastern part, and he did not see that anything better could be done for the cause of Education than the establishment of a Normal School in the City of London.

The Resolution was carried unanimously.

Mr. B. Boyle moved a vote of thanks to the Speakers, in the doing of which he spoke of the low remuneration given to Teachers. Seconded by the Reverend Father Northgraves, and unanimously carried.

Messieurs Crooks and Ross briefly replied, when, on motion of Mr. Dearness, seconded by Mr. Watterworth, a vote of thanks was given to the Mayor for his conduct in the Chair. This closed the very interesting meeting.—*London Advertiser*.

3. TEACHER'S ASSOCIATION, COUNTIES OF LENNOX AND ADDINGTON.

The Teachers' Association at its September Session, gave the public an opportunity of hearing the Honourable Minister of Education upon the present condition of educational matters. Mr. Burrows, as President of the Teachers' Association, presented the following Address to the Minister:—

On behalf of the Teachers' Association of Lennox and Addington we give you a cordial welcome, and thank you for the promptness with which you have accepted our

invitation to be present with us on this occasion. Your visit is not only a source of gratification and encouragement to us as Teachers, but it will, we are confident, impart a healthy stimulus to the cause of Education in this County. Our School System has, since its inception, been a just source of pride to ourselves, and its varied excellencies have commanded the admiration of educationists in other Countries. It would be difficult, if not impossible, to find in the history of any Country, a parallel to the progress we have made within the last thirty years, in extending the benefits of education to the masses; and not only is this remarkable progress largely due to the ability, the energy and the patriotism of your distinguished Predecessor at the head of the Education Department, but it is equally creditable to the liberality and intelligence of the people of this Province. Although, owing to its narrow front, this County has more than an average proportion of sparsely settled district, yet the progress that has been made in its educational facilities compares favourably with that in other Counties that are more advantageously circumstanced. In common, of course, with every other County in the Province, the most marked improvement has been made since the important School Act of 1871. Since that date forty-six new School Houses have been built, which, added to those previously in existence, make a total of one hundred and ten in the County. The improvement in the surroundings, and in the external and internal fitting up of these has been very great indeed. In almost every case the requirements of the Departmental Regulations have been fully complied with by the Trustees. As might have been expected, the more excellent scheme for the examination and qualification of Teachers has vastly increased the efficiency of our Schools in this County; and, while we are happy to say that Salaries are on the advance, we may be permitted to hope for a still further improvement in this respect. Inasmuch as there is no department of the public service, in the administration of which the people are more deeply interested, we are glad, and we believe all friends of Education throughout the Country are glad to see the important department of Public Instruction receive the recognition to which it is entitled. In no branch of our national institutions subject to State control does the democratic element more largely prevail than in connection with our School System, and hence, we believe that the appointment of a Minister of Education, responsible to the people, will not only have the effect of securing a still larger measure of public confidence, but will beget and keep alive an interest in the cause of Education such as we have not hitherto seen. We embrace this our first opportunity to congratulate you, sir, on your appointment to this very important office; and we congratulate the Country on securing the services of one, whom universal opinion deems so eminently qualified to carry on the great work begun by Doctor Ryerson. As the interests of Education, and the interests of the teaching profession are inseparable, we hail every one engaged in promoting the former as our friend. We shall, therefore, receive the suggestions that may be embodied in your address to us, or in your replies to any of our number who may seek information, not merely as coming from one having authority, but as the expressions of one who is sincerely desirous of promoting our welfare and happiness.

On behalf of the Lennox and Addington Teachers' Association.

F. BURROWS, President.

NAPANEE, September 9th, 1876.

WM. TILLEY, Secretary.

The Honourable Adam Crooks, in reply, expressed himself much gratified with the Address which the President of the Teachers' Association had just presented to him. He had taken an early opportunity since becoming Minister of Education, to make himself conversant with the important duties of the office, and at the same time, endeavouring, by accepting invitations to meet with Teachers' Associations, to acquire such practical information of the requirements of the Country, as could only be obtained from those personally engaged in the work of teaching. He had already met Teachers' Associations in the West which, from being in old and wealthy parts, are able to show remarkable success. Among others he had visited the Associations of Middlesex, Oxford, North York and South Huron, all of which presented most successful examples of the progress of the last thirty years. At those visits he had found some questions under discussion which he also observed in the Programme of to-day. The Address referred to the difficulties to be encountered in this County, but a reference to the reports showed that as much had been done here as elsewhere, as the large number of qualified Teachers showed how they had been succeeding, and in the performance by Trustees of the requirements of the Law. The Address referred to parts of the County being sparsely settled, but for the Schools in those Districts, the Department had a Fund, from which to make appropriations, and he hoped the Grant for that

purpose would be larger in the future. There were other important topics in the Address, and he would express his own views of the relations of those engaged in the work of Education. All were called upon to perform duties having an important bearing on the future in producing increased prosperity in the Country. He would feel that his labours were lightened if he merited and could maintain the confidence which they had expressed in the Address. His position occupied only a small part of the general machinery which must be kept in motion by the hearty co-operation of its different parts. The greater responsibility rested upon the Trustees and Parents in properly aiding the Teachers in the discharge of their important duties. All the appliances which exist, after so large an expenditure, would be ineffectual unless the duties beginning with the Parent and Child, and ending with the Teacher, were clearly understood, and resolutely executed. The Department desired to present a better class of qualified Teachers, and would offer such rewards as would induce Third Class Teachers to improve their position. The Normal Schools offered the best means for training Teachers, but it was impossible to accommodate all the 3,000 Teachers now holding Third Class Certificates, and some other means of improvement must be found. Next to these, Teachers' Institutes had been found the best means of improving the qualifications of Teachers. These would impart much practical information which it would be impossible to give by any other means outside the Normal Schools. He was sensible that other inducements must be held out to Third Class Teachers to improve their position than those which now existed. It should be thoroughly understood that the Regulations were probationary in their character, so as to lay the foundation of future prospects. But of what value were highly trained Teachers, or the proper appliances, unless the children were brought into contact with them? A complete system of Education should include every child in the Country, and unless all were brought in and none allowed to grow up in ignorance, the School System could not be considered National. In Scotland, Germany, Belgium, and many of the United States, measures had been adopted with this end in view. When in London, Ontario, he had occasion to point out the exceedingly low percentage of actual average attendance as compared with the aggregate number of children on the roll. Out of 500,000 children, between the ages of seven and twelve years, 490,000, or all except 10,000 attended School, but the average attendance was very unsatisfactory. Only about 199 out of every 1,000 attended more than 100 days. Five per cent. attended less than 50 days in the year. Twelve and a-half per cent. between 50 and 100 days. Ten per cent. between 100 and 150 days. Eight per cent. 150 and 200 days, and only a fraction attended the entire year. The School Law here requires four months, or 80 attendances, while in England 250 attendances either morning, afternoon, or night, are required for five years. Here the attendances are for all day, so that 160 would be our minimum as compared with England's 250. In England an indirect, and in Scotland a direct compulsory Law is in effect. In the former Country it is unlawful to employ the labour of a child between ten and fourteen who cannot produce a Certificate of having attended School the required time. We have two clauses in our Act which compel Trustees to report the names of all children not attending School at least four months in the year, and the penalty is the imposition of a Rate-bill upon the Parent, or by other means. But the remedy is not to be found so much in the Law as in Parents thoroughly understanding that they are throwing away money unless they get an equivalent in the education of their children. The Law was of little effect unless it made the Parent ready and willing to understand the duty of having his children attend School. Parents should work up to the Law instead of remaining amenable to its action. Two millions of dollars were annually raised by direct taxation for educating the youth, and this should secure months of regular attendance instead of the present desultory attendances. The labours of the late Chief Superintendent were very properly referred to in the Address. For thirty years he had devoted himself to the improvement of the School System, for in it there could be no finality. There was no School System which could not be improved,

and scarcely a civilized Country which was not engaged in improving what they had. He referred briefly to the success of the Ontario Education Department at the Centennial, directed attention to the Japanese, French, and English Commissioners now engaged in studying our system, as an evidence of the high character it had won abroad, and advised Teachers to go on with the improvement. He hoped that his position might result in good to the Country, and again thanked the Association for the Address which he said would nerve him to go forward in the course marked out for him.

Mr. Burrows, the President, said he was sure they were all gratified by the Address they had just heard from the Minister of Education. He was glad he so thoroughly appreciated the difficulties with which they had to contend. He announced the first subject,—“Teachers’ Institutes.”

Moved by Mr. Tilley, seconded by Mr. Bowerman, that this Association, being convinced that the value of the work done under our present School System will depend largely upon the knowledge which the Teachers possess of the best modes of teaching, of the most improved system of School Organization, and the various minor details, in connection with, and of the greatest importance to, the teaching profession, would strongly recommend to the Provincial Government, the expediency of establishing Teachers’ Institutes throughout the Province, so that by this means the Teachers may be better fitted for their work, and a more correct knowledge of the requirements of National Education be disseminated throughout the Country.

After an animated discussion, in which the mover, seconder, Mr. Matheson, Mr. Platt and Professor Dawson, of Belleville, took part,—the motion was carried.

Moved by Mr. Matheson, seconded by Mr. Stout, of Bath, that this Association considers it would be conducive to the best interests of Education in the Province to have the Easter Vacation, (except Good Friday), discontinued for all Schools, and to have all Vacations alike for both High and Public Schools. (Carried).

Moved by Mr. Magee, seconded by Mr. L. C. Spafford, that a vote of thanks be tendered to the Minister of Education for his Address and interest in educational matters. (Carried).

The President presented the thanks of the Meeting to Mr. Crooks, who made a brief acknowledgment, and the Meeting closed.

In the afternoon, a public Meeting of those interested in educational matters was held in the Town Hall.

Mr. John Hogle, Warden of the County, was called to the Chair, who briefly introduced Honourable Adam Crooks to the audience.

Mr. Crooks said he had occasion this morning to express gratification at the invitation he had received to be present to-day. Since becoming Minister of Education he had endeavoured by personal attendance to increase his knowledge of a great many questions which came up for consideration. He proceeded to discuss the qualifications of Teachers, the importance of which was shown by the large amount expended for the maintenance of Public Schools. He said the endeavour was to bring things to a satisfactory result by various stages of progress. He referred to the perfection of local and Municipal institutions, and argued that Scholastic Institutions would yet be so perfected that no child should grow up in ignorance. The moral and intellectual culture of the youth was of as much importance as the physical wants of the Country with which the Municipal Councils were charged. The duty of providing for the expenditure for School purposes rested with the Ratepayers. He found that a larger amount was expended than for other purposes, and the meaning was that the people had got full note of the idea that every child should have a free education. The Education Department had the responsibility of putting into motion the Regulations for qualifying Teachers and of impressing upon Trustees the necessity of providing Accommodation for all the wants of their School Sections. The weak point was how to get all the children into the Schools. Another great question was, how to provide the best qualified Teachers. The present standard was not a permanent one. Associations and Teachers

were prepared to assist in raising it. First and Second Class Certificates were issued by the Department; the great bulk of Certificates were issued by the County Boards, and were only intended to have local effect. In 1874, there were 215 First Class Teachers, 857 Second Class, and 3,069 Third Class. So that three-fourths of the Teachers were Third Class. From 1871 to 1874 there were 13,882 Applicants for Certificates, of whom about 6,000 were successful; 152 applied for First Class, and fifty males and two females were successful; 2,145 applied for Second Class, and 910 were granted,—669 to males and 214 to females; while of the Third Class there were 2,500 males and 3,400 females. The Third Class must understand that their Certificates were probationary; they must go on and qualify for taking Second Class. The Normal School accommodation was not sufficient for one-tenth, and other means of improvement must be adopted, which they hoped to provide by means of Teachers' Institutes. The standard of qualification he indicated would be the subject of early consideration, and closed by declaring that whatever strength he had would be devoted to the educational interests of Ontario.

Mr. Burrows, Public School Inspector of the County, moved, "That in the opinion of this Meeting, the present system of rural School Section divisions should be abolished, and be replaced by Township Boards, which will secure uniformity of Taxation for School purposes in each Township, and afford a remedy for many of the difficulties inseparable from the present system." He supported his motion in a speech full of argument. Mr. Ezra Spencer, of Richmond, seconded the motion. Then followed a discussion of great length, much feeling and interest. Messieurs Morden, Deroche, Hoffman, of Camden, and Honourable John Stephenson, opposed the motion, which was supported by Messieurs Burrows and Matheson, and Professor Dawson, of Belleville. On being put to the Meeting, it was declared lost.

4. THE GRENVILLE TEACHERS' ASSOCIATION.

A Meeting of this Association was held in the Prescott High School Room, with a view to the proper reception of the Honourable Mr. Crooks, Minister of Education, and for the transaction of other business.

The President, Reverend Geo. Blair, M.A., took the Chair, and opened the proceedings with an Address, in which he dealt with a variety of subjects, pertinent to the occasion. After routine business, the subject of a fitting welcome to Mr. Crooks was taken up. After various remarks, a draft of the Address to be presented to the honourable gentleman was agreed to.

Mr. Wm. Thompson read a very good Essay on Corporal Punishment in Schools, favouring it in some cases, when all other methods of reform have failed. Miss Palmer read an Essay on Object Lessons, pointing out their great usefulness, and the method of giving them. Mr. Burchill read an essay on Education in Canada, as it was and is. He compared the old Buildings, School Laws, Text Books, and former qualifications of Teachers with those of the present day, also the old and new System of Inspection, demonstrating the great improvements effected in all respects. Miss Haggarty read an Essay on Arithmetic for Beginners, with illustrations on the Calculator and the Blackboard. It elicited much discussion. Mr. R. W. Hicks read an Essay on the Teaching of Writing, advocating the commencement of the teaching of this art to the Pupil as soon as he entered School to give him variety of employment, and facilitate his other studies.

The Resolutions of welcome having been presented to Mr. Crooks, he gave a rapid sketch of the growth of the School System of Ontario, noticing its extraordinary improvement of late years, in all important respects, including the increased knowledge of the Teachers, and the extended area of its operations, so as to embrace nearly every child in the Country, the better Text Books, and the opening of the Schools to all free of charge. Only about 10,000, out of half a million children, of School age, appeared separated from the influences of instruction, eighty-four per cent. of the whole attending School. But the amount of instruction they were receiving was not satisfactory. Why should our system be doing less than half its work? One hundred attendances

under our system were not equal to the minimum requirement for a grant under the English system. What was the sense of getting only half the benefit due for our large expenditure? However strict and satisfactory the School Law might be, it would but remain a dead letter so long as the Parent did not do his duty to his child and the community, by sending him to School. There should be some mode of securing a better attendance by something like a modification of the principle upon which the Legislative Grant is applied. He was glad to see the people of Ontario resolved that the physical health of the Pupils should be provided for, in the School Buildings and other means and arrangements, as well as their mental and moral training. A great improvement had taken place in the qualification of Teachers, and there was now uniformity in the Examinations, secured by a separate disinterested Body. The present large teaching staff of 5,000 occupy the most important position, we should take every care, therefore, that they possess the proper qualifications for the training of our children. The Normal Schools accommodated only 250 Teacher-Students, while two thousand Teachers a year presented themselves. The Teachers' Association had, therefore, pronounced in favour of Training Schools, and we are arriving, to some extent, at a similar conclusion. Three million dollars were spent annually on our Schools, and we should get the best value for our money, an inferior costing as much as a superior article. These Teachers' Associations offered us an opportunity for reform, of which we should zealously avail ourselves. Mr. Crooks next spoke of the need of improved Text Books, and the duties of local organizations in regard to the proper working of the School machinery. Our System should enable any youth of talent, no matter how poor, or humble, to reach the highest intellectual and social position. Here mediocrity, or material acquisitions, should not content us; national progress demanded also moral and intellectual growth. We were fortunate in possessing such a valuable System of High Schools, which deserved encouragement as much as the lower. All knew of the rivalry among the leading European Nations, at present, in Education, which was felt to be essential to a foremost position. We must take up the subject, also, look around and see where we are, with a view to all possible improvement. He preferred our Educational System to that of the States as respects moral results, and he had been much pleased to notice how well the Teachers whom he had met appreciated their duties as to the moral training of the children, in conjunction with their physical and intellectual culture. This question to him, (Mr. Crooks), was a most interesting one. In conclusion, he said his object in his visits here and elsewhere was to understand the operation of our educational system, and to learn the views of all concerned in it. The Reverend Mr. Lewin moved a vote of thanks to Mr. Crooks for his interesting speech, seconded by Reverend Mr. O'Donnell, and carried.

RESOLUTIONS PASSED BY THE GRENVILLE TEACHERS' ASSOCIATION, IN OCTOBER, 1876.

Inasmuch as skill and experience are regarded as indispensable requisites to success in almost all callings and professions; therefore, be it resolved:—

1st. That the security of our Country and the highest interests of society demand, that those who are intrusted with the education of the rising generation should be thoroughly instructed in the theory of Education, and trained in the most successful and approved methods of imparting instruction, before they are authorized to assume so important a position.

2nd. That our Normal Schools, as now constituted and conducted, do not give the time and attention to this subject which its importance demands.

3rd. Teachers' Insitutes, if properly conducted, would be very beneficial in giving some training to Teachers generally, but more especially to those who have not had the advantage of any previous training.

4. That these Resolutions be submitted to the Honourable A. Crooks, Minister of Education, as the expressed opinion of the Grenville Teachers' Association.

RESOLUTIONS ADOPTED AT A MEETING OF THE EDUCATIONAL ASSOCIATION OF THE COUNTY OF DUNDAS, HELD IN MORRISBURGH, SEPTEMBER 8TH, 1876.

That it is the opinion of this Association there should be two grades of Third Class Certificates, A and B.

That the subjects of Examination for Third Class, Grade B, remain as at present.

That for Third Class Grade A, Teachers be examined in the subjects already laid down for Third Class, and also in Algebra to end of simple Equations, Euclid, Book I, and Book-keeping.

That for each grade of Certificate a minimum of fifty per cent. be required in the subjects of Arithmetic and Grammar.

That each grade of Certificate be valid for two years.

That each grade of Certificate may be renewed once, provided that the Candidate for renewal of Certificate obtain sixty-six per cent. of the total number of marks, and also sixty-six per cent. of the number of marks assigned to the subjects of Arithmetic and Grammar, and that renewed Certificates should be so marked.

5. NORTHUMBERLAND TEACHERS' CONVENTION.

The Annual Convention of the Teachers' Association of the County of Northumberland, took place at Cobourg, on the 28th of September, 1876.

The President, Inspector E. Scarlett, took the Chair, and called on Mr. Dorland, the subject being "Percentage." Mr. Dorland stated that this department of study might be earlier introduced to Pupils, by the Analytic system, now generally pursued in our Public Schools, than it was placed in our Text Books. After dwelling some time on the nature of Percentage, at the request of some Teachers, he took up the Examination Paper on Arithmetic, for Second Class Teachers for the present year, and solved most of the Problems, giving very neat solutions by the principles of Analysis. Mr. Brown, Inspector of Public Schools for the County of Peterborough, passed a high encomium on Mr. Dorland for the neat manner in which he handled the solutions. He also drew the attention of the Teachers to the fact that it was highly beneficial to the Pupils to get by rote the different factors of all numbers up to one hundred, showing, at the same time, how the Pupils could construct Tables for themselves.

The next subject taken up was the Moral Training of children in our Public Schools. From the greater part of the Teachers present participating in the discussion, we could see that they felt a great deal of interest in the matter, and should judge that morality, in our Schools, generally, was well attended to. In the evening, Professor J. Macoun, of Albert College, Belleville, lectured on the "Far West." The Professor entertained the audience with a Lecture full of instruction and fully reliable information, for which he received a most cordial vote of thanks, to which he very appropriately replied.

The next subject taken up was by Mr. Dorland, videlicet:—"The Examination Paper on Natural Philosophy, for Second Class Teachers for 1876." He went through the Paper, solving all the Problems in a masterly and easy manner by the application of Analysis, for which he received the thanks of the Teachers.

The next subject on the programme was "Township vs. School Section Boards of Trustees." The Convention felt themselves indebted to Mr. Inspector Tilley, of the County of Durham, for his able and lengthy explanation of the working of Township Boards, and the great advantages to be derived therefrom. He had no doubt but Township Boards would of necessity soon become Law, as it would prevent in a great measure the too often change of Teachers in rural Sections, which was detrimental to the progress of Education in those Sections; and that, in accordance with the great improvement made in our School System lately, it was a natural sequence that we ought to have Township Boards. After a number of other Speakers on the subject, Mr. David Johnston moved the following Resolution, seconded by Mr. S. M. Dorland,—

Resolved, That in the opinion of this Association, the system of Township Boards of Trustees would be a great improvement upon the present system. Passed unanimously.

Mr. Bartlett next gave his exposition on the subject of "The Analysis of the English Language," and the best method of teaching it. The Teachers present were much pleased with Mr. Bartlett's discourse on this subject, which he illustrated by some passages from Sir Walter Scott's "Lady of the Lake." The Lecture being very instructive throughout, elicited from the Convention a unanimous vote of thanks, which was moved by Inspector Brown, of Peterborough, and seconded by Inspector Tilly, of Durham.

The subject next introduced was the "Best Method of Teaching Geography," which was taken up by Professor Macoun, of Belleville, and disposed of in a masterly and humorous style; advocating the Sullivan method of teaching Map Geography by Association, and showing that much information could be imparted to very young Pupils by this method,—both Physical and Political,—by imprinting on the mind of the Pupil more thoroughly the location of respective places on the earth's surface.

6. MEETING FOR THE PROMOTION OF EDUCATION IN EASTERN ONTARIO.

During the presence in Ottawa of the Honourable Adam Crooks, the Reverend John May, Inspector for the County of Carleton, and Mr. J. A. McCabe, Principal of the Normal School, held a large educational meeting for Eastern Ontario, at the Court House on the 29th of September. There was a large attendance of the educational element of that section of the Country.

The Meeting was organized, when Mr. Inspector Bigg, of Brockville, was elected Chairman of the Meeting.

The Chairman stated that the Circulars which had been sent out recommended the forming of an Inspector's Association at the close of the present Meeting. Instead of doing this, however, they would meet and form a Teachers' Association for Eastern Ontario.

The Reverend Mr. Inspector May explained that he had received a notification from the Minister of Education that he would be present and address the Teachers of the County on educational matters to-day. He had decided to make the notice more general, and have a general Meeting of the principal Educators of Eastern Canada. He concluded by moving, seconded by Mr. McCabe, that His Worship the Mayor take the Chair.

His Worship, on taking the Chair, said he had to express his very great thanks for the unexpected honour done him in inviting him to preside over so important a Meeting as the present. He felt the Meeting to be important, because he saw before him the representatives of the educational interests of the Country. In reference to our City institutions, he said he believed they would compare favourably with those of any other City in the Dominion, and the same remark was applicable to the Teachers. He looked to the Teachers as the most important component in the Country, as they were largely responsible for the future prosperity of our Country. He believed that, considering their important duties, the remuneration was altogether too small.

The Reverend Inspector May presented the following Address, which was handsomely illuminated and engrossed to the Honourable Mr. Crooks:—

We, the Inspectors of Schools, Normal School Professors, High School Masters, and Public and Roman Catholic Separate School Teachers of Eastern Ontario, beg leave to extend to you, on the occasion of this your first official visit to our part of the Province, a most cordial welcome.

We have all, Sir, been gratified by your elevation to the high and honourable position of Minister of Education for Ontario, so long and so creditably filled by the Reverend Egerton Ryerson, D.D., under a different title; especially because we recognize in you one of the most distinguished Graduates of our great Provincial University, and therefore, well qualified to form a correct estimate of the results of our educational labours.

And we pray that you may be long spared to occupy your high position with credit to yourself and advantage to the educational interests of the Country.

We give you once more a hearty and unanimous welcome to Eastern Ontario.

OTTAWA, September 30th, 1876.

JOHN MAY, Inspector.

Mr. Crooks, in reply, said he had to thank the Teachers' Association of the County of Carleton for the Address presented to him, and also to thank those interested in the education work of Eastern Ontario, for the very gratifying reception which had been extended to him. He had been but recently appointed to the duties of Minister of Education, but he had since that time been endeavouring to qualify himself for the duties of the position. He was much pleased to see the formation of Teachers' Associations throughout the Country, as it afforded the Teachers an opportunity of becoming acquainted with each other, with the practical workings of the educational institutions, and the wants of the different sections of the Country. He, (Mr. Crooks), was at present engaged in meeting the Associations throughout the Province, in order that he might better understand the work and necessities of the different sections. Yesterday he had addressed a very important meeting of the Teachers in the adjoining County of Lanark, at Carleton Place, and in being before them to-day he recognized the important position occupied by Ottawa as the educational centre for Eastern Ontario, and the necessity of having the workings of the Educational System properly understood. He found in these Meetings of the Teachers that many modes of instruction were imparted from one Teacher to the other, thereby enabling them to arrive at the best modes of imparting instruction to the young. It had been his custom in the evening to devote his attention to our education institutions as a whole, to point out its workings, and to show any points where defects might be observable. On the present occasion, as the audience was not composed entirely of Teachers, he would not be as specific as he might otherwise be, and would make a more general Address.

No country in the world had made more material progress than the Province of Ontario, and in no department had greater progress been made than that of Education. For the very proud position they occupied to-day much credit was due to the late Chief Superintendent of Education, the Reverend Doctor Ryerson. In Ontario a more favourable condition of things was found than in England, Germany, Scotland, or Switzerland. Commencing with Elementary Schools and going on to the High School and Provincial University, a Pupil was able to go in at the lowest class and come out at the University. Great difficulty had been found in England in arriving at a similar position, videlicet, to allow a youth of humble origin to pass on to the highest sphere through our Educational System. There were no classes, or sects, in Canada, and it would be a disgrace to the Country if our Educational System debarred any one from enjoying its advantages. Our Educational System, then, was complete. Our Public School System was most important, as upon it devolved the duty of protecting the community against crime, to relieve it from all the unhappiness that results from crime, and to free it from the large drain upon our resources in the punishment of crime. A satisfactory System of Public Education, which brought every child under its influence, would prevent crime at its outset. Crime was the result of ignorance, and all history showed that a society which was to be true to itself, to be free from all debasing influences, must rely on the educational institutions of the Country. By successive stages in this Country we had arrived at the position which all statesmen laid down as the basis of a Popular System of Education. The speaker next instanced several public men in England, who, late in life, were now arising to the importance of devising some System which would bring all classes of the Country under its influence. He referred to the System adopted in England, Germany and Switzerland, saying that it was difficult to apply in these older Countries principles which were correct in themselves. It was not so in this Country. We had a universal System of Education. It was truly national, universal, and was also based on economy. It was universal because, by our local machinery, every child was brought into our Schools, and the maintenance

of them depended upon the raising of a local Rate for School purposes. To be universal, the attendance must be general, and this result had been achieved. Then, in regard to efficiency, the speaker stated that in Ontario the feature of placing the Schools under a central authority had arrived a little later than in other Countries. He thought, however, that it had come just in time. In England, in 1870, a Member of the Privy Council had been appointed Minister of Education, and the idea had been copied in Canada. The local organizations were now under the control of the general Government, through one of its responsible Members. It seemed to be anomalous that the most important system of the Country should be under the control of an irresponsible authority. In regard to efficiency, they depended on the local Bodies, who were, in turn, responsible to a central authority. The latter were obliged to understand the requirements of a proper School, and, consequently, they had the power to compel the Trustees to build Schools of a suitable character. Often, owing to the ignorance of Trustees, the Schools had not been as they should be. He was pleased to see from the Returns that there was a marked improvement of late, however, in the matter of School Accommodation. Thus, in 1874, some \$250,000 had been expended in the erection of new School Houses. The greatest requirement, however, was the furnishing of proper qualified Teachers. The want of a system which would secure proper qualified Teachers, was greatly felt in the United States. In Canada the central authority established the qualification of Teachers. To afford a proper instruction, the central authority had the power of seeing that the means of instruction in the hands of the Teachers,—the Text Books,—were what they should be. They had thus the three requisites,—proper School Accommodation, Efficient Teachers, and suitable means of instruction. Speaking of the Inspectors, he said they had adopted the same system which had found favour in England. Much of the success of our institutions depended upon our local Inspectors, and he should make it a point to make this branch of the service still more effective. Taking up the question of economy, the Speaker stated that in Canada we were not burdened with a pauper class, but rather with the instruction of the children of the Owners of the land contained in our Country. It was desirable, therefore, that the Rate should be made as small as possible on the Ratepayers. One of the features of the economical system, therefore, was to see whether they were raising too much, or not enough, and whether any of the money thus raised was not properly spent. With regard to the whole expenditure, the Department had the fullest detail of the expenditure in every particular. The Ratepayers themselves determined to a large extent what amount of money would be expended on our educational institutions. He believed they had attained a system of economy, as he found from the Returns that the cost per Pupil was less than \$6, as compared with 30s. sterling, or upwards of \$7 in England. He claimed, therefore, that they had the three essentials of a Public School Education, *videlicet*, a universal, effective, and an economical System. In one respect, however, our System was defective,—in not securing a universal Education. Thus in 1874 there were on the Registers a School population of 511,000, while of that number only 443,000 were in attendance at the Schools. The attendance which the children were assumed to give were the full days, running over the entire year, saving the Holidays authorized by Law. In England, their system of attendance was based on three sessions,—the morning, afternoon and night sessions, so when we find 200 Attendants in England it would mean about 100 Attendants in our Country. In England, the requisites of obtaining a Public Grant was 400 Attendances, or about 200 Attendances in Canada. It was also stipulated before a Boy could be employed, he should have attended School for five years at an annual average of at least 200 Attendances. In Canada taking the Attendance above 200, we find an Attendance of one-half per cent. on our whole School population. Of the number between 150 and 200, the Attendance was seven per cent; from 150 down to 100, twenty-one per cent. In other words, only fifty-eight per cent. of our whole School population were in Attendance on our Schools. In other words, our maximum Attendance was less than the minimum Attendance allowed in England in applying for Grants for the Public

Schools. For this lamentable fact the Government was in no way responsible. The neglect lay entirely with the Parents, nor could a remedy be found unless the Parents awake to a true sense of the responsibility of their position. One Parent in a School Section, not sending a child to School, did much to counteract the influence of nine others who sent their children to School. He did not see why Parents should not demand the full equivalent of the School Tax, as they did for Water Rate or any other Tax. The Law now required that the minimum Attendance in our Public Schools should be eighty, and an average attendance of four months in the year. Fifty-eight per cent. of our Schools, however, showed a less percentage in point of Attendance of the minimum rate the Law required. It was very desirable that in this Educational Centre of Eastern Ontario they should understand that as a community they were not getting a proper value for the money they were called upon to pay for Public School Rates. If in Ontario, they were able to point to a System of Public Schools possessing all these advantages, they could point with equal satisfaction to their secondary Schools. The growth of our High Schools had been gradual, like that of our Public Schools. The founders of our School System were evidently far-seeing men, as land had been set apart in order that the future generations should be provided with a higher School Education. They were now enjoying the advantages of their foresight, and while they were doing that they must take care that they were not going back. The High School System was not working satisfactorily. Our County Councils seemed to think that the High Schools belonged to the Towns and not to the entire County. A satisfactory system could not prevail, unless the County High School was the next gradation step between the Public Schools and our University. In Scotland, there was scarcely a youth who had not gained more than the rudiments of an education, and in Canada, if the High Schools received that support from the Counties which they should, he could claim a similar position here. There was no reason why the youth of our Country should not avail themselves of all the educational advantages within their power. It was their duty and their right to do this. In some Counties, he had found a disposition to avoid the responsibility of High Schools. He instanced the case of Prince Edward County, where the County Council had placed the whole burden on the Town of Picton, although deriving greater advantages than the latter place. Our University System was next taken up, the speaker stating that, like the High Schools, this was provided for by the foresight of the early legislators of our Country. Any youth, with industry and perseverance, was now able to enter the Public Schools, pass through the High School, and probably come out at the University a distinguished scholar. This was the result of a proper Public School System. The Provincial University suffered in the same way as High Schools. It was impossible with the present Endowment to increase the number of Scholarships. If the Counties, taking proper interest in the High Schools, were to establish moderate Scholarships at the University, a great career would be opened out to the High School Pupil. He trusted his visit here would have two effects. He was enabled to meet all the educational Instructors of this section, and to extend his sympathy to them in their work. He was also anxious to obtain sympathy from them in his work, and hoped they would aid him in placing before every child in the Country that Education which it was its privilege and right to enjoy. Their System was even now in a transition state, and they must be careful to see that in each part of the Province it was working with the fullest efficiency. The greatest responsibility, however, rested with the Trustees and Parents, and on them devolved the task of seeing that their present efficient School System in the Province of Ontario was not allowed to degenerate.

Mr. R. Cummings, Warden of the County, in a few appropriate remarks, now moved a vote of thanks to the honourable Lecturer.

Mr. O'Reilly, Inspector of Separate Schools, in seconding the motion, also made a few brief remarks, in which he compared the present condition of the Educational System of Ontario with that of twenty-five years ago.

Honourable Mr. Crooks briefly responded, and afterwards his Worship the Mayor made a few brief remarks, after which the Reverend Mr. May announced a meeting for the purpose of organizing an Educational Association for the Eastern part of the Province.

Mr. Thorburn expressed great pleasure at the Address he had heard from the Minister of Education, and approved of the great interest shown by that gentleman in the educational work of the Province. He referred to his recent visit to the Centennial, saying that he came to the conclusion that so far as our Secondary Schools were concerned, we were far ahead of the United States. He touched briefly on our Public School System, and closed by expressing his pleasure at listening to the remarks of the honourable gentleman.

The Reverend Mr. May made a few further remarks in regard to the formation of a Teachers' Association.

At a subsequent Meeting of the Inspectors and Teachers assembled at the Convention, Mr. Inspector Bigg, for Leeds, was called to the Chair, and Mr. Cochrane acted as Secretary. The Reverend Mr. May briefly explained the object of the Meeting. Mr. Thorburn, Principal of the Collegiate Institute, said that it was very desirable that an Association, such as that advocated by the Inspector should be organized. He had assisted in forming like associations before, and would lend all the aid he could in that direction, as he was fully convinced of its utility and its power for furthering the interests of Education. Mr. McCabe, Principal of the Ottawa Normal School, strongly advocated the formation of the Association in a speech. He said the Eastern part of the Province was not represented in the Ontario Teachers' Association to any extent, and by organizing one of our own, we would be simply taking steps that were absolutely necessary. He for one strongly recommended the creation of an "Eastern Educational Association," and believed if once formed, it would be a complete success and produce results highly beneficial. After a few remarks by Mr. Smirle, Mr. Slack, Inspector of Lanark said he was one of the agitators of the present movement. Many of the Teachers of east and centre Ontario to his knowledge were anxious for the success of the movement, and he expressed it as his opinion that the Association should not confine its meetings to Ottawa, but that Kingston, Belleville, Perth, and other places equally important and central, should be chosen in turn as places of Meeting.

It was moved by the Reverend Mr. May, seconded by Mr. Riddell, of the Normal School, "That in the opinion of this Meeting it is desirable to form an Educational Association for Eastern Ontario."

After some discussion the Chairman remarked that the motion before the Meeting only referred to the desirability of forming an Association. It was to be followed by a Resolution creating a Committee to establish the organization. He then put the motion, which was carried.

The following motion was then put and carried:—

Moved by the Reverend T. D. Phillips, seconded by Mr. O'Reilly, "That a Committee be appointed to communicate with Educationists in Eastern Ontario, to draft a Constitution for the proposed organization."

7. COUNTY OF HALDIMAND TEACHERS' CONVENTION.

A Convention of the Teachers of the County of Haldimand was held at Cayuga, on the 30th of September, in the Lecture Room of the High School. By the unanimous consent of the Teachers present, Mr. C. Moses, County Inspector, was called to the Chair. After a few remarks from the Chairman, stating the objects for which the Convention was convened, the proceedings opened as follows:—Mr. Clark, Assistant Master of the Caledonia High School, read a very interesting and instructive Paper on School Punishment. As this is a subject upon which a diversity of opinion exists, especially among Teachers, a lengthy discussion ensued. Mr. Hammond, Head Master

of the Selkirk Public School, took up the subject of Arithmetical Analysis, which he illustrated on the Blackboard by a series of well selected problems.

In the afternoon the Convention was organized, when the following officers were duly elected:—C. Moses, President; R. Harcourt, M.A., First Vice President; Mrs. Slaven, Second Vice President; J. McNiven, Secretary and Treasurer; W. S. Wood, Corresponding Secretary; Miss Murdock, Messieurs Hewson, Hind, and Dr. King, Executive Committee.

Mr. Wood, Head Master of the DeCewsville School, gave his views on the present system of granting Certificates, which elicited considerable discussion. Doctor King, Principal of the Caledonia High School, delivered the opening Address. It was able, and impressive. He pointed out in beautiful terms the very great benefits and advantages which are derivable to Teachers generally from their connection with such Conventions. He then passed to the subject of the paramount importance of Education, which had for its object the development of the moral and intellectual capacities; how it served to expand the minds of the young, to awaken and cherish a love for the beautiful and good, to elevate them in the scale of being, and eventually to fit them to discharge all the duties of life and enable them adequately to appreciate and faithfully to improve their highest moral and religious nature, and which would contribute in the highest possible degree to their happiness and well being hereafter. Doctor King also proved demonstratively that the strength and prosperity of a Nation depend on a well educated community, and that there was nothing which proves so much the progress that a people are making in intelligence, wealth and in everything that contributes to their social, moral and political greatness, as the attention which they devote to a higher standard of Education in the Public Schools, and the erection of neat and substantial School Edifices. The analysis of the constitution of man as a sentient, intellectual and moral being was depicted with great beauty and force of expression. In conclusion, the Doctor expatiated on the intellectual nature of man, its attainments in the field, the sciences and the manufacturing Arts, while soaring above the mental sphere of enjoyment, the moral nature borne on the wings of a steady faith, inhaled its aspirations at the fountain of immortality. At the conclusion of Doctor King's Address, R. Harcourt, M.A., late Inspector, complimented the Lecturer on his able and eloquent Address, which was fully endorsed by those present.

Many thanks are due to Mr. Grant, M.A., President of the Norfolk Teachers' Association, and Mr. Courtland, the Secretary.

It being generally understood that Doctor Hodgins, Deputy Minister of Education, was to deliver a Lecture during the evening, long before the appointed time the Room began to fill, and by the time the Doctor had arrived was literally crowded. Doctor Baxter was then called upon to occupy the Chair, and in a few appropriate remarks introduced the Lecturer of the evening. Doctor Hodgins spoke for nearly two hours on the "Harmonies and Incongruities of our present School System." The Lecture was able and impressive, and proved conclusively that although some discontent is often manifested with the workings of the Education Department, yet that Department has always aimed at advancing the educational interest of the Country at large, irrespective of sectional feeling. The Doctor's remarks elicited the general approval of all present.

After Doctor Hodgins had finished his Lecture, Mr. Harcourt, late Inspector, delivered a very able farewell Address to the Teachers, which was well received. Reverend Messieurs Grant and Black then made a few well-timed remarks, after which Mr. Harcourt was presented by the Teachers of the County with a gold watch, together with a highly complimentary Address, as follows:—

We, the Teachers of the County of Haldimand, having regard for your earnestness in the cause of Education, especially in the untiring efforts which you have always put forth to elevate teaching as a profession, consider you worthy of some acknowledgment at our hands, as an indication of our appreciation of your valuable services.

We, as Teachers engaged in the work of instructing the young, already realize the great benefits which your labours have conferred on Education, by removing many of

the difficulties which have hitherto beset Teachers, and which frequently caused them to change their spheres of labour.

As a gentleman, your dignified bearing and urbanity of manners have won for you a host of friends that you shall not soon be forgotten. It is with heartfelt regret we contemplate the thought of losing one who has manifested so much interest in our welfare, yet we trust the change on your part is for the best, and we wish you every success in your new sphere of labour.

We embrace with pleasure this opportunity of presenting you with this Watch as an acknowledgment, in a small degree, of our esteem and appreciation of your kindness to us at all times, and we trust that you will accept and ever wear it as a souvenir of the Teachers of the County of Haldimand.

In conclusion, we trust that the blessings of the Most High may accompany you and your estimable lady to your future career of life. Signed on behalf of the Teachers of the County of Haldimand,

WM. HIND, (MRS.) SLAVEN, KATE ROWELL.

To which Mr. Harcourt made an admirable reply.—*Grand River Sagem.*

8. TEACHERS' INSTITUTE IN CAISTNOR.

Recently at the request of the School Inspector, the Teachers of Caistor Township met at the Abingdon School for the purpose of mutual improvement and consultation. All the Teachers, as well as Pupils of the School were present, and discussions took place on the improved methods of discipline, the care of School Premises, and the supervision by Teachers of the conduct of Pupils in the Play Ground and on the way to and from School. Illustrations of the teaching of Reading, Grammar, Geography and Arithmetic were given by the Inspector and by Messieurs Nugent and F. Davis, and many points of interest and importance were brought out for the instruction of the younger and less experienced of the Teachers. Arrangements were made for quarterly Meetings, and an agreement entered into that each Member should have a special subject prepared for these occasions. This is the second of these Institutes, and it is gratifying to see the interest displayed by the Teachers in them.

9. MADOC TEACHERS' INSTITUTE.

The Regular Meeting of this Association was held on September 30th, 1876.

Before the discussion of the Programme was entered upon, the President made some remarks suggested by a recent visit to the Schools of Philadelphia, and an inspection of the Educational Exhibits made by several States of the Union at the Centennial Exhibition.

The liberality of the people of Philadelphia in educational matters was characterized as unsurpassed. The Teachers are well paid; the School Houses commodious, conveniently arranged on the whole, and supplied with every necessary appliance.

In the Primary, Secondary, and Grammar Schools, (the three corresponding to our different grades of Public Schools), the government and discipline were excellent. Mutual confidence and affection evidently existed between Teachers and Pupils. Notwithstanding these and other pleasing features, Mr. Mackintosh had no hesitation in saying that in the qualifications of its Teachers, in the educative value and thoroughness of the work done in its Schools,—in short, in everything that distinguishes really good Schools from those in which the work done is for show and superficial for the most part,—mere educational veneering,—the Schools of Ontario excel those of the United States. Although more than ten times more populous than Toronto, the "Quaker City" has no Public School which even approximates, in excellence, to the Ontario Model School, at Toronto.

In concluding his remarks, Mr. Mackintosh paid a high compliment to the Teachers connected with the Philadelphia Teachers' Institute for their unbounded kindness and courtesy. In these qualities they cannot be excelled.

The subject of Algebra was then discussed by Mr. Johnson, Bridgewater, in a manner that betokens careful preparation and an intimate acquaintance with the matter in hand.

Mr. Seymour followed with solutions of some of the problems set for Second Class Candidates at the July Examinations. The neatness and brevity of his solutions, and the clearness of the accompanying explanations were very satisfactory.

In this connection Teachers, particularly those preparing for examination, were recommended by the Inspector to procure Barnard Smith's Explanation Problems in Arithmetic, and Robertson's higher professional Arithmetic.

A general discussion on "Irregular Attendance,—its Causes and Cure," then took place. Animated and well sustained, this was a very interesting part of the proceedings and it was participated in by Messieurs Minchin, Swoles, Sine, Nichol, Seymour, Elliot, Cronk, Fuller, Ballard and Johnson. At the close of the discussion the opinions elicited were summed up by the President, who made an earnest appeal to Teachers to put forth every effort in their power to check an evil so ruinous in its influence to our Schools.

As to the means to be adopted for lessening the evil, the use of Prizes, a proper system of keeping Class Registers, visiting Parents, etcetera, were recommended. The opinions expressed may be summarized as follows.—Everything that tends to make the School cheerful, and the instruction given in it really valuable, will diminish irregular attendance. Let Teachers prepare, in the most thorough manner, for each day's work; let the hours of opening and closing be rigidly adhered to; let Teachers themselves be models of regular attendance and punctuality. Let order and system obtain in everything. In short, let Teachers prove to Pupils and Parents by their cheerfulness, energy, thorough preparation, orderly habits and unflinching enthusiasm, that they are devoted to their work,—that their hearts are in it,—that the prosperity of their Schools occupies the most prominent place in their minds, and irregular attendance will, gradually it may be, but certainly, decrease.

Trustees can do much to aid in this work. School Houses can be made more comfortable. With dirty, rarely washed, untidy and uncomfortably-seated, School Rooms, irregular attendance is not to be wondered at. Make the School House and its surroundings tasteful and homelike; make the outhouses something different from the disgraceful pens too many of them are, and more children will love to attend School.

The arithmetical rule of Discount was next discussed by Mr. Mackintosh. His treatment of it was inductive, and the solutions given purely analytical, and independent of rules. This terminated one of the most successful meetings yet held, in point of attendance and interest.

The Institute again met at Madoc. The President in the Chair. After a few remarks by the President, Mr. Sine solved a number of difficult but practical problems from the Examination Questions in the advanced Arithmetic. His solutions showed a careful preparation on his part. The Inspector then took up the analysis of a passage from the Fourth Reader, "Slavery," and completed the analysis of the passage, which was marked throughout with his usual ability. After the solution of a few more difficult problems by Mr. Sine in Arithmetic, Mr. Mackintosh took up the subjects of Interest and Discount, which he explained in detail.

RESOLUTION OF THE SOUTH HASTINGS TEACHERS' ASSOCIATION.

Moved by Mr. Howell, seconded by Mr. Sangster, that the following Resolutions be adopted. Carried unanimously:—

I. That in the opinion of this Association there should be two grades of Third Class Teachers' Certificates, videlicet, a Grade A tenable for five years, and a Grade B, tenable for three years. That the Holders of Grade B be allowed to present themselves for Grade A at any time during the validity of their Certificates, said Grade A to be valid for five years after the date thereof, but that Holders of Third Class Certificates of either grade be permitted to present themselves for Second Class at the end of three years from the issue of said Third Class.

II. That holders of Third Class Grade B Certificates just expiring, competing for Grade A and failing to obtain it, may, if qualified, be awarded Grade B, valid for one year but no longer.

III. That the First Book of Euclid, exclusive of all deducibles; Algebra to Simple Equations; Mensuration of Plane Surfaces, and the elementary portions of Book Keeping be added to the list of subjects for Third Class Certificates.

IV. That the History for Third Class Certificates be Canadian History and the Guelph period in English History, and that two-thirds of the marks given on the Third Class History Paper be for Canadian, and the other third for English History.

V. That the Vacations for Public Schools be of the same length as that for High Schools.

VI. That Teachers holding Provincial Certificates be permitted to be re-examined in any one or more subjects that they may previously have failed in, or that they may wish to be examined in at the Annual Teachers' Examination, and that the results be suitably appended to their existing Certificates, but without altering the grade thereof.

VII. That a copy of these Resolutions be sent to the Minister of Education:

10. SOUTH HASTINGS TEACHERS' INSTITUTE.

This Institute met, on 30th instant, Mr. Inspector Johnston in the Chair. Mr. Kenny solved a large number of questions in Arithmetic on the Board, selected by Teachers from Authorized Text Book, explaining his method of teaching them to Scholars,—the other Teachers at the same time working them and giving the method adopted by them, thus frequently getting several solutions of the same question. This interchange of ideas must prove a great benefit to Teachers, especially those who are inexperienced. Mr. Redick in discoursing upon Objects Lessons, said he considered them of the utmost importance in developing the mind of the child, and in furnishing information which would form the groundwork of Composition, thus removing in a certain degree that dread that exists in children of writing Essays; they also supplied in an interesting manner much valuable practical knowledge, that will be useful in after life. He exemplified by a Lesson on Glass, showing how he would elicit from the Pupils by appropriate questioning, its description, appearance, qualities, uses, etcetera. These he would write on the Board, and explain its invention, kinds, components in manufacture, and any other information he deemed adapted for the mental capacity of the Pupils. He would then review the whole, and frequently review old Lessons, and require the Pupils to write a short composition on the subject.

Professor Dawson, in introducing Composition to Junior Classes, would ask them to name some Noun and then some act performed by the thing named, thus beginning with the simplest form of a statement, and gradually introduce Adjectives, Adverbs, Prepositions, etcetera. He would advise Teachers to use such language as was perfectly comprehensible to the child, or explain the meaning of those words they were not already familiar with, and to be very particular that no ungrammatical expressions be allowed to pass uncorrected. Teach them to correct the expressions of each other, and prohibit altogether the use of slang phrases. Review the work frequently, and join the exercise with the teaching of Grammar, and go from simple to compound and complex sentences. Also have them express the same idea in as many forms as they can. The Professor said that Teachers would be surprised at the small number who can readily give a definition of the simplest words, those with which they are thoroughly familiar, and those of whose meaning they have a correct conception.—*Belleville Intelligencer*.

II. HURON TEACHERS' ASSOCIATION.

At the semi-annual Meeting of the Huron Teachers' Association, held in Clinton, (the President, Mr. J. R. Miller, Inspector of Public Schools for West Huron, in the Chair), more than one hundred Teachers were present during the whole, or part, of the proceedings.

The Honourable Adam Crooks, the new Minister of Education, was present at all the Sessions of the Association, and made himself very popular with the Teachers by the kindly interest which he manifested in the proceedings, as well as in the welfare of the profession, in proof of which he was unanimously elected an honorary Member of the Association.

After a brief Address by the new Minister, the subject of "Ratio and Proportion" was taken up by Mr. Gregory, of Exeter, and his method of teaching it exemplified and explained at considerable length, after which Mr. Dewar, Inspector of Public Schools for East Huron, delivered a practical Address on some points suggested by his inspectoral visits.

In the evening the Honourable Mr. Crooks delivered a public Address in the Town Hall, the Mayor in the Chair. After explaining that he had a double purpose in attending this and similar Meetings, to show his sympathy with the Teachers in their arduous and important labours, and to become acquainted with the practical working of the present Law and Regulations, in order to be better able to judge what further changes might be necessary,—devoted his Address chiefly to an explanation of the distinguishing features of our School Law, as compared with that of the United States and Britain, and of the duties that, under it, devolve respectively on the central and local authorities.

After the Address, Mr. S. Hicks read a Paper on "The Books which a Teacher should Read," taking strong ground in favour of a liberal culture of the mind by a judicious course of reading, if Teachers wished to rise in their profession.

Mr. D. Currie, of Usborne, took up the subject of "Natural Philosophy, with special reference to the Lever," and explained it in a practical manner. One Teacher remarked that if the subject were as well taught in all Schools, Teachers would be less afraid of the Natural Philosophy Paper at their Examinations.

The Reverend Mr. McCuaig, of Clinton, then read a Paper on "How to Teach Morals in our Schools," enforcing and illustrating, among other things, the necessity of Teachers paying good attention to the old maxim, "Example is more powerful than precept," in teaching both morals and manners.*

The Association then proceeded to the discussion of the Resolutions submitted by a Committee which had been appointed to consider several matters of importance. After some discussion the following Resolutions were adopted unanimously, or by large majorities:—

1st. That in the opinion of this Association, County and City Boards of Examiners should not be allowed to renew Third Class Certificates, except in the case of Assistant Teachers of the First and Second Forms, and then only on the recommendation of an Inspector and Board of Trustees, such Certificates to be legal only for the School in which the Teacher is engaged; also, that an elementary knowledge of Book Keeping, Human Physiology, Natural Philosophy, Algebra and Geometry be required in future for Third Class Certificates, and that the History be confined to English and Canadian only.

2nd. That there be three Public Examinations in each year, videlicet:—At the end of the First, Second and Fourth Terms.

3rd. That Natural History, Agricultural Chemistry, Domestic Economy, Civil Government, Botany and Christian Morals, as taught from a Text Book, be made optional subjects.

4th. That the Easter Holidays be dispensed with, excepting Good Friday and Easter Monday.

5th. That one day in each half-year be allowed to Teachers for attending special Teachers' Institutes.

The Teachers of the Inspectoral district of West Huron presented their Inspector, Mr. J. R. Miller, with a gold watch worth \$120, accompanied by an Address expressive

* For the best and most effective means of giving instruction in Moral Subjects, see foot note on page 120 of the Twentieth Volume of this Documentary History.

of their appreciation of the manner in which he discharged the duties of his office, and their gratitude for his efforts to promote their interests.—*Huron Expositor*.

12. EXETER TEACHERS' INSTITUTE.

A very successful Meeting of the Exeter Teachers' Institute was held in the School House, the 10th of June, there being about thirty Teachers present, and the exercises proving of unusual interest. The Deputy Minister of Education, J. G. Hodgins, LL.D., was present during the greater part of the day, and in the afternoon read a very carefully prepared and eloquent "Plea for retaining the Higher Subjects of the Public School Programme." While fully admitting the very great importance of the ordinary branches of the Public School Course, he contended very strongly that it would be a very practical mistake to rest contented with these; for the higher subjects, as prescribed in the Programme, could be taught in our Public Schools, and that it was absolutely necessary for the advancement of the Country in Agriculture, the Mechanical Arts, the Manufactures, that they should be so taught. He dwelt strongly on the fact that the World's Exhibition at Paris, in 1867, had clearly disclosed the fact that England's superiority in the Mechanical Arts and Manufactures was more in name than in fact; that she had been beaten in nearly every department by her continental rivals, and that this result was mainly owing to the want of Technical Education; that since that time very much had been done in Britain and the United States to remedy this defect, and that Canada was immeasurably behind in that respect. He also referred to his own inquiries into the matter of Technical Education, when acting as a Government Commissioner, and mentioned that, in answer to inquiries which he had made in Galt, Dundas, and other Manufacturing centres, he had been informed that the great majority of the skilled workmen were Old Countrymen; few, if any, had been trained in our Canadian Schools. While not agreeing in all his arguments and conclusions, it is but justice to say that he made out a strong case, and that in view of the very great importance of the subject and the agitation that is going on, to have several of the subjects referred to struck off the Programme, or at least made optional, we should like to see his Paper printed and widely circulated, in order that both sides of the question may receive due consideration. The subjects were then taken up of "Mathematical Geography and the Use of the Globe," and "Difficulties in Analysis and Parsing," by Mr. George Baird, senior, and H. I. Strang, B.A., of Goderich High School respectively.—*Huron Signal*.

13. ELORA SCHOOL CONVENTION.

At the Convention of Teachers held at Elora there were about 150 Teachers present from all parts of the County. Addresses were delivered by the Honourable Adam Crooks and Professor Goldwin Smith. The following are the principal Resolutions passed at the Convention. In general, these Resolutions were unanimously carried:—

1. Moved and seconded that, in the opinion of this Convention, County and City Boards of Examiners be not allowed to renew Third Class Certificates, or to grant Permits, or interim Certificates under any condition whatever, also that an elementary knowledge of Book Keeping and Human Physiology be required, and that British, or Canadian, History be substituted for General History. (Carried).

2. Moved and seconded that, in the opinion of this Meeting, Botany, Natural History, Agricultural Chemistry, Domestic Economy, Civil Government, Book Keeping, and Christian Morals, as taught from a Text Book, be made optional subjects. (Unanimously carried).

3. Moved and seconded that, instead of having Quarterly Examinations as heretofore, we have two Examinations during the year, time not specified. (Carried).

4. Moved and seconded that, in the opinion of this Meeting, the Vacations of the Public Schools should be of the same length as those of the High Schools, and also at the same time. (Carried).

5. Moved and seconded that, in consideration of the changes which Teachers are often compelled to make in rural School Sections, and the inferior class of School Houses which they generally have to occupy, it would be a great advantage to married Teachers, and tend to keep them in the profession if such a change were made in the School year as would enable them to terminate their annual engagements with the Summer Holidays; and that such a change would also benefit the Public Schools, since a Teacher can gain control of a School much more easily, when the attendance is small, as it invariably is after the Summer Vacation; also that large Scholars, who attend School during the Winter season only would have the advantage of the same Teacher during the whole Session; and farther, that it would facilitate the attendance of Teachers at the Normal Schools, and be more convenient for Teachers who obtain Certificates in July. Discussion on this motion was postponed until the next Meeting.

14. PRINCE EDWARD'S TEACHERS' CONVENTION.

At the Session of the County Teachers' Association held on the 26th ultimo, the Chair was occupied by G. D. Platt, B.A., Inspector, and the attendance included most of the prominent Teachers of the County. The programme consisted of Explanations of the Questions upon the Second and Third Class Arithmetic Papers of the late Examination, by Mr. W. S. Howell, Assistant in Trenton High School; the Natural Philosophy Paper, by Mr. S. M. Dorland, Principal of Public School, Cobourg; the Second Class Grammar Paper, by the County Inspector, assisted by Mr. B. Rothwell, of School Section Number Seven, Ameliasburg, and the method of teaching Reading, by W. T. Kinney, Number Six, Ameliasburg, exemplified by the Misses Conger, Sawyer, Moran and Brown. The election of Officers resulted as follows:—President, G. D. Platt, B.A.; First Vice President, James Gibson; Second Vice President, W. T. Kinney; Secretary-Treasurer, S. B. Nethery; and an Executive Committee of nine. A programme was arranged for a Special Meeting of the Convention in September, at the time of the promised visit of the Minister of Education, after which the Convention adjourned.

15. WENTWORTH TEACHERS' ASSOCIATION.

At the Annual Meeting of the Association, upwards of fifty Teachers were present from various parts of the County. A few difficult points in parsing and analysis were brought before the Association and ably answered. Many of those present gave evidence of a careful study of the English Language by the ability displayed in criticizing the views of each other, as well as by reference to the defects of some of our Grammars.

A petition relating to the present inequality of Holidays in our High and Public Schools was laid before the Association. A motion was then made to the effect that the Petition be signed by the Teachers present, and forwarded to the Minister of Education. It was then moved in amendment, that, while we agree with the prayer of the Petition, so far as it relates to the inequality in the Vacation in High and Public Schools, we would respectfully suggest that the Winter Vacation be changed so as to allow the Schools to be opened on the 2nd day of January instead of the 7th, that the Easter Vacation be done away with, and that the Summer Vacation commence on the 1st day of July, instead of on the 16th, as required by the present Regulations. After a full discussion, the Amendment was declared carried by a large majority.

A number of problems in the miscellaneous exercises at the end of Smith and McMurchy's large Arithmetic were then taken up and discussed. Mr. James Bruce took up the subject of Mensuration. This was explained very lucidly to the Association. Mr. W. H. Ballard, M.A., took up the subject of Natural Philosophy, at the conclusion of which he explained a number of difficulties which had occurred to the Teachers in the course of their Studies. The following is the President's Address on "The Teacher's Duty."

In order to succeed in life we must have a clear conception of what constitutes success, and, having settled this point, we must keep it constantly before us, and, bonding all our faculties and directing our energies towards it, press forward to the goal. Or, in other words, if we are to succeed in life, we must have an object or aim in life, a purpose in living. For I care not with what talent a man may be endowed, or what his opportunities may be, if he has no definite purpose in life, if he has never settled with himself the question as to what he is best fitted for, and wherein he would be most likely to be useful to the world, then, although his course may be marked by the flashing of wit and the coruscations of genius, his life will prove a failure, unsatisfactory to himself and unserviceable to the world. I take it for granted that every Teacher has a settled purpose in life; that is, that he has mapped out for himself a course, and, if he is to succeed, having imagined the whole, he must diligently execute the parts. I do not mean to say that no one should engage in the profession of teaching who does not intend to make it a life work, but what I insist upon is, that every Teacher should have a definite object in life, a purpose in living, and this purpose and object should be above and beyond self,—it should embrace his own and fellow-beings' best interests. One may have engaged in teaching as a stepping-stone to one or other of the learned professions, but having done so, he must constantly bear in mind that his life is a single whole, and a successful whole can only be secured by success in all the parts. He might never forget that his ability to fill a higher sphere, or nobler profession, (if there be a nobler profession than teaching), can only be indicated by success in the lower. While, then, we should have a definite object in life, worthy of an immortal being, we should be constantly impressed with the truth that, in order to reach the goal, we must travel over the necessary steps; and if we have made teaching one of these steps of our life, then we ought faithfully to perform the duties of the Teacher while we remain in the profession, for it is only by so doing that we can pave the way for honourably leaving it, or worthily remaining in it.

This brings us to the question, What are the main duties of the Teacher, as a Teacher? I suppose it will be readily granted that the education of the youth is, or ought to be, the end aimed at by every Teacher. But this involves the other question, What do we understand by Education? "Education is the educating or bringing forth of the latent faculties, powers and susceptibilities of the human soul, and guiding these to the objects for which they are designed." It will be seen that Education is something very different from instruction. Instruction, as the etymology of the word implies, is a piling, or pouring, into the mind. Instruction is the presentation of truth to the mind, and storing the memory with facts; while Education is training the mind to arrange and manipulate those truths and facts so as to make them subservient to the best interests of the individual and community. Education and instruction are both necessary to the proper development of the mind. Instruction furnishes, or ought to furnish, the mind with proper food. The object of food is to nourish and develop; but nourishment and development do not depend upon the amount of food, but the amount properly digested. If more food, even if it be of the most nourishing nature, be taken into the stomach than that organ can properly digest, then, instead of nourishing and developing the body, it will derange the whole system, and subvert the very object for which food is taken. So if we choke the machinery of the brain with the dry dust of indigested facts, we will not only fail to develop the mind, but we will produce mental nausea, and render that a lumbering nonentity in the world which, by proper training, might have become a vital force arrayed on the side of right and truth. To pour instruction into the mind of the child, and then to call that education and fitting the child for the active duties and stern realities of life, is about as rational as it would be for the Mother to attempt to teach her Infant to walk, by delivering to it a lecture on the correct principles of the art of walking, and then lift it and carry it round the room in order that it might experience the beauties of motion. Nay, but the Infant must be taught to walk by aiding and guiding its own motions to that end. So, also, if we would educate the child, our instruction must ever go hand in hand with

its intellectual perception and mental exertion, not attempting to do that which we cannot, videlicet, clear away all the difficulties in the path of knowledge, but to point out the way to overcome them. We must ever regard the mind as a living power, capable of development, and endeavour so to train it that it shall shoot up in keenness of perception and widen out in breadth of sagacity. For true Education consists in a proper training and fitting the individual for the active duties and stern realities of life. Now, it is impossible, even if it were necessary or desirable, to load the memory with rules and formulas suitable to all the different circumstances of the different conditions and positions of life. But happily it is neither necessary nor desirable to do so; but while it is not necessary or desirable to have our mind continually burdened with rules and formulas, it is essential that we have our powers of observation keenly alive and our reason and judgment active and vigorous, in order that we may be able to grapple successfully with the tasks and problems of life. In one word, true Education aims not so much or mainly at the accumulation of information, as at the building up in the mind of a power of force of thought which we will be able to bring to bear on the problem of life, or any subject on which we may be called upon to pass judgment.

The force of thought consists in the concentration of the attention, accurate and penetrating observation. It is a power, or capacity, of the mind, by which, from particular acts and phenomena, we deduce general truths and universal laws. It is this that constitutes what is called the philosophical mind.

Many men,—nay, all men previous to the time of Newton,—had observed apples and other bodies fall to the earth. But in the case of Newton the particular fact set in motion a train of thought which culminated in the discovery of the universal law of gravitation. One man reads a history, and he can relate to you all the leading facts and incidents of it, and that is all. Another man reads the same history, but he penetrates beneath the facts and incidents, searching into the causes of which these are but the effects, and thus ascertains the tendency of the Government of that Country, whether towards despotism, or freedom. It is thus that the philosopher and the statesman read the future in the present. To use a figure, information and facts are the materials out of which the Temple of Knowledge is constructed, but Thought is the architect which out of those materials builds up within the mind that knowledge which is power. The building up of such a power, or force, of thought in the mind ought to be the grand end aimed at by every Teacher, and nothing less than this is worthy of the name of Education. The important question is not, what does the Boy know when he leaves School? but what are his powers of knowing? Have we armed him with a power of acquiring knowledge, and begotten in him a thirst for it? To call anything less than this Education is a misnomer. What children know when they leave School is comparatively unimportant, and will soon be forgotten unless it is added to. The great thing to be aimed at is to interest them in the acquisition of knowledge, not so much to teach them, as to make them wish to teach themselves. “Unfortunately, our present system of Education has too frequently the very opposite effect, and under it the acquirement of knowledge has become an effort rather than a pleasure.” Our present methods rely too much upon memory and too little upon mind to act with freedom and effect, we are overburdening it with thought. We are sacrificing Education to instruction, and confusing book learning with real knowledge; and instead of training the mind to deal with facts, our training tends to dwarf rather than develop it. I believe it is here where the secret of the failure of the battle of life of so many young men who have had brilliant academical careers is to be found. Doubtless all will be able to recall instances of young men who have had a brilliant College career, but who, when they came out into the world and engaged in its active duties, have proved failures. They had crammed their minds with undigested facts, calling into play only those faculties exercised in the acquisition of these facts, while the higher faculties of mental assimilation and analysis were left in abeyance, and thus they have become as a child armed with a sword of a Goliath, having a weapon which they cannot wield,—possessing knowledge which they are powerless to apply. In fact, our present system

and methods are, to a very great extent, those of "show and cram," and they are so because we have set up a wrong standard of success,—we have dethroned Education and exalted Instruction, and hence we have become Instructors rather than Educators.

Instead of setting before us, as the grand end to be aimed at, the development of the mind and the building up of a power of thought within the child, we aim rather at seeing how much we can stuff into the mind at a given time. Instead of training it to yield a fruitage of its own, we make it a dummy upon which to exhibit the fruit of other minds. But we Teachers are not without excuse in this matter, for the standard has been supplied to us, and we have to submit to be measured by it. I believe there is not one of us who, if left to ourselves and to the full exercise of our own judgment, but would act in this matter very differently from what we do. I think we must all feel at times that we are cramming a good deal for the sake of show. We are not our own masters. There are those who engage us, and they measure us by this false standard; they judge of us by the number of Pupils we are able to grind up and cram sufficiently to pass the next Examination for promotion, no matter at what cost to their physical and mental health. And the Examination itself, from the ground travelled over and the nature of the Questions, renders cramming essential. The system of cramming is emblazoned in unmistakable characters on all our Examinations, from that of the Pupil up to that of the Teacher. Take up almost any Examination Paper, and you will find traces of it. A man's capacity to teach Geography, for example, is tested by his ability, or non-ability, to name and fix the locality of some out-of-the-way, unimportant place, the name of which he never met with in a life-time of extensive reading. But this evil extends still higher. It is interwoven with our very system; it is apparent in our Regulations and Programme of Studies. It is a great and crying evil. It is the main defect in our system, and it must be remedied, or our System of Education will, to a greater or less extent, prove a delusion and a snare. Like all other evils, it can only be remedied by being exposed and opposed. It is, therefore, the duty of every Teacher to set his face resolutely against it, and instead of asking himself, How can I best fit my Pupils for passing the next Examination? ask, How can I best fit them for becoming useful members of society? How can I best stir up in them a thirst for knowledge, and arm them with the power of acquiring it? Teaching is a noble profession if we will only rise to the true dignity of it; unless we do so our labour "will prove the blasted fruitage of an imperfect harvest." If we are to rise to the true dignity of our profession, we must ever keep before us what ought to be the highest aim of every Teacher and what constitutes true Education, videlicet, the development and culture of the mind. We must steadily set our faces against cramming in all its forms. Education is a plant of slow growth, and withers under hot-house forcing. Cramming is enticing, because it is comparatively easy and showy. An avenue of living shade trees cannot be produced in a day, but an avenue of artificial trees may be erected in a day, and for a brief time it may be more showy and grand than the former, but its glories soon depart and leave only rows of leafless trees behind. It is comparatively easy for the Teacher to make a show by cramming, but very soon the naked deformity of puerility will be seen peering through the foliage which has no living root. One word in conclusion: we must ever bear in mind that that and that only can be called true culture which embraces the whole man. There are two grand departments in the human mind, videlicet, the intellectual and the moral, and there can be no true education of the former where the latter is neglected. To cultivate the intellectual faculties where the moral are neglected, and then call that educating the child, is as vain as it would be to attempt to swell the ocean with a drop, marry immortality with death, or fill infinity with an unsubstantial shade.—*Hamilton Spectator*.

16. NORTH YORK CONVENTION ON THE DIFFICULTIES IN THE SCHOOL SYSTEM.

While we claim that through the untiring efforts of your worthy predecessor, Doctor Ryerson, our system is not surpassed, at least in breadth and minuteness of

detail, in any Country, we are painfully conscious of causes rendering all its liberal provisions almost inoperative, and we feel confident that our alluding to some of them is only necessary to receive your best effort for their removal. First, and greatest, is the fearful irregularity of Attendance which paralyzes the Teacher, and renders useless the fitful efforts of those who attend. We also assert that the system is suffering seriously from the multiplying and renewing of Certificates of a low grade, and putting them into the hands of untrained youths. That good Teachers are suffering, and that Schools cannot make the best progress must, however, be admitted by all who look into the character of those now employed as Teachers. Other evils, only to be mentioned, but requiring your best consideration, are to be found in the too frequent change of Teachers, and the great inequality of taxation for School purposes.—*Extract from an Address of the North York Teachers' Association to the Minister of Education.*

17. ELGIN TEACHERS' ASSOCIATION.

The Elgin Teachers' Association assembled in the Public High School Building, to deliberate on questions relating to the profession. Mr. Burdick, President, presided. The syllabus being submitted, a Paper on the mode of teaching History was elucidated by Mr. Thomas Leitch. It was moved by Mr. Miller, Classical Teacher of Public High School, and seconded by Mr. Black, "That this Association regards the low standard of qualification for Third Class Certificates as very injurious in its effects on the teaching profession, and would urge the earnest consideration of the subject upon the Government. (Carried). Moved by Mr. J. W. Cook, and seconded by Mr. Miller, and resolved:—"That in the judgment of this Association, a person who, at the expiration of a term of service under a Third Class Certificate, having shown capacity as a Teacher, passes a creditable Examination upon Second Class Papers, should have another Third Class Certificate granted, such Third Class Certificate, however, only to be valid until the next meeting of the Examining Board." An animated discussion ensued, in which Messieurs Walker, Black, Butler, Miller, and Cook took an active part. J. W. Cook discoursed on the method of teaching Philosophy, illustrating the same from exercises on the Blackboard. In the evening a mass meeting was held in the Court House, when Addresses were given by Mr. J. H. Wilson, M.P.P.; Mr. Butler, Inspector of Schools; and Mr. Miller, Classical Teacher of Public High School. The Chair was occupied by Mr. C. D. Burdick.—*London Advertiser.*

The quarterly adjourned Convention of the Elgin Teachers' Association was largely attended by Teachers from all parts of the County, the President, Mr. Burdick, of Springfield, in the Chair.

A variety of miscellaneous subjects were brought up and discussed by the Association. The Inspector thought that above all other subjects that of the revision of the Text Books was the most important. Another question was that of Teachers' Institutes. The opinion was generally expressed that Institutes should be established, and attendance at them made compulsory.

The Honourable Minister of Education gave a short address, indicative of his pleasure in meeting so many of the Teachers of the County. Mr. J. Walker introduced the subject of Township Boards. He illustrated the practical working of the present system of Section Trustees, and showed the great defects attending it. With Township Boards this will be done away with. The Rate would be equalized over the whole Township, and the standard of Education would be raised by it. The Government Grant would be apportioned more equitably, and a Teacher should be given a certain proportion of the money, the amount to be dependent upon his success.

Mr. Miller gave an Address on the wants of the Teachers' profession. He classified them under three heads, videlicet:—Defective Education, defective preparation, and inadequate remuneration. He showed that, while the standard for First and Second Class Certificates was very high, that of the Third Class was very low. The vast majority of those engaged in the profession in this Province was Third Class Teachers.

To remedy this defect, and place the Schools on a proper footing, it would be required to raise the standard of the Third Class Certificates. He showed that preparatory training was absolutely necessary to the success of the Teachers. This want was one of the greatest difficulties which the Schools of Ontario had to contend with. Young men entered the work because they could earn more for the first year or two than they could in any other profession, but after a few years' application they found that had they devoted the same time to any other pursuit, they would be in a far better position, and the result was that they abandoned it. The true remedy for this evil was the raising the standard of the lower class Certificates and grading the Schools, confining the Holders of different Classes of Certificates to teaching certain grades of Schools. A different distribution of the Government Grant could be used to keep good Teachers in the Profession. If the money were divided according to the Class of Certificates held by the Teacher, if a School having a Third Class Teacher got no Grant, one with a Second Class \$50, and one with a First Class Teacher \$100, as a gratuity, it would be a powerful incentive to the selection of First Class Teachers. In conclusion he moved the following Resolution:—

Resolved, That this Association, deploring the evils arising from the small number of experienced Teachers, would urge such changes in the School Regulations, as may induce those of high qualifications and tried ability, to remain in the profession.

Mr. Butler, Inspector for the County, while agreeing with many of the propositions in Mr. Miller's Paper, felt bound to dissent from many others. The young Teachers should be aided to get a professional training, and this could be effectively done in Teachers' Institutes. This professional training would be a remedy for those evils, and in connection he would move the following Resolution:—

Resolved, That Legislative assistance to Teachers' Institutes would be a great boon to the profession.

Mr. Carlyle, Inspector at Oxford, next addressed the Association. He said it was a complicated subject. If aid were granted to the Institutes the Teachers then should be compelled to attend them. A year's employment as a Monitor would be as good a training as a Session at the Normal School. If we want the profession of Teachers to stand on a level with other Countries, we should have Training Institutions like them. The Normal School had been the "salt of the earth" to the Province, and the men and women who had gone out from it had been educating the profession up to the present standard. We want one for every four Counties. But there was no need for so great a cost for brick and mortar. He thought the great mass of Teachers would always be young Teachers, and he should be sorry to hear that one of the Teachers present would teach till he, or she, was grey-headed.

Mr. Campbell thought that if a week were taken from the Christmas Holidays and added to the Easter Holidays, it would make a convenient and a sufficient time for a Teaching Institute. A number of Teachers took part in the discussion, and great interest was manifested in the subject.

Mr. A. McLachlin, Registrar, said that the Normal Schools were the only remedy. In them alone could they get the assistance necessary to succeed in their work.

In the evening a public Meeting was held, and Mr. Burdick, President of the Association, took the Chair, and in a few appropriate remarks introduced the Honourable Minister of Education as the first speaker.

Mr. Crooks said that it gave him great pleasure to meet so many of those Persons who were charged with the duty of educating the youth of our Country. He had adopted the plan of visiting Institutes like the present one, and mingling with the Teachers there assembled, for the purpose of educating himself in the wants of the profession, in order that he might be the better qualified to assist in remedying its defects. Our System of Education had attracted the attention of other communities, who were busy with the endeavour to improve their System of Public Instruction. Older Countries than ours were not ashamed to confess that in this respect we were

in a position to give them lessons from our own experience. He would direct attention for some time to some of the chief characteristics of our System. The local system of self-control by Section Trustees was one of the most prominent of these, and this had its origin previous to our fully-developed Municipal System. Another essential feature of difference was a central controlling power, which many systems lacked. This deficiency was especially noticeable in many of the States of the American Union, notably so in that of Massachusetts. The most prominent Educationists in that Country admitted that the work of the School was seriously marred by this deficiency. In some of them, as in Vermont, each School Section, or District, was virtually an independent School Republic, uncontrolled by any outside authority. Many of them, however, had central Authorities, and more would adopt the plan for the more efficient working of their System. The principle adopted in this Country is that every child in it is entitled to an Education at the hands of the State. The door of no Public School Room can be closed against it, and the Parent has no more right to withhold its Education than to deprive it of its physical sustenance. In the early history of the Province this principle was not acted upon. The Pioneers in our forests were too busy in hewing out for themselves homes in the wilderness to pay that attention to the educational wants of the rising generation which its importance demanded. On the establishment of our present System, in 1841, there were about 65,000 children entered on the Registers of the Schools in the Province, and in 1875 these numbers had increased to 450,000, or 700 per cent., in a period of thirty-three years, an increase almost marvellous in itself; yet every child was not now under the influence of the School House. This success is not so complete as it should be, for of the whole population of School age only 89 per cent. are on the Registers of the Schools. This is a very satisfactory exhibit if there were not a darker side to it, for out of this percentage on the Register only 42 per cent. equalled 100 days in the year. This exposes the weakness of our System, which consists in the fact that the Parents are not sufficiently alive to the advantages resulting from the possession of a good Education. This state of things should be remedied by every individual interesting himself in seeing that the provisions of the Law are carried out. However, with all our deficiencies, he was glad to say that our results compare favourably with those of any other Country. The efficiency of our Public Schools was a subject to which he would draw their attention for a short time.

Among the minor essentials of the efficiency of a School might be mentioned the Site, the Buildings and the appliances within. In a majority of cases these were quite satisfactory, the expenditure during the past year for those purposes amounting to about \$700,000, and it appears to have been given ungrudgingly. The question of supplying our Schools with trained Teachers is an important one. The majority do not enter the profession for the purpose of making it a life occupation, but use it as a stepping-stone to attaining a high position in some other. In many old Countries the profession was as distinct and isolated as Law, Medicine, or the Ministry, but in this Province there was a continual influx into, and efflux from the ranks. We have about 5,000 Schools, and about 5,700 Teachers. About 1,500 are admitted annually, and of course an equal number take their leave for other fields of labour. Training Colleges are required for the purpose of keeping up a supply of trained Teachers, but there was great danger of Schools of this kind degenerating into mere general Schools. They are generally successful at the first, but ultimately you find them doing ordinary work, and in many instances entirely losing sight of the object for which they were founded. Our own training School had not entirely escaped the contagion attaching to Schools of this class. Even were it to adhere ever so rigidly to its Charter, it could not, though aided by the new one at Ottawa, supply more than 250 trained Teachers per annum. It is not to these sources that we are to look for our supply of trained Teachers. The daily work of an ordinary Third Class Teacher is better training for him than anything he can get in these Schools. He had heard the advantages and disadvantages of Institutes discussed that day in an exhaustive manner. In some Cities.

notably in that of Baltimore, they are relied upon exclusively for the training of Teachers, and he had no hesitation in saying that in connection with the Institutes and High Schools a scheme might be elaborated which will give us a supply equal to the demands of the profession for trained workmen. The next subject demanding attention was that of School Sections. In the great majority of cases a Trustee is estimated by his constituents to be efficient, or otherwise, just in proportion as he has kept down the expenses in the Section. Township Boards of Trustees would remedy this defect in a small Section, and while it would be cheaper in the main it would direct the attention of those interested more to the efficiency of the School than to the expense incurred to its maintenance. There was no doubt but this matter would be brought before the Government for further action. In the matter of Text Books he did not know that the late Administration were governed by any principle in their selection. As far as he was concerned he thought that no Book should be authorized unless of a high order. The copyright should be the exclusive property of the Government, and the Book should be thoroughly Canadian. In conclusion the Minister of Education said that the topics he had discussed were the prominent ones before the People.

Mr. G. W. Ross, M.P., was the next speaker. He said he had not come so much to make a speech as to hear what the Minister of Education might say on a subject in which he, (Mr. Ross), felt a special interest. They had listened to some of the weaknesses which Mr. Crooks had discussed in our System of Education, and to several improvements which he had been contemplating, and he, (Mr. Ross), thought that in both the Minister was pretty near correct. We have only 13 per cent. of our School population not attending any School, as compared with 41 per cent. in the United States. Again the People of the United States tax themselves at the rate of \$5.40 for the education of each Pupil, while our tax is at the rate of \$5.72. Another way of comparing results was to ascertain the ratio of School attendance to the total population. Taking this test we found that in Norway 1 Pupil was attending School out of every 6 of the entire population; in Prussia 1 out of 7; in Scotland 1 out of 9; in Austria 1 out of 10; in Ireland 1 out of 16; in England 1 out of 17; in France 1 out of 21; in Spain 1 out of 70; in Russia 1 out of 700; in the United States 1 out of 5; and in Ontario 1 out of nearly every 3. To make our School System thoroughly efficient the Minister referred to the necessity of trained Teachers. He thought that the true remedy was to be sought in the Training Schools, and at present the number of Normal Schools was altogether inadequate. He was entirely in accord with the system of Teachers' Institutes, and in the County of Lambton they had found them to be a marvel of success. But he would say this, that while the Government was providing assistance, he hoped that no Teacher would consider it his duty to be idle until the machinery was ready to his hand. Any Teacher by diligent application may improve himself 500 per cent. in the course of a single year. Let him procure some good Works on the theory and practice of Education, and if he applies what he learns he may at the end of a year be worth \$500, where at the beginning he was worth but \$100. The best key of success is in the Teacher's own hands. Let Teachers but do their duty, let those engaged in managing the machinery of Education but do their duty, and the results will be such as to gratify every lover of his Country.

Mr. Carlyle, Inspector for the County of Oxford, said that the lack of self-reliance among the Pupils of our Public Schools was one of the greatest barriers to their progress. To a great extent this evil could be traced back to the Teacher who has allowed the Pupils to contract the habit of idling. The speaker gave the Teachers, particularly the younger ones, some excellent advice relative to their conduct in the Sections in which they are employed, by making themselves felt in their respective neighbourhoods as a power for good. After short remarks from Messieurs Casey, Wilson and Macdougall, and the customary votes of thanks, the meeting closed.

The Association met on Saturday, when Mr. Butler discoursed at some length on the best means of teaching English Literature. His remarks were supplemented by

Messieurs Cook, Campbell, Finney, Ross and Carlyle. The two latter spoke at some length on this and kindred subjects, and on concluding received the thanks of the Association.

Taking advantage of a hint dropped by Mr. Ross, the Association took into consideration the forming of an Institute Library, and some \$40 was subscribed for that object by the Members. Committees were formed to make application for aid to the several Municipal Councils, as was done successfully in the County of Lambton.

18. MINISTER OF EDUCATION IN NORTH ESSEX.

The regular Programme of exercises at the session of the North Essex Teachers' Institute was so far modified as to dispense with discussion of the topics set down for that evening, and permit only the reading of Essays by their Authors, in order to permit the Minister to address the Teachers and friends of Education. Mr. Girardot took the Chair and announced Mr. Crooks' intention of delivering an Address. Mr. Girardot proceeded to say, "If there is a man who feels happy to-night it is myself. When a man has spent twenty years of his life in the earnest endeavour to promote advancement in the cause of Education, as I have done, and sees as in some degree the result of those years of devotion such an audience as is now before me, all of whom are animated by the same enthusiasm for the work that has impelled me forward, and particularly when he and they can have for a guest so distinguished a personage as the Honourable Minister of Education, there could be no other feeling than that of great happiness. Essex does not desire to be behind her sisters in the matter of Education, and if the Inspectors and Teachers are properly backed up by School Trustees and Parents, the County in a few years will have no superior in that respect."

Mr. James Duncan now read a Paper upon "Education," in which he criticised the School Law and our Law Makers, past and present, and was followed by Mr. Ashdown, in a Paper upon "What to Read."

Mr. Girardot next read an Address of Welcome to Mr. Crooks from the Teachers, to which that Gentleman briefly replied, adding he was glad to be able to accept the invitation to attend the Convention. While with them during the afternoon and listening to the discussion then going on, he had been very strongly impressed with the excellent character of our School System. It enabled a mixed population such as that of Essex to work side by side in the utmost harmony for the Education of the youth of the Country. It made all classes aid in the administration and interested in its success, and divided the care and responsibility between Trustees, Parents and Teachers in a just and equitable manner. He would not attempt to discuss all the subjects touched upon by Educationists here and elsewhere, because he had not directed his attention to them sufficiently long to do so safely. He had occupied his present office but a few months, and had not mastered all the details of the System; but he had done his best to thoroughly inform himself, and was conscious of having made a good deal of progress. The Paper read by Mr. Duncan showed some of the difficulties which one in his, (Mr. Crooks'), position must necessarily encounter, what a diversity of opinion existed upon some points of the Law, and how careful one must be in coming to a conclusion, lest a mistake be made. For thirty years Doctor Ryerson had laboured to develop the present System, a System, although still imperfect, that we as Canadians might still feel proud of. It was a general topic of conversation among foreigners at the Philadelphia Exhibition that there Ontario made the very best Educational Exhibit. At the present day all Nations were endeavouring to improve their Educational System, and the praise bestowed by foreigners upon ours showed its excellence. In every Country Legislators were trying to find out the elements of a popular, yet effective scheme, and the same thing had been the late Chief Superintendent's object. In England, Scotland and other Countries named it was the all-important question. In the United States the System lacked that central, independent authority that we possessed, while in England they had that authority, but lacked the popular local forces,

or agencies, which we enjoyed. We could truthfully assert that we had placed a good Common School Education within the reach of every child in the Province. More than that, we had made every property holder pecuniarily interested in the Public Schools, by taxing him for their maintenance. If a man has no child to be educated, he is interested in knowing if the Taxes he pays are properly employed, and will naturally strive for the improvement of the Schools. One clause of the Law, proclaimed it the duty of every Parent, or Guardian, to educate the children under his control,—to send each child to School at least four months in the year; but nevertheless a fair average attendance could not be secured. And why was this? Educationists differed upon this question, some believing a strict enforcement of the Law against Parents who do not send their children would prove the best remedy for the evil, while others maintain that no amount of coercion would suffice, but that the effect of a healthy public opinion would alone effect a cure. In England the Law prohibits the employment of children in any capacity who have not attended School 450 times a year for five years; yet the evil still continues. The more Trustees and Teachers think about and understand this matter, the more rapid will be the improvement in attendance. Parents must unite with Trustees and Teachers in searching for the cure and applying the remedy. School accommodation may more or less depend on the whim of Trustees, but in very few cases do the Trustees neglect to provide what the Law demands. The efficiency of the Law and the progress of the Schools was no doubt dependent in no inconsiderable degree upon the character of the Teachers. There were no doubt grievances in this direction. Teachers holding First and Second Class Certificates had a good ground of complaint in the immense increase in the number of Third Class Certificates granted, because the immediate effect of that was the cutting down of Salaries; and in the disinclination Third Class Teachers showed to qualify for higher Certificates, preferring, it is alleged, to hold on to teaching only until something more profitable should turn up. It must not be forgotten, however, that we had to take things as we found them, and could only be expected to make improvements when and where a necessity made itself apparent. Boards of Trustees could do much towards curing this evil, by ignoring as much as possible those Teachers destitute of the ambition necessary to carry them upward in their profession, and by greater liberality towards Second and First Class Teachers. Something could also be done by altering the Law so as to place Third Class Teachers in the position of apprentices, and render the attainment of higher Certificates a necessity. There was also a pressing need of change in the matter of Text Books. Any Author should be free to submit to the Department for adoption a work of his production, but in no case should a Book be adopted unless the Department first became the absolute owner of the Copyright, in order that extortion might be prevented and the Book supplied to Pupils at bare cost. The High Schools of the Province were generally in a flourishing condition, but it was a matter of regret that the County Councils frequently fell far short in their duty towards them. They were essentially County Schools intended to be supported by the County in each case, and should not be a charge upon the Towns in which the Buildings happen to be erected. Canadians were certainly not retrograding, and it must not be said that the people of to-day are less enlightened, or less awake to the advantages of a good Education, than was the old Parliament of Upper Canada, which made provision for the Grammar Schools of that period. Means should be found for inducing the County Councils to pursue a wiser course. Mr. Crooks, after briefly adverting to several other features of the School System, repeated his thanks to Mr. Girardot and the Teachers for their kind Address and hearty welcome.

19. COUNTY OF DUNDAS EDUCATIONAL ASSOCIATION.

The Meeting of the Association was opened, as advertised, the President, the Reverend Mr. Inspector Fergusson, occupying the Chair. The President referred to the pleasure it gave him to greet the Minister of Education. The Secretary read the

Address of the Association to the Minister. Mr. Crooks, in replying, said he thanked the Teachers' Association of this County, for giving him an opportunity of meeting with them, and proceeded to give an Address on educational topics.

The Reverend Mr. Fergusson referred to a change he had noted in the County, and concluded his speech by expressing the pleasure he felt at the presence of the Minister of Education.

The subject of "Too much Pressure on the Youthful Intellect," was then introduced by Mr. A. Brown, and the discussion entered upon by several gentlemen.

A public Meeting was afterwards held, with Mr. Adam Harkness, Warden, in the Chair. Addresses were delivered by the Warden and by the Minister of Education.

20. THE MINISTER OF EDUCATION IN HALTON COUNTY.

A public Meeting was held on the 28th of August, in Milton, for the purpose of hearing an Address by the Honourable Mr. Crooks, Minister of Education, and of expressing an opinion on the following subjects, videlicet:—"Programme of Studies," "School Accommodation," "Assistant Teachers," etcetera. The Meeting was very largely attended, being composed of Municipal Committees, Trustees, and friends of Education generally.

Mr. Waldie, Warden of the County, being appointed Chairman, in a few appropriate remarks, introduced Mr. Crooks, who was warmly received, and delivered an Address on the history of our Educational System from its earliest inception up to the present.

It was then moved by Mr. W. C. Lyon, M.P.P., seconded by Mr. John Warren, Deputy-Reeve of Esquesing.

"That in the opinion of this Meeting, the Programme of Studies for the Public Schools is not adapted for Rural Sections, insomuch as the multiplicity of Studies prevents Pupils from making as much progress as they otherwise would in those branches of Study which would prove more useful in after life; and that the present system of classification is too rigid, as it frequently happens that, owing to a Pupil's incapacity in certain subjects, his progress is hindered or retarded in others for which he is more naturally adapted; and that the School Law and Regulations ought to be so amended, that the Master of a School, when requested by the Parents, or Guardians, might, with the consent of his Board of Trustees, allow an option as to subjects of study to Pupils of the age of twelve years and upwards, enabling them to take up such subjects only as will be more useful to them in their intended sphere of life; and that the Master of a School might, with the approval of the Trustees, promote a Pupil from a lower to a higher Class, although from incapacity, or inability, he might be unable to come up to the required standard in some of the studies prescribed for his Class, whenever, in the opinion of the Master, it would be to the Pupil's advantage to do so."

Mr. McPhee moved in amendment, seconded by Mr. Maxwell:—"That in the opinion of this Meeting the subjects prescribed for the First, Second and Third Divisions in our Public Schools are well suited to the wants of our youth attending said Schools; but, owing to the diversity of pursuits followed in after life, we are of opinion that at a certain stage of progress, and when a certain trade, or occupation, has been decided upon, such Pupils arriving at this decision, or stage, of progress should be allowed to study those subjects best adapted to qualify them for such Trade, or Occupation.

Resolved, Therefore, that the study of subjects in our Public Schools on promotion from the Third Division be optional, and that the Parent, or Guardian, who desires a departure from the prescribed study, shall acquaint the Teacher of the same in writing, and also of the nature and extent of the departure."

Several prominent and influential gentlemen from different parts of the County expressed their views of the Programme, and appeared to be all of one opinion,—that some change, or relaxation, was necessary, and that something more pliable than the present Programme of Studies was needed, to meet the wants of the Canadian Schools.

On a vote being taken, the motion of Mr. Lyon was carried almost unanimously.

(A similar Resolution was carried, on motion of Mr. McLean, Milton, seconded by Mr. Nixon, Esquusing, at the Teachers' Meeting held in the forenoon).

Resolved, That, in the opinion of this meeting, it would be detrimental to the cause of Education to make Third Class Certificates granted under the present standard, permanent; but would recommend the formation of another grade of Certificates midway between the present Third and Second, and to continue in force for six years, and renewable on examination at the end of that period. (Carried).

Resolved, That, in the opinion of this Meeting, Candidates for Second and First Class Certificates should be permitted to take but a portion of the number of subjects at one Examination, thus dividing the work into at least two sections. (Carried).

Resolved, That the School year should end on the 15th day of July, or at the end of the Spring Term. (Carried).

Resolved, That the Midsummer Vacations should be extended, and made similar to that now enjoyed by the High Schools. (Carried).

Resolved, That this Meeting favours the formation of Township Boards of Trustees throughout the Province. (Carried).

Resolved, That, in the opinion of this Meeting, Teachers' Salaries should be paid quarterly, and not, as at present prevails, by the various Grants, and the balance at the end of the year. (Carried).

Mr. McPhee moved, seconded by Mr. Menties:—"That rural Sections be not required to furnish Accommodation for all the children of School Age in the Section, but for the largest attendance in School for any one month during the previous year." (Carried).

Mr. H. Watson moved, seconded by Mr. George Smith:—"That the Law be so modified as to allow the employment of Monitors in junior departments of Public Schools." (Carried).

On motion of Mr. George Smith, seconded by Mr. Ramsay, Reeve of Nassagaweya, a vote of thanks was passed to the Minister of Education for his very interesting and instructive Address. Mr. McLean, the Secretary, was ordered to forward a copy of the above Resolutions to the Minister, and Mr. Coates, Secretary of the Teachers' Meeting, were requested to do the same with the Resolutions passed at that Meeting. A vote of thanks was then given to the Chairman, when the meeting adjourned.

21. RESOLUTIONS OF THE PLYMPTON AND BOSANQUET TEACHERS' ASSOCIATION.

This Association, while not approving of any Legislation that would reduce the standing of any of the grades of Teachers' Certificates, would nevertheless submit the following for the consideration of the Honourable the Minister of Education:—

1. That much valuable experience is lost to the profession by the summary cancellation of Third Class Certificates at the end of their legal period of existence, inasmuch as the places occupied by many holding such Certificates are generally taken by others, no better qualified, and altogether lacking in the important element of experience.

2. That, in order to remedy this defect, such Legislation be provided as would extend Third Class Certificates an additional period of three years, provided always that all such Candidates for renewal obtain twenty-five per cent. of the aggregate marks on Second Class Certificates.

3. That the subjects for Second and First Class Candidates be so divided as to extend over three years,—a Certificate to be awarded at the close of each Examination for work done.

4. That the financial year should close on the 30th June, instead of the 31st of December, as at present.

5. That this Association, knowing by experience that "Teachers' Meetings for mutual improvement" are productive of much good, hereby respectfully memorializes the Minister of Education to organize as quickly as possible Teachers' Institutes under

such Regulations as would provide systematic instruction in the theory and practice of teaching.

22. RESOLUTIONS ADOPTED AT THE SCHOOL CONVENTION IN BELLEVILLE, OCTOBER 13TH, 1876.

Moved by Inspector W. Mackintosh, North Hastings, and seconded by Professor Bell, Albert College:—"Whereas several years apprenticeship, or period of preparatory training is considered a necessary introduction to the practice of the learned professions and the most ordinary handicrafts, and whereas the business of the Teacher, the exceedingly delicate and important work of developing, training and strengthening the minds and characters of the children of the Province, far transcends in importance any other occupation. Be it therefore,—

Resolved, 1st. That facilities should be provided by the Legislature for giving some amount of professional training to every Candidate for a Teacher's Certificate.

2nd. That the mere multiplication of Normal Schools to any practicable extent cannot overtake the work of training all, or even a majority, of those who wish to become Teachers.

3rd. That this can only be accomplished by providing each Inspectoral District with facilities for doing the work by means of a Model, or District, Training School, and a Teachers' Institute.

4. That some existing Public School, or Schools, selected by the Minister of Education in each Inspectorate should be constituted a Model School for such District, and that no School should be selected that has not a staff of a least three competent Teachers, the Principal being a First Class Certificated Teacher of five years' actual experience.

5th. That all Candidates for Teachers' Certificates should be required to furnish proof of at least six months' attendance at some such School, or a Normal School.

6th. That, while in attendance, Pupil Teachers should be required not only to study the subjects in which Candidates for Third Class Certificates are examined, but to engage under the direction of the Principal, in actual teaching in the School.

7th. That a special Grant should be paid annually to such Schools.

8th. That financial aid should be given by the Legislature to Teachers' Institutes. This should be applied to securing the services of thoroughly competent persons to conduct or assist in the Meetings of such Institutes, and that attendance at these Meetings should be compulsory on all Teachers.

23. MINUTES OF SOUTH GREY TEACHERS' ASSOCIATION.

The Association held its second Convention, in Durham School, on the 14th of October. Moved and seconded, that, if practicable, Classes be brought before the Association to exemplify the various methods of teaching. (Carried).

Mr. Ritchie read an Essay on Geography calculated to induce reflection. A few of its leading features may be indicated. The child being young and his mind in an unprepared state, it would require to be improved by undergoing a proper training, and as power was gradually acquired and new ideas multiplied, then the subject could be pursued with success, otherwise, if wrong methods were adopted, a dislike, to say the least of it, would take the place of what ought to be a delight. Some of the hindrances are:—A young person does not see the advantage of studying it, and having no object before him, he cannot be expected to engage in it with the energy of an older person; taught in an isolated manner, by crowding dead facts upon the memory, is slow work and takes up too much time; when commenced at the mathematical part it is particularly uninviting to children. In order to place the disadvantages at a minimum, the subject should be commenced without Books, in such a manner as to create a love for the study, and when the Student is deeply interested in it and feels

the want of Books, supply them; by Map Drawing on the Black-board, Slate, or Paper, simply giving the outlines, or more fully according to the requirements of the Pupil; by the law of association, such as in speaking of Philadelphia, fix it in the mind by reference to the Centennial; and, finally, by giving it in connection with history.

Writing was introduced by Miss McArthur, in a neat Essay, describing the process, requisites, etcetera, from the time the Pupil is scarcely able to hold the pen, until the course is completed, when he may be supposed to possess such a knowledge of form and command of pen as to be able to write, at least, a good School hand. In order to produce this, patience, diligence, attention, and time are necessary. The great number of forms required, amounting, in all, to between sixty and seventy, might well seem a herculean undertaking, yet, by acting upon these four items, the work would at last be done. The little fingers might tremble under the burden laid upon them, knowledge of form be so defective that unwittingly, the turns, or loops, might take the wrong course, yet, by kindly criticising, the Letters would at length stand forward boldly in proper uniform, marshalled like a regiment of soldiers. That this may be accomplished in the shortest time, with the greatest ease and the highest culture to the Scholar, the best material that the market can supply, such as copy, pen, ink, and last, but not least, teaching, must be laid under contribution.

It was resolved, that Mr. Ritchie parse the difficult words in the Battle of Waterloo, Fifth Book; that the President take second class Arithmetic at last Examination; that the Secretary give geometrical exercises; that Miss McMillan give a Reading; and that Mr. E. McArthur give difficult problems.

The following Resolutions were carried at the Meeting in August:—

1. That, in the opinion of this Association, it would be preferable for the Easter Holidays to commence on the Monday before Easter, and continue for the week, and the Summer Holidays to commence on the second Monday in July, and ending on a Friday, continuing for the same time as the High School Vacations.

2. That, in our opinion, the results of the late Examination for Teachers' Certificates were quite satisfactory, and that it would not be well in the interests of Education to lower the standard of qualification as required by the Papers issued this year, this motion being understood to apply more particularly to Second and Third Class Certificates.

24. SCHOOL MEETING IN NASSAGAWEYA.

At a Public Meeting, held on the 21st day of October, 1876, in the Township of Nassagaweya, Mr. John Ramsay, Reeve, acting as Chairman, the following Resolutions were adopted:—

1. That the stringency of the Programme of Studies in rural Schools be relaxed, so as to allow of Pupils over the age of fourteen years, in exceptional cases, to take up a course of Studies suitable to their circumstances, the decision in such cases to be left with the Trustees in such School Sections.

2. That rural School Sections be not required to provide Accommodation for all the children of School age in the Section, but for the largest attendance in any one month during the previous year.

3. That Trustees be empowered to engage Monitors in separate departments, instead of Assistant Teachers, when the average attendance exceeds forty and is under sixty.

4. That the standard of Third Class Certificates be uniform, and that Candidates applying for Second Class and failing, may be awarded Third Class Certificates for an additional three years, provided that said Candidates obtain a number of marks equivalent to Third Class Certificates.

5. That a Committee present the above Resolutions to the Honourable A. Crooks, Minister of Education, at Milton, on the 28th instant.

25. HURON TEACHERS' ASSOCIATION.

The Annual Meeting of the Huron Teachers' Association was held in Clinton. There were about 120 Teachers present, and the Meeting was a most interesting and instructive one. Mr. A. Dewar, Inspector, occupied the Chair, and delivered the opening Address. Mr. S. Martin, of Usborne, read an Essay on Music in Schools. Mr. K. Orr, of Clinton, delivered an Address on Mathematics and Physical Geography, and Mr. H. I. Strong, of Goderich, gave an interesting report of the Meeting of the Provincial Teachers' Association. Professor D. C. Bell, of Brantford, the Elocutionist, gave an able Address on "The Art of Reading." Mr. J. Turnbull, Clinton, gave a clear and interesting Address upon Algebra, giving examples of his mode of instructing the Primary Classes in that branch. Mr. S. Hicks, of Tuckersmith, gave an interesting sketch of his visit to the Centennial, and what he saw there. Mr. J. R. Miller, Inspector, gave an account of his recent trip to the Old Country. Speaking of the Educational System there, Mr. Miller said that he had heard that it was a grand old system, by which one Teacher could teach three hundred Scholars, but he could not agree with that statement. In one School he found six Teachers attending to their classes in the one Room, which every Teacher must know would prove a very annoying situation. Writing, he found, was much in advance of what was attained in Canada; enunciation was more perfect; and singing was good. In Scotland the Scholars wore their hats and bonnets in School, giving the Rooms a strange appearance to Canadians. This was allowed because the Scholars moved frequently from one Room to another, and the Teachers say it is more convenient to permit the Scholars to wear their "head gear" continually. Mr. Miller visited one School in London, where 1,600 Scholars were being taught, and a Board, consisting of forty-three Members, presided over this School. Principal Teachers were better paid than here, but Assistants were not so well remunerated, but their Salaries increased with their experience. The system of grading Salaries was done upon the work performed and promotions made, and not upon the attendance as here, and the consequence was that cramming occurred to an injurious extent. He returned to his home with a greater love for Canada than ever, and with a greater admiration of our School System. After passing sundry votes of thanks, the Meeting adjourned.—*Huron Expositor*.

26. PROGRESS OF EDUCATION IN THE COUNTY OF BRANT.

(Extract from an Address to the Minister of Education, October, 1876).

In the remarkable progress which has characterized Public and High School Education in this Province since 1872, the County of Brant has participated, in evidence of which the following comparative statements may be adduced:—In the rural Schools of the Country, the total amount paid to Teachers was in 1872, \$16,625; in 1875, \$22,791, showing an increase of \$6,166. The value of School Property in the County was increased during the same interval in a still greater ratio. Last year the sum of \$11,046 was expended in new School Houses, and an equal, if not a greater, sum will be expended this year for the same purpose. In the Town of Brantford, the Salaries of Teachers in the Public Schools amounted in 1872, to \$6,514, and in 1876 they reach \$9, 372. The value of School Property in 1872, was little more than \$25,000,—it is now nearly \$40,000. Since 1872 the amount expended for High School Accommodation in this Town has been \$13,980, and the amount paid in Salaries has risen from \$1,600 to \$4,900, and the High School from a third class position, with only two Teachers, and an average attendance of 45 Pupils, has attained to the rank of Collegiate Institute with an average attendance of 135 Pupils, and a staff of five Masters.

27. AMELIASBURGH TEACHERS' INSTITUTE.

A desire having been long felt by the Inspector and Teachers of the County to make the Teachers' Convention a more interesting and practical nature, the Inspector

has suggested the idea of utilizing the "visiting days" allowed to Teachers by holding Teachers' Institutes in some central School of each Township throughout the County, retaining the Scholars for the purpose of exhibiting more practically the instructions given.

The staff of energetic Dominees of Ameliasburg resolved to act upon the suggestion, and held their first Institute in Roblin's Mills School. A large number of Teachers, male and female, were present, and all took a lively interest in the various subjects taught.

Mr. James Glenn gave his method of teaching Spelling and Derivation. Mr. Kinney, assisted by Mr. Shannon, taught a Junior Third Class. The sentences were first read as in the Book; then words of the same meaning were substituted, when it was again read in a number of different ways with different substitutes and different words emphasized. Spelling orally and in Writing were given. Rewards and punishments for recitations were discussed at some length, the principal incentives used being Merit Cards and position in the Class to Juniors, the number varying from one to five, with Prizes according to merit, Honour Cards, Honour Rolls hung up in the School Room, position in the Class, together with the great and lasting benefits derived from an education, were the chief inducements held out to Seniors. It was argued that the Prizes were impracticable, as many Trustees were opposed to them. Mr. Rothwell said his Trustees had granted \$5 for Merit Cards and Prizes. Mr. Glenn thought there were few Sections so liberal. Mr. Kinney thought nearly every Section could be induced to grant at least five dollars for Presents, Cards, Prizes, etcetera, if the Teachers took the trouble to get the Parents and children interested in the matter, and he believed it would be five dollars well investd.

Mr. Jams Benson taught a Class in Arithmetic, illustrating in a clear, impressive manner his method of teaching Fractions and Proportion. Wm. Benson experimented very successfully on some youths who had never learned Arithmetic. He would commence with small numbers and gradually work up to large, using marks to ascertain the result at first. Mr. Rothwell followed with a very interesting Class in Junior Grammar. He explained Nouns by things, Verbs by acts, such as whittling, moving, Books, handing a stick, knife, etcetera; adverbs, by moving Books slowly, quickly, etcetera; prepositions by the position of the object, as, over, under, between, etcetera; each act being expressed orally, or on slates, by the Pupils, and on the Black-board by the Teacher. Mr. Shannon deprecated the Black-board exercise as being very injurious to the health to swallow so much chalk. Mr. McKibbon gave a very interesting lesson on History, using notes on the Lesson containing the leading facts which he wished to impress on his Class. Messieurs Rothwell and Kinney would commence at Victoria's Reign and reverse the general order pursued. Mr. Rothwell next took up Drawing, which, from long experience, he succeeded in making very interesting. Mr. Shannon was entirely in favour of Perspective Drawing, and utterly ignored the imitative system. The thanks of the Convention were tendered to Mr. McKibbon and his School for the privilege afforded, and the meeting adjourned, to meet again in January.—*New Nation*.

28. EDUCATION SOCIETY OF EASTERN ONTARIO.

The Meeting for the organization of this Society was held in the Ottawa Normal School. After welcoming the Delegates present, who numbered about 100, Mr. McCabe, as Chairman of the Temporary Committee, introduced the Report of that Committee.

Mr. Inspector Slack, for South Lanark, having been appointed Chairman, and the Reverend T. D. Phillipps, Secretary, the proposed Constitution was considered, and the general articles adopted seriatim, as follows:—

Art. I.—This Society shall be called "The Education Society of Eastern Ontario."

Art II.—Members.—Two classes of Members shall be recognized in the Society, videlicet:—"Active Members" and "Honorary Members."

Art. III.—Membership.—All legally qualified members of the profession actually engaged in the work of Education shall be eligible for active membership, and upon the payment of an annual fee of fifty cents, and the signing of this Constitution, shall become entitled to all the privileges of the Society. Lady members to be admitted free.

Art. IV.—Election of Honorary Members.—Any Person who has rendered distinguished services in the cause of Education, being duly proposed and seconded, may be elected an Honorary Member, at any regular Meeting of the Society, by a two-third vote of the Members present.

Art. V.—Rights of Honorary Members.—Honorary Members shall be entitled to all the privileges of active membership, other than that of voting.

Art. VI.—Officers.—The Officers of the Society shall be a President, three Vice Presidents, Recording and Corresponding Secretary, a Treasurer and seven Directors, two of whom shall be *ex officio* Members.

Art. VII.—Nomination of Officers.—Nominations for office must be made by one Member and seconded by another, immediately before the ballot for each Officer is taken.

Art. VIII.—Election of Officers.—Officers shall be elected by ballot at the Annual Meetings of the Society.

Art. IX.—Balloting.—Immediately after the nominations for each office, the presiding Officer shall order a ballot to be taken, and a majority of votes shall constitute an election; but in case no Candidate receives a majority of the votes cast, the name of the Candidate receiving the smallest number of votes shall be dropped, and a new ballot taken on the remaining names, ad so on until an election is secured. In the event of there being but one nomination for an office, the Candidate shall be declared elected by acclamation.

Art. X.—Regular Meetings.—Regular Meetings of the Society shall be held at such time and place as may be determined by the Society at a previous Meeting.

Art. XI.—Special Meetings.—Special Meetings may be called at any time by the Board of Directors, provided always that due notice of such Meeting be given to the Members.

Art. XII.—By-laws.—By-laws, not inconsistent with the Constitution, may be made, altered, or amended, by a two-third vote of the Members present at any regular Meeting; provided also, that notice of the proposed By-law, alteration, or amendment, shall have been given at a previous Session.

Art. XIII.—Alteration, or amendment, of Constitution.—This Constitution shall not be altered, or amended, except at a regular Meeting, and then only by a two-third vote of the Members present. In all cases, notice of the proposed alteration, or amendment, must have been given at a previous Session.

It was then resolved to proceed with the election of Officers for the year. Messieurs McMillan, MacCabe, Slack, Thorburn and May were nominated, and the first named elected by a large vote. Mr. Slack was elected First Vice President. He may be considered to represent the Public School Inspectors. Mr. P. A. McGregor, Head Master of the Almonte High School, was unanimously elected Second Vice President, and Mr. A. Smirle, Head Master of the Ottawa Central School East, Third Vice President. Mr. Parlow, Head Master of the Central School East, was elected Recording Secretary, and Mr. Riddell, Mathematical Master of the Normal School, Corresponding Secretary. For the office of Treasurer two nominations were made,—Reverend T. D. Phillipps and Mr. Thorburn. The former was elected on ballot. Messieurs Steele, Inspector for Prescott County, Principal MacCabe and R. Dawson, Belleville High School, were elected by acclamation. Mr. Thorburn and Reverend J. May were elected on ballot. It was then resolved that Mr. MacCabe should be Convener of the Board of Directors.

The President elect took the Chair. He stated his conviction that the standard of the Teacher's qualification was susceptible of still greater elevation, and, to this end, he advocated an increase in the number of Normal Schools for the training of

Teachers. The future of the new organization depended on their own exertions, and he relied confidently on the aid and consideration of the Members in the endeavour to perform the arduous duties of his office.

The President called upon Mr. Phillipps, who read an interesting Address. At a subsequent Meeting, Mr. May's resignation was accepted, and his suggestion that Mr. Inspector Bigg, of Leeds, should be appointed as a Director, was unanimously adopted. The By-laws of the Society were then introduced and passed. A prolonged discussion on the propriety of withdrawing the power to grant Second Class Public School Teachers' Certificates from the County Boards, resulted in the passing of a Resolution affirming the principle that such powers should be in the hands of the Central Committee. After the usual complimentary Resolutions to the Principal of the Normal School for his considerate attention to the wants of the Members, to the railway companies, the Society adjourned.—*Citizen*.

26. SCHOOL TEACHERS' CONVENTIONS, OR INSTITUTES.*

These Associations, whether fully developed Institutes, or still in an embryotic state, are becoming very common throughout the Province. Few Counties have not made such an attempt and in a great many a very satisfactory measure of success has been achieved. The small amount of subscription payable by the Teacher is never felt, and when judiciously managed serves to form the nucleus of a Teachers' Library, which goes on increasing in extent and usefulness year by year. The Books selected are, as a general thing, such as treat upon the profession of teaching, handle professional subjects, or discuss subjects closely allied with the duties and pursuits of the Teachers.

That these periodic Meetings of Teachers are deemed important, and calculated to advance, directly, or indirectly, the cause of Education among us, is quite evident from the encouragement given to such efforts both here and in the United States. In the latter they have had a more lengthened existence, a wider experience, a more thorough organization, and, consequently, are able to effect and have effected more important results than could reasonably be looked for in Ontario up to the present time. Among the enterprising people on our southern border these Institutes have taken deep root, and may now be looked upon as a part, and no inconsiderable part, of the machinery which keeps the System of National Education in a state of uniformly accelerated motion. These Meetings stop not with a Town, a City, or a County, but at stated times Delegates from the County Associations throughout the whole State will meet and discuss such questions as may have appeared of the greatest importance and interest to some or all of the County Conventions. But to give a wider range still, and to concentrate and turn to account a more varied experience, these Meetings assume occasionally a national character, and on such occasions courteous invitations have been extended to, and in a few instances accepted by, some of the leading Educationists of Ontario. There can be no rational doubt, that these Meetings, composed principally of those engaged in the practical work of instruction in the United States, have done much to improve the tone of Education, to bring the System established in each State nearer and nearer to perfection both in theory and practice, elevate socially the dignity of the profession of teaching, secure a more complete recognition of the value of their services to the Country, obtain a more liberal remuneration for their services, and render themselves, as the members of this profession,—one of the highest in point of responsibility in the World,—more and more worthy of the favour of a discerning and not ungrateful people.

In Ontario, too, the Government have in the past shown that they look upon Teachers' Institutes as capable of being made the instruments of much good to the

* These "Conventions," as they are popularly called, are really and practically a valuable kind of Teachers' Institutes. for the discussion of questions relating to the Teachers' profession. The *personel* of them is made up of trained and untrained Teachers, and the experience of the one is of great value to the others, as it sets forth in a popular form what would otherwise be the didactic teaching of a Normal School, hence their practical and social value. See remark of Professor Goldwin Smith on this subject.

Country, and of advancing this cause, which the people of Ontario have so much at heart. The very fact that the Minister of Education,—who candidly admits that he has had to devote much time and study to mastering the complicated duties of an Office to which he has been so recently appointed, and which were almost entirely new to him, and who cannot yet have become familiar with the affairs of so extensive a Department,—has already, on several occasions, left his Departmental duties, attended these Meetings, delivered Addresses to the assembled Teachers, and showed a deep interest in all their proceedings. The Legislature, too, have shown that they appreciate the value of such Institutions to the cause of Education in the Province, and have taken the only course in their power, without rendering their establishment obligatory, and the attendance of the Teachers compulsory, to encourage the formation and support of such Associations. In the 130th clause of the Act of 1874, provision is made for the substantial encouragement of these organizations. This clause provides in the words following for this purpose:—

Out of certain Grants authorized, from time to time, in aid of Schools, and not otherwise expressly appropriated by Law, the Lieutenant-Governor-in-Council may authorize the expenditure annually of such sums as may from time to time be voted by the Legislature for the purposes following.

Then we find under the sixth head of these “purposes,” or particulars, for which this expenditure is authorized,—

“For the encouragement of Teachers’ Institutes.” It is therefore plain, that the Legislature, in their wisdom, deemed it prudent, patriotic, and no doubt economic, too, that a part of the public funds should be devoted to encourage and help to sustain such Institutions as those we have been discussing.

Enough has been said already to show that great improvement in the theory and practice of teaching may be expected to flow from well-organized Teachers’ Institutes judiciously handled and enthusiastically supported by the Teachers themselves. There is no one that ever covered all the wisdom in the World, and no one individual, even in pursuits much less diversified and complicated than that of the profession of teaching, has ever possessed all the knowledge, mastered all the details, made all possible improvements, and exhausted the entire field relating to any one branch of business or any single profession; and, therefore, in this special profession every member may be a worker, may examine with the greatest care, analyze with precision, reconstruct with skill, and contribute his discoveries and improvements to the general stock, and never exhaust the subject. By coming together face to face, new ideas upon important parts of the general question may be propagated, and these ideas may be used in further progress. Crude notions may be presented, and these, submitted to the refining process of calm philosophical criticism by the assembled Teachers, may be turned out polished stones, fit for an honourable place in the structure they are engaged in building. Different methods of doing the same work, or of accomplishing the same object, will be confronted; their strong and weak points will be, by this means, subjected to a more intense light, and, as a necessary result, the best parts of each will be retained, and the less useful and efficient rejected. A closer approach to uniformity of method and similarity of views will certainly follow from these encounters, and this comparing of notes, and as perfection is one and indivisible, we may safely assume that progress in this direction is being made. The better informed minds and the more skilful Teachers will exercise a powerful influence for good over the less highly gifted, and while, without effort, and even without immediate design, they help to elevate their co-labourers, they are insensibly but surely improving themselves at the same time. *L’esprit de corps* of the Body will be improved by this intercourse, and a most healthy and wholesome emulation will be excited and sustained; and thus, while the individual and the profession are gradually but surely raised, the Country which has so generously devoted a portion of its wealth to support and encourage these Teachers’ Institutes, will, as is only right, eventually reap all or nearly all the benefit.—*London Free Press*.

SCHOOLS IN THE ALGOMA DISTRICT.

The Ratepayers and Corporation of Assiginack, are shewing a laudable desire to promote Education within their boundaries. The Corporation this year have made a special grant of \$100 to each School in operation within their boundaries. Considering the age of the Townships, and the unavoidable struggles that new Settlers must always face, this is liberal to say the least. These Schools with others in the District have been placed under the supervision of Mr. R. Little, Public School Inspector for Halton.

CHAPTER II.

PROCEEDINGS OF THE UNIVERSITIES, 1876.

1. UNIVERSITY OF TORONTO—CONVOCATION.

The annual Convocation exercises of the University of Toronto were held in the Convocation Hall, the Vice-Chancellor, Honourable Thomas Moss, M.A., in the absence of the Chancellor, presiding. His Honour the Lieutenant-Governor, Visitor of University College, was present.

The proceedings began by the formal admission to Degrees of the University:

M.A. (*ad eundem gradum*) was conferred on W. Barnhill, from the University of Glasgow; W. D. Pearman, from the University of Cambridge.

B.A. (*ad eundem gradum*)—F. C. Boulton, from the University of Cambridge.

The names of the Matriculants were taken as read.

The Vice-Chancellor, in presenting the various Medals, Scholarships and Prizes, delivered short congratulatory addresses to the winners, complimenting them on the honours they had obtained and encouraging them to further efforts.

His Honour the Lieutenant-Governor, in presenting the Dufferin Gold Medal to the winner, Mr. A. Johnston, spoke in brief but felicitous terms of the deservedly high esteem in which the distinguished Donor of the Prize was held by the people of the Dominion, and of the interest which he took not only in the material advancement of Canada, but in its moral and educational progress. He had great pleasure in presenting the Prize, which was in itself one evidence of the interest which His Excellency took in the affairs of the Country—a recognition of the fact that the doors of this Institution were open alike to rich and poor, and that merit alone was the basis of reward.

The Reverend Doctor McCaul, in presenting Mr. A. K. Blackadar, B.A., to His Honour as the winner of the Prince's Prize, spoke in terms of the highest compliment of the recipient. He had won not only the Prince's prize, but the University Gold medal in Mathematics, the Silver medal in Natural Sciences, and the University prize for Meteorology. His course in the University had been a successful one throughout, as he had obtained Scholarships and Prizes every year. On this occasion the feat which he had achieved was unprecedented. In the course of some remarks addressed to Mr. Blackadar, he said that the University of Toronto was an Institution that did not require to go outside its own Alumni for distinguished names, which should encourage the young and incite them to emulation. On the present occasion he would only point to two Gentlemen, Graduates of the University, who were on the platform to-day—the Minister of Education, and the present Vice-Chancellor. It was just eighteen years ago since the latter had stood on this Dais and received the greatest rarity he (Doctor McCaul) had ever known—three gold Medals. The result of so distinguished a University course was, that he was now on the Bench, to the joy of all

members of his profession, Chairman of Convocation, and Vice-Chancellor of the University.

The Vice-Chancellor, in his Address, mentioned that it was with deep regret that he referred to the absence of their newly elected Chancellor. He was authorized by him (Mr. Edward Blake) to assure his fellow-graduates that he felt most sincere and heart-felt pride in the great honour they had done him by his almost unanimous election. He could also assure them that nothing less imperative than a public engagement, long since contracted, would have prevented his presence on this occasion. He (the Vice-Chancellor) committed no breach of confidence when he also announced that he had also authorized him to inform the Senate, Graduates and Undergraduates of the University that it was his (Mr. Blake's) intention, during the period of his Chancellorship, to award a Bursary, or Scholarship, of \$200 a year, to be employed in such manner as should appear best. He (the Vice-Chancellor) could not help feeling that the Chancellor was laying down an example which it might be difficult for future Chancellors to imitate, and was adding another reason for their desire that he might long be spared to fill the chair of Chancellor of the University. The people of this Country had not been satisfied with the Charter which had been obtained, although its original shape had been amended and modified, and at last the University had been established on its present foundation. A Curriculum had been framed soon after its establishment. The Framers had had very different views from those which, he dared say, had been forced on those who had framed the Curriculum of King's College. However, the Founders of the new Course were desirous of establishing a system which, while it should secure what they believed to be the advantages of the Universities of the Mother Land, should nevertheless be more suited to the requirements of this Country and this age. In truth, the problem that had presented itself to the minds of all who had undertaken to grapple with the subject of higher education in Canada was, What course of training was best suited to our own people in our own time? There was no use in being hampered by mere traditions, or in looking back too slavishly, not to say superstitiously, to the Institutions of another Country. In King's College the only subjects that had been taught to any great degree had been Classics, Mathematics, Chemistry, Experimental Philosophy, with a little dash of ancient Metaphysics. He need not say that these branches had been well taught, but the Course was one entirely too narrow and confined to suit the wants of this Country. When the new Curriculum had been framed, there had perhaps been a rebound in the opposite direction. After referring to the continually increasing necessity for a higher standard of instruction in the mental and moral sciences, the Vice-Chancellor said that he believed the true work of University education was best effected when the Student learned some one subject thoroughly; although, in the ideal University, a man should have the opportunity of acquiring every form of instruction. He should have the opportunity of knowing everything that was known, but he did not think that even the ablest Student would be able to cover a General Course during his University career. He then referred in succession to the various subjects in the revised Curriculum, saying that the department of Modern Languages required to be raised still higher, and made more liberal in the scope of its culture, before it could occupy a place in the University correspondent to the great departments of Classics and Mathematics. He also enlarged on the importance of the study of the Natural Sciences, and said he trusted that department would be placed on a larger and more useful basis and that the Authorities would adopt the suggestion that had been made of compelling the student of the Natural Sciences to obtain a real vital knowledge of some one subject in that department, instead of having a mere list of scientific names and definitions. He thought he might say to the Minister of Education, without any transgression of that reticence which must be observed to public men, that he trusted that he might see his way towards assisting this cause, which, speaking on behalf of himself and his Colleagues in the University Senate, they had so much at heart. They had on the Statute Book a provision for establishing a School of Practical Science. He ven-

tured to make the suggestion that by a judicious use of the powers they now had, or by extending those powers in a manner which he thought the Legislature would be ready to sanction, a great deal might be done towards a more thorough instruction in the Natural Sciences. He trusted that the Minister of Education would not suppose that his eagerness in speaking of this subject indicated a want of strength of feeling on his part. He then referred to the close connection existing between the Mental and Moral Sciences, and said that without entering into any of the discussions now going on about the origin of mind, he thought all would admit that matter had a very material influence upon the mind. He pointed out the importance in this age of an acquaintance with those subjects bearing on social economy and sociology. He had endeavoured before to impress on Graduates and Undergraduates the duties they owed to this new Dominion. They must all feel that it was from the Institution where higher education was given that the men should come who were to rule the destinies of the Country. He was not happy enough to be among those who thought the problems of life in this Country have been solved. They had not been solved in any Country of which he had heard, or read; and they had some problems here peculiarly their own. It was fitting, therefore, that their young men should be well trained and prepared, and that when they went forth to the battle-field they should be well armed with the weapons of modern life, and not with the buckler and sword of the Roman Gladiator. He would have them thoroughly equipped, and then we need not fear for the future of this Country. The Country was still young;—

“Still in its go-cart.
Patience, let it learn to use its limbs;
There is a hand that guides.”

The Convention was then dissolved.—*Globe*.

2. VICTORIA UNIVERSITY—CONVOCATION, 1876.

The annual exercises connected with the University of Victoria College, always full of interest, seem to be increasing in public favour every year. The Institution, opened as an Academy for both sexes in 1833, and chartered as a University in 1841, has furnished Canada with some of her most distinguished and useful citizens in all the departments of life.

The religious services on the 28th of May, were in connection with the College anniversary. The sermon in the morning was preached by the Reverend T. A. Ferguson, of Bowmanville, a former Tutor of Victoria College.

The Bacalaureate discourse was preached in the evening by the Reverend Doctor Loomis, of Clifton Springs, N.Y., a Gentleman of large experience as an Educator in his own Country, and evidently a man of great ability. His text was:—“Who is he that overcometh the world, but he that believeth that Jesus is the Son of God?”

On Monday afternoon a meeting of the Science Association, composed of students, was held in the Alumni Hall, presided over by the President of the College, the Reverend Doctor Nelles. An admirable Essay on “Wind and Weather” was read by Mr. A. P. Coleman, but the principal business was a discussion on “Materialism.” In the evening the Reverend Doctor Loomis lectured on the subject of “Capital and Labour.” The chair was taken by J. J. McLaren, LL.B., of Montreal. The learned doctor treated the subject in a philosophical, historical and practical manner.

On Tuesday evening a very able Lecture on “Hymns and Hymn Writers” was delivered before a large audience in the Methodist church, by J. George Hodgins, M.A., LL.D., Deputy Minister of Education for Ontario. The chair was occupied by D. C. McHenry, M.A. Principal of the College Institute, Cobourg. The lecture embraced the following points:—1. The Songs of Thanksgiving contained in the Old Testament Scriptures; 2. Those contained in the New Testament; 3. The Hymns writ-

ten before the Protestant Reformation; and 4. These written since that period. Very valuable information as to the origin of many of those hymns and collections of hymns was given; some admirable selections were furnished, showing a nice discrimination, and great beauty of language, and no small degree of eloquence was displayed by Doctor Hodgins in several portions of his very instructive lecture. At the conclusion a vote of thanks, moved by the Reverend Nelles in a nice speech, and seconded by Mr. McLaren, was heartily adopted. After the benediction was pronounced by the Reverend Doctor Richard Jones, the Alumni meeting—an annual gathering—took place. A number of the Alumni were present, and several points of interest occupied their attention until a late hour.

The Annual Convocation of the University took place in the Victoria Hall, the Reverend Doctor Nelles Presiding. Prayer by the Reverend E. H. Dewart.

The Valedictory oration was delivered by J. W. Annis.

After the Degrees had been conferred some very interesting and able speeches were delivered all suitable to the occasion. After the Convocation was closed all parties then made their way to the College grounds, where the ceremony of laying the Corner-stone of "Faraday Hall" was proceeded with.

A glass jar was deposited in the Stone, containing copies of the *Christian Guardian*, the Toronto daily *Globe*, *Mail* the *Nation*, *Journal of Education*, the *Cobourg World*, the *Sentinel*, and the *Star*, the last Calendar of Victoria College, the Constitution of the Literary Society and of the Science Association, a list of subscribers to the new hall up to date, a New England newspaper published in 1728, and two coins, one issued in the reign of Elizabeth, and the other in the reign of William III. The President of the College presided. He called upon the Reverend Richard Jones to read a portion of the Scriptures, and upon the Reverend S. Rose to offer Prayer. Mr. Jones said he would read the same Chapter read by him when he officiated as Chaplain in 1842, when "Upper Canada Academy" was converted into "Victoria College." The Chapter was Proverbs viii., a most appropriate selection. After Prayer, a beautiful silver trowel, with an appropriate inscription, was presented by Doctor Nelles to Mr. Wm. Kerr, a Graduate of Victoria College—now a Member of its Senate, and M.P. for the County of West Northumberland in the Dominion Legislature, who proceeded to lay the Corner-stone in the usual manner. Three cheers for Queen Victoria were called for by Mr. W. Hargraft, the ex-Mayor, and heartily responded to by the audience. The band immediately afterwards struck up "God save the Queen," the occupants on the platform rising. The effect in the open air was very pleasing.

Mr. W. Kerr, M.P., said, if ever he desired the gift of eloquence it was to-day. He referred with regret to the unavoidable absence of the venerable Doctor Ryerson, who was first invited to lay the Corner-stone, and whose presence on the occasion would have been so gratifying to Doctor Ryerson himself, as well as welcome to the audience. He rejoiced to lay that Corner-stone in the reign of our noble Queen, and during the governorship of Lord Dufferin, in the year of the American Centennial, and while the whole Christian world was at peace. Mr. Kerr spoke feelingly of his own connection with Victoria College as a Student, leaving its halls to go forth into active life twenty-one years ago. He concluded by assuring his audience that the name given, "Faraday Hall," was a sure guarantee of the indissoluble connection between science and religion within its halls.

J. H. Dumble, LL.B., a graduate of Victoria College, and for several years Bursar of the Institution, delivered a truly able speech. Colonel Boulton spoke in high terms of the character and usefulness of Victoria College. The Mayor also, Mr. George Guillet, made a few remarks.

In the evening, the annual *Conversazione*, under the patronage of the Literary Association of Victoria College, was held in the Victoria Hall, presided over by Mr. W. E. Sanford, of Hamilton.

3. ALBERT UNIVERSITY—TENTH ANNUAL CONVOCATION.

Nine years ago, the third of July of the present year, the first Convocation of Albert University was held in the chapel of the College. At the Examination for the year just closed eighteen Students presented themselves, of whom sixteen were successful. At the Convocation, they were severally presented by the Registrar to the Chancellor, and by him admitted to citizenship in the University, and to all the rank and privileges of Undergraduates.

After the admission of the matriculates the Chancellor of the University, the Reverend Bishop Carman, delivered a very effective and appropriate address, explaining to them somewhat of the nature of the citizenship they had just entered, of the great demands the University, the Country and the race had upon them, and urged them in earnest words to "Fear God, honour the Queen, and cultivate virtue."

Mr. C. C. Brown delivered the Latin Salutatory in an efficient and satisfactory manner. He was followed by Mr. J. H. George, the English orator, who on behalf of the class, in humorous style congratulated the University on the acquisition in talent and numbers they had gained in the matriculating class of 1876, and anticipated a bright future in the political and literary history of our Country from himself and his brothers' Classmates. The graduating Bachelors next read their Theses. After the Theses had been read and had received the approval of the Chancellor, several students were admitted to the Bachelor's Degree in Arts:—Lorenzo N. C. Titus, Reverend E. I. Badgley, M.A., and Reverend I. B. Aylesworth, M.A., were admitted to the Bachelor's Degree in the Faculty of Law, LL.B.

In presenting the prize men, Mr. Johnson, the County School Inspector for South Hastings, remarked upon the utility of the subjects in which the Candidates had distinguished themselves, and to express his satisfaction at seeing these gentlemen receiving prizes in subjects of such practical importance. W. J. Palmer, M.A., Ph. D., Principal of the Institute for Mutes, in a neat and appropriate address, and Doctor Clapham, of Brooklyn, New York, also presented other students for Prizes, as did the Reverends the Chancellor, B. Lane, B.A., Doctor Jacques, Professor Wright, J. Gardiner, Professor Bell and Doctor Nichol, of Montreal. The Chancellor called attention to the presence of the Honourable Adam Crooks, Q.C., LL.D., Minister of Education for Ontario. He remarked that we had before us a gentleman who was Canadian in birth, in education and in sympathy, and who, in his responsible position as Minister of Education for Ontario, was using his rare attainments, ripe scholarship, and wide political experience in the interest of the youth of our land.

The Minister of Education for Ontario referred to his visit to the Convocation of four years ago, and of the desire he had to note the progress of the Institution in the intervening time. He paid a compliment to the zeal and energy of its Founders, and was glad to know that it had gained, and was still gaining, an influential position among the Colleges and Universities of the Country. He considered it a very important step, as well as one connected with very many delicate interests, when the Government of which he was a Member assumed the control of Public Instruction. His Colleagues had selected him to fill the important post of Minister to that Department. If he possessed no other qualifications, he believed it was of great advantage to him as Minister of Education that he had himself been educated in the Province. He had passed through all the grades of the Public Schools in Ontario, through Upper Canada College and the University of Toronto, and he believed that the experience of our native Schools would be of use to him in the discharge of his ministerial duties. Of the Public and High Schools, he said that they were now such as to place within the reach of all the advantages of a sound and liberal education, while the Provincial University acted as a kind of finish to the Public Educational System. He gave some account of the circumstances which had called Albert University into existence, paying

a merited compliment to Bishop Carman, to whom its success in a great measure is due. The Chancellor made a few remarks on the state of the University, and dismissed the audience with the benediction. In the evening a large number of the Alumni and Students sat down to Dinner in the new dining-hall at the College, at which there were, beside the Minister of Education, some strangers from the United States. The usual toasts were given and the evening's Entertainment closed early.

CHAPTER III.

THE ONTARIO EDUCATIONAL EXHIBIT AT THE UNITED STATES CENTENNIAL EXHIBITION OF 1876.

When it had been decided by the American people to hold a grand International Exhibition in the United States in honour of their Centennial of 1776-1876, energetic steps were taken in that Country early in 1874, so as to secure, at that important gathering, a fitting representation of the educational enterprise and growth of the Republic. A meeting of representative Educationists was convened at Washington by General Eaton, the United States Commissioner of Education, in the month of January, 1874, at which a series of recommendations were issued to the Educationists of "each State and Territory in the Union," inviting them to co-operate in this important matter, and suggesting the best way in which they could most effectively do so. In January, 1875, another Meeting on the same subject was convened at Washington to appoint an Executive Committee to co-operate with the Centennial Commission in this matter.

In this Province nothing, however, was done towards taking part in the Exhibition until the Autumn of 1875. Some hesitation was felt when the question was considered as to how we ought, without discredit to ourselves, to enter into a competition with other and more advanced Countries, especially the United States, in a subject requiring so many years, and such favourable opportunities for development. It was, however, thought desirable that while efforts in almost all other departments were being energetically put forth by the people of Ontario, in response to the friendly invitation of our neighbours, the Education Department should endeavour to contribute something which might show that satisfactory progress had been made in our Educational System during the first twenty-five years of its existence, as well as in our material industries. It was due also to the Legislature and people of Ontario that this opportunity should not be lost for comparing the working of our Popular System of Education with that of older communities circumstanced somewhat like our own, and so justify the Legislature and the people in their efforts and liberal expenditure for this important cause.

Under these circumstances, and before his retirement, the Reverend Doctor Ryerson, late Chief Superintendent of Education, at the request of the Government, authorized me to prepare a scheme in detail (which I did) of the proposed Ontario Exhibit. He also issued a Circular, based upon that scheme, to the Inspectors and School Trustees of Ontario, in November, 1875, urging them, (and suggesting means by which they could do so,) to contribute specimens of Pupils' work, and Photographs of their School Buildings, to the Educational Exhibition at Philadelphia, which was to be held in May of the following year. (See page 70 of Volume XXVII.)

It was thought desirable to illustrate other features of our School System in their growth and progress, which would prove both interesting and instructive.

The United States Centennial Commissioners, having constituted the Honourable General Eaton's Bureau at Washington, "the Central Agency for carrying out the

educational plans of the Exhibition," a sufficient number of copies of the "Practical Suggestions respecting the preparation of Educational Material for the Exhibition," by General Eaton, were procured from him, and largely circulated throughout the Province, with a view to assist in providing suitable articles and specimens of work for the Exhibition. These circulars were sent especially to School Trustees, and the following special notification was also addressed to the Heads of Colleges and other Educational Institutions:—

"The Minister of Education desires to inform you that he will, with much pleasure, send with other educational material to the Centennial Exhibition at Philadelphia, any Reports or Statistics connected with your College, or Institution.

As the Public and High Schools, and the Collegiate Institutes will be represented pictorially, it is desirable to also have large Pictures of the various Colleges and other Educational Institutions of the Province represented at this International Exhibition. The result was that we were thus enabled to procure a number of photographic negatives of School Buildings in Cities, Towns, and Villages, and also a variety of Pupils' work, from which a careful selection was made for the Exhibition. The Photographs were all enlarged to a uniform size, and these, together with Photographs of Universities, Colleges, and the more prominent Private Schools, were mounted uniformly, and arranged on a handsome Revolving Stand for the Exhibition.

Thus our Exhibits were designed to fully illustrate, (1), the extent and variety of the School appliances and material for aiding the Teacher in his work at the disposal of the Department; (2), the best facilities for supplying Schools with varied illustrations in the several branches of study, as well as providing Prize and Library Books for the Pupils from the Depository branch of the Department. (3), We also included in our Exhibit Photographic illustrations of the various Public Buildings in the Province, such as the University of Toronto, and the Universities of Queen Victoria, Trinity, and Albert Colleges, Knox College, De La Salle Institute, the Ladies' Colleges at Hamilton, Brantford, Whitby and Cobourg, and the Public Institutions under control of the Government.

ONTARIO EDUCATIONAL "EXHIBIT" AS SET UP AT PHILADELPHIA.

The whole number of articles sent by us to Philadelphia was nearly 2,000, valued, when "set up," including fittings, at about \$10,000. They were enumerated in a "Catalogue of Exhibits" extending to sixty-four pages, which was freely distributed to Visitors, during the Exhibition.

The position of the Ontario Educational Exhibit in the main Building was admirable. It was situated in the midst of the group of England and her Colonies, and at the end of an Avenue leading up from the arch forming the entrance to the whole Exhibit of the "Dominion of Canada" in the main Building.

The space finally allotted to the Ontario Department, was one hundred and ten feet in length by about twenty-five in breadth. At the back of the Exhibit, was a Partition thirty feet high surrounded by a heavy, deep Cornice, designed and prepared in Toronto, as were the whole of the decorations. In the centre of the Partition and surmounting the Archway, were the Royal Arms, underneath which were the arms and motto of the Department ("Religio, Scientia, Libertas"), and the words in large letters: "Education Department, Ontario," (as seen in the illustration herewith).

In the space allotted to Education in the Canadian Court, were a number of glass Cases placed in symmetrical order, and fitted with various articles exhibited. Although the general plan and principal features of the Exhibit were sketched in Toronto under my supervision, as directed, yet the whole arrangement at Philadelphia of that Exhibit was left to Doctor May, Superintendent of the Educational Depository, aided by his skilled assistants, Mr. J. Carter, of Toronto, and Mr. A. M. Potter, (formerly of Toronto, who kindly volunteered his valuable services in setting up the Exhibit). The taste and judgment which Doctor May displayed in grouping and arranging

the material placed at his disposal, was highly commended by all parties. The Exhibit thus arranged, deservedly gave grace and finish to the whole display grouped about it, of which it formed the central part.

On either side of the Avenue leading from the Geological display of Canada, (as shown in the Illustration, and forming the main feature of the Educational Exhibit, were three large glass Cases, one of them a double Case, in which were tastefully arranged and classified the various objects exhibited.* Two of the Cases at the left, (as shown in the illustration, contained Philosophical Apparatus, classified to illustrate the various branches of Physics; the other Case contained a sample collection of Library and Prize Books, together with those relating to the Teachers' Professional Education, the whole arranged so as to correspond with the printed Catalogues. The three Cases to the right, contained Globes, Astronomical Apparatus; Kindergarten and Natural History; Object Lesson appliances; Chemical Laboratory, and Drawing Models and material; together with a collection of allegorical figures and small Busts of eminent men. These Cases were surmounted with life-size busts of Shakespeare, Herschel, Newton and Faraday, as well as those of the Prince and Princess of Wales.

CHARACTER AND SPECIALITIES OF OUR ONTARIO EXHIBIT.

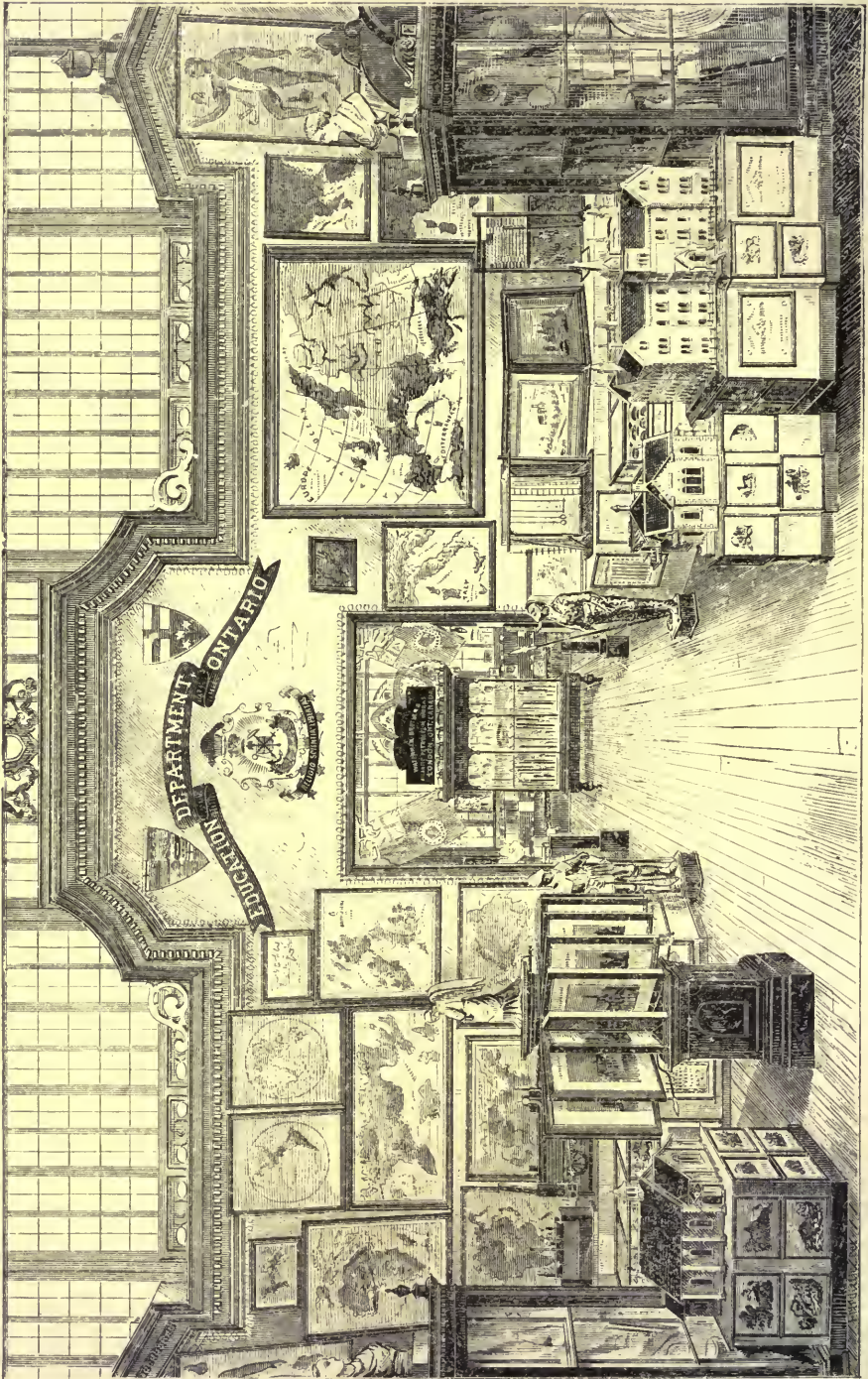
In the centre of the Educational Exhibit, and grouped about the entrance leading from the admirable Geological display of Canada, were some of the specialities of our collection (as will be seen in the Illustration). These consisted, among other things, of exterior and interior models of School Buildings; a revolving stand containing a number of Photographs of Schools, Colleges, Universities, and Public Buildings of Ontario; Photographs of the Education Department, and of the Normal Schools of Toronto and Ottawa; a collection of the Great Seals of England, from William the Conqueror down to Her Majesty the Queen; raised Maps of Europe, Greece, Italy, France, Palestine, etcetera, and two Figures in armour,—one at either side of the entrance itself. Within the Cases, and grouped historically, were several Busts of noted Greek, Roman, French, Spanish, Italian, Swiss, Belgian, American, German, and English writers and scientific men. These, with a number of Statuettes of German Emperors, beautifully coloured, *en costume*, constituted a most interesting Ethnological collection.

It was, however, universally acknowledged by all of the Educationists who visited the Exhibition, that the chief excellence, as well as the special characteristic of the Ontario Educational Exhibit, was its comprehensive and varied collection of educational appliances, in the shape of Maps, Charts, Globes, Diagrams, Models, Object Lessons, and a most extensive variety of School Apparatus,—from the simplest kindergarten "gift" or object, up to the more ecomplicated instruments designed to illustrate the several departments of Natural Philosophy and of the Natural Sciences, etcetera. The number of articles in this extensive collection, which was in our Exhibit, was over 1,000, and was the result of years of careful selection and adaptation for Schools under these heads.

Another practical feature of our Exhibition, which for years had received a large degree of attention from the Department, and which has been the means of greatly stimulating Teachers in their profession was, a collection of Books (called the "Teachers' Library"), which had almost exclusive references to the Science and Art of Teaching, the Discipline and Management of Schools, National Education, School Architecture, Educational Biography, the Science of Language, and other practical subjects, relating to the Teachers' profession.

Nearly 400 Volumes of Books on these important subjects, were selected and sent to the Philadelphia Exhibition. It is gratifying to know that so highly were these invaluable aids to a Teacher in his work regarded, that the Education Com-

*The illustration inserted gives a very good view of these cases and of the articles which they contained.



ONTARIO EDUCATIONAL EXHIBIT.—ITS FRONT VIEW AT THE CENTENNIAL EXHIBITION, PHILA DELPHIA, 1876.

missioners from Japan selected the entire collection for the Education Department of that Empire. As an evidence of how much in earnest the Japanese are in this matter, I may mention that two excellent works in the collection, prepared by the Honourable J. P. Wickersham, Superintendent of Public Instruction in the State of Pennsylvania, on "School Economy," and "Methods of Instruction" have been already translated into Japanese, and have been the means of inciting the Teachers of Japan to greater skill and intelligent effort in the discharge of their responsible labours. It was doubly gratifying to Mr. Wickersham to receive copies of these works in a foreign dress from the Japanese Commission, and to see them also placed among the articles on exhibition in the Japanese Educational Court.

A cursory glance at the various Educational Exhibits as arranged at Philadelphia would enable the Visitor to group them under three heads, videlicet:—

- 1st. Those which consisted chiefly of "results" of education, *i.e.*, Pupils' work.
- 2nd. Those which consisted mainly of the "appliances" of education.
- 3rd. Those which combined "appliances" and "results."

As a general rule the various American State Exhibits consisted chiefly of "results,"—that is examples of Pupils' Work, with large and valuable collections of Educational Reports and illustrative Statistics. The Russian, Swiss, Belgian and Japanese, combined appliances and results in a greater, or less, degree. Ontario alone, (although she had examples of Pupils' work in two, or three, departments) confined her Exhibit almost exclusively to a systematic and scientific "exposition" of educational appliances, and objects of historical, or practical, interest from our Educational Museum. She was desirous of exhibiting the means by which she sought to build up the material, or practical, part of her System of Education and illustrated it with samples of the "tools" with which her educational workmen were furnished, or were available, for their use.

The question was often asked by Visitors: "Are these Object Lessons, Maps, Charts and Apparatus in general use in your Ontario Schools?" Our reply was—the Object Lessons, Maps, Charts and Globes are in pretty general use; but many of the more expensive kinds of Apparatus, or more difficult instruments, are rarely used. Nevertheless, our object is to obtain samples and supplies of all kinds of articles which might be useful in our Schools. As the Teachers become better trained and the Schools more efficient, they require, and should have, the very best kind of school material. We, therefore, keep in our Depository and Educational Museum the greatest variety of these useful and necessary articles. It is not the fault of the Department, but of the Schools, that they are not so generally used as they ought to be. Nevertheless, it is the duty of the Department to provide these things, and to give every encouragement and facility for their use.

The Reverend Mr. Fusseli, one of the British Jurors at the Vienna Exhibition of 1873, in his Report "on Educational Appliances," speaks of "an Educational Exhibition as (for the most part at least) an exhibition of appliances and instruments, rather than of accomplished results." Such an exhibition, as every Educationist must know, is by far the most instructive and valuable,—for it reveals the mechanism of the inner "life" of the System, and the contents, so to speak, of its "tool-house of practical education." It deals not with results, but with the means and processes of education. It illustrates not so much what you do, but how you do it.

This was the main purpose and object of the Ontario Exhibit. In carrying out this idea, the Exhibit was so planned and furnished that a stranger, if he should be able to devote time to a careful study of the abundant information and material placed before him, would, without difficulty understand the whole structure and policy of our Educational System,—its history, progress and development, and the means employed for making it effective for the purposes which it was designed to serve in its establishment. He would also see at Philadelphia what had been done and was doing in Ontario for the training of Teachers; for securing a uniformity in methods

of teaching and Text books; for providing an ample supply at the cheapest rates of the best school material in the shape of Maps, Charts, Models and Apparatus; for improving the construction and condition of School Buildings and Premises; and for supplying the Pupils at a nominal cost, (during the process of their education and at a critical period of their life,) after the taste of reading had been developed, with the greatest possible variety of the best and most wholesome literature which the press of England and America produces.

Thus, an intelligent enquirer at Philadelphia into our Ontario System could understand the whole philosophy of our educational plans; take in at a glance the outlines of the entire structure of our Educational System, and, with a little effort, could understand its practical working. Such, at least, was our aim, and such, I believe, it was felt that we were able to accomplish, (among other things), by reason of the comparative completeness of our Educational Exhibit at the Centennial.

CHAPTER IV.

OPINIONS OF DISTINGUISHED UNITED STATES EDUCATIONISTS AND OF THE PRESS ON THE EDUCATIONAL DISPLAY OF ONTARIO AT THE CENTENNIAL EXHIBITION, 1876.

Having been appointed by the Government as the Commissioner in charge of the Ontario Educational Exhibit at the Centennial Exhibition, I reached Philadelphia early in July, 1876, after our Exhibit had been arranged by Doctor May, as had already been agreed upon before he left Toronto.

It gave me a great deal of pleasure to meet with, and explain to the United States and Foreign Representatives, as well as Members of "The Press," who had come to Philadelphia to take note of the various features of the Exhibition. I shall, in the first place, quote the opinion of two gentlemen on the Ontario Exhibit, and then that of the local Press as to the character and excellence of our collection. The latter I shall classify under two heads,—United States and Canadian.

The first opinion which I shall quote is that of the Honourable Alexander Morris, the able Executive Commissioner from New South Wales. In a Letter to the Honourable Adam Crooks, Minister of Education, in which he requested that a portion of our Exhibit be sent to an Exhibition to be held at Sydney, he said:—

"I am sorry to learn from Doctor Hodgins that you did not think it was within your discretion to send to the Exhibition in Sydney a portion of your admirable Exhibit at the Centennial. I am sure there is nothing which so fully shows the extraordinary progress of Canada as the Educational Display of Ontario. When I was seeking for information on educational matters, one of the Professors of the University of Pennsylvania recommended me to visit Ontario, as I would there learn more on those subjects than in any other Country. He pointed to your Exhibit as a proof, and said he felt ashamed that the United States was so far behind Ontario."

The second opinion is that of M. Buisson, Chairman of the Committee of French Gentlemen representing the Minister of Public Instruction at this International Exhibition.

In one of a series of articles on the Educational Features of the Exhibition, published in the French *Journal des Instituteurs*, and republished in the *Pennsylvania School Journal*, M. Buisson says:—

"Of all foreign countries those which attract the most attention, because they make exhibit of new material, are Russia, Japan, and the British Colonies—Canada at the head . . . I desire to speak of the exhibition made by Ontario . . . It occupies in the Educational Department of the Exhibition a place too important

not to be studied by itself. Its affinities and its differences with the United States of America are such, that we can comprehend more quickly and better its exhibition, when we are familiar with that of the United States."

In a subsequent number of the *Journal des Instituteurs*, M. Buisson continues his remarks, under the head of The Canadian Exhibition. For a translation of these remarks in the *Pennsylvania School Journal*, I am indebted to the kind courtesy of Honourable J. P. Wickersham, its Editor. M. Buisson says:—

"To make a brilliant educational exhibition by the side of that of the United States was not an easy thing to do, and for Canada to have succeeded in doing it goes to prove that her Schools are in a very prosperous condition. That such is their condition, in fact, seems clear from all kinds of Documents and Photographic specimens, and specimens of Maps in relief, which were brought together at the Exposition.

"At one thing we must, nevertheless, express our extreme regret: it is that Lower Canada, the Province of Quebec—that is to say, all French Canada—failed to take little, if any, part in the Educational Exhibition. This regret is deepened by the fact that the occasion was a fine one in which to contrast French methods with those of England and the United States. The Province of Quebec, where the French still remains the dominant language—where the recollections of the Mother Country are not yet effaced—where French customs and traditions still largely prevail,—the Province of Quebec should have considered it a point of honour, it seems to us, to dispute with the English Province of Ontario in the department of Education, that pre-eminence which the latter did not hesitate to dispute with the United States.

"There exists at Toronto, the Capital of Upper Canada, an Establishment, the like of which we would be glad to see at Paris, it is a Pedagogical Museum, embracing School Furniture and Apparatus, Maps, Charts, Books, and Documents relating to Teaching and Schools, Objects of Art and Industry; in short, all that can serve the practical purposes of education. Adjoining the same building is the Normal School, with its several connected departments of Model Schools, which are themselves beautiful Schools. The main Building contains an Educational storehouse and Depository, like those of the City of Paris, and Bureaus for the administration of the affairs and Laws of education. The Building possesses a fine Theatre, vestibule and halls, in which are placed the busts of the great men of all nations."*

1. OPINIONS OF THE AMERICAN PRESS AND EDUCATIONISTS ON THE ONTARIO EXHIBIT.

In speaking of the meagreness of the Exhibit from England, the Honourable Ellis A. Apgar, State Superintendent of Public Instruction, New Jersey, says:—

"Canada comes next. While we are surprised that England did so little, we are astonished that our northern neighbour, one of her Provinces, did so much. Ontario presented the finest collection of expensive School and College Apparatus exhibited. Without enumerating the articles, I may simply state that it is doubtful if one could find anywhere on sale a piece of School Apparatus for any grade of School from the Kindergarten to the College, that was not in the Ontario Exhibit. It should be understood, however, that this collection came from the Educational Depository established by the Government at Toronto. From it, all educational Institutions are furnished with Books and Apparatus at a reduction of one-third the retail price. This Province also exhibited a limited amount of School Work, including some excellent free-hand Drawing, Map

*Among those of France were Henri I., Henri II., Henri III., Henry IV., Sully, Richelieu, Buffon, Cuvier, Napoleon I., Napoleon III., Voltaire, Robespierre, Laeondalre, and Eugenie.

In addition, we had the following from our Collection on exhibition at Philadelphia, arranged and catalogued under the head of historical "Ethnography:" L'Hopital, Diderot, Rousseau, D'Alembert, Descartes, Montaigne, Mollere, Bossuet, Boileau, Racine, Chateaubriand, Dupin, Beaumarchais, Sainte Pierre, Delille, Lavoisier, Jacquard, Nodier, Lallemand, De Balzac, Parc, Malherbe, Etienne, Lebrun, Greuze, Malesherbes, La Abbé de L'Epee, and Lamartine.

Further, we had in the same Museum which M. Buisson visited, a very extensive collection of casts of medals of all the French Kings and most of the distinguished men of France, besides small busts of Sully, Beranger, Beauharnais, Fontenelle, La Fontaine, La Bruyere, Rabelais, Cornelle, Mesdames de Stael, de Pompadour, Roland, G. Sand, as well as statuettes of Claude, Poussin, and J. Paul, and a statue of Jean of Arc.

Drawing and Penmanship. She also showed us about fifty Photographs of their finest graded and high School Buildings. They are all good substantial structures.'

2. EDUCATIONAL EXHIBIT OF THE PROVINCE OF ONTARIO AT THE CENTENNIAL.

The Honourable J. P. Wickersham, State Superintendent of Public Instruction, and Editor of the *Pennsylvania School Journal*, says:—

'England has contributed very little to the Educational Department of the International Exposition. In other departments she occupies the leading place, both in the extent and quality of her Exhibits, but in the matter of Education she makes no attempt to show the world what she is doing. This neglect is somewhat compensated for by the fine display made by her vigorous Daughter, the Province of Ontario, Canada. This Province has for thirty, or forty, years been making efforts to build up an efficient System of Public Education. At the head of the Department of Education for nearly the whole of that time, has stood the Reverend Doctor Ryerson, well known in the United States, and distinguished alike as a scholar, a gentleman, and an enthusiastic worker in the cause of education. As a result of his wise administration, with the co-operation of the most intelligent citizens, Ontario has made such progress in her School affairs as to warrant her appearance at our Centennial Exposition to compete in respect to them with us and with the world.

'The Ontario Educational Department is well arranged. There is for a background a wall built like an Archway, covered with Maps, relief Maps, Drawings, Charts, illustrations in Natural Science, Engravings, etcetera. Immediately in front of this wall stand eleven large glass Cases filled with the exhibited articles. The general character of these articles is thus presented in one of our Philadelphia newspapers:—

'Two Cases are devoted to the display of articles used in Object Teaching, one of which is employed in the higher grades of Schools, and including a collection of Mammalia, Birds, Reptiles and Fishes, all Canadian and American in character. For ethnological instruction there are Busts of celebrated men, representing every Country, which are constantly before the Pupils while they are studying, and help to serve to make firm impressions upon the memories. For botanical tuition, models of Flowers and Plants are used. For teaching Zoology, Mineralogy and Conchology, small Cabinets are used, showing specimens of the principal Minerals and Shells and their applications to the Arts and Sciences. In the Schools where Natural History is taught, Cabinets containing two hundred specimens of useful substances of Food, Medicine, and Clothing are employed, and for the Chemical department another Cabinet is used, provided with apparatus for performing two hundred experiments. The Kindergarten System is illustrated by diminutive models of Bridges, Railroads and Mining operations, which are beautiful in themselves, and must be highly attractive to the youthful eye. Electricity, Magnetism, Galvanism and Light, are created by instruments displayed in another case, and adjacent to it is one containing Pneumatic Apparatus, embracing an Air Pump in which the Cylinders are constructed of glass, the movement of the piston thereby being visible, also objects to show the employment of Heat and Steam, the appliances of Mechanics, Hydrostatics and Hydraulics. In the teaching of Geography and Astronomy, Globes and Atlases are freely employed, and a full line of these are displayed, as is also a new instrument devoted to instruction in the latter branch of science, entitled the Heliocentric Expositor of Terrestrial Motion, which is esteemed an admirable addition to the improvements being made with such rapidity in Educational pursuits.

'The prominence given to the preparation of School Apparatus and appliances in Ontario is owing to the existence of what is called an Educational Depository established by the Government at Toronto. From it all the Schools of the Province are supplied with School Books and all articles of School Furniture and Apparatus.'

Mr. R. H. Dana, in the *New York Tribune*, says:—

'Great Britain has made no representation of her Educational System. The Colonies, however, compel attention to their work for the children. Our neighbours of

Ontario, by the care and labour which they have given to this Department, show how much more important they hold this subject. . . . There are in the main Building several Models, ingeniously built, of the principal Colleges and Schools. There is also a more complete display of the Apparatus of teaching than is to be found elsewhere, from Froebel's balls and primers for the babies to costly scientific Instruments, coloured casts and manikins for advanced classes in Physiology, dissected Steam Engines, and raised Maps for the use of the blind, etcetera."

The *New York School Journal and Educational News* says:—

"Our northern neighbours make up for the negligence of the Mother Country by sending a magnificent exhibit of their School System. It includes Models of School Buildings, Photographs of the Education Department at Toronto, the Normal School at Ottawa, and other elegant School Buildings, and full Cases of Apparatus, from the counting frames of the Primary Department to the elegant Philosophical Apparatus of the High Schools and Colleges. There is a fuller exhibit of Apparatus here than in any other department. On large frames suspended by side hinges, is shown the work of the scholars, including first-rate Map Drawing and Penmanship, and Free-hand and Mechanical drawing from the School of Practical Science at Toronto. The samples of School Furniture are noticeable, also the elegant Relief Maps, and Object Lesson Cards."

The *Philadelphia Press* says:—

". . . So much has been said about the articles exhibited in the Ontario Educational Court, and the taste displayed in their arrangement, that it leaves little for us now to describe. The Visitor's attention is first attracted by a long ornamental wall covered with Maps and Charts of the most elaborate finish. The Maps and Charts displayed on it are manufactured in Toronto under the superintendence of the Department. For clearness, distinctness, and beauty of finish they are admirable. The Charts and Diagrams representing Botany, Zoology, and the various branches of Physics, etcetera, are most elaborate, and yet bought at such low prices under this admirable system, that every School can afford to purchase them.

"The School Apparatus illustrating Pneumatics, Hydrostatics, Hydraulics and Electricity, etcetera, is not surpassed in the Exhibition, and there is no doubt that the Ontario Educational Court has awakened many to the importance of the Canadian way of management. Hitherto little has been known of the work done in this direction, and now to our surprise, we find this Colony successfully competing against the whole world. The Government of Ontario certainly acted a wise part in bringing their Educational System so prominently before the Centennial Visitors. Another handsome feature is well-executed Photographs and Models of School Buildings, together with a number of historical Charts, and Busts of celebrated men. There are also displayed Photographs and engravings of historical events and the different epochs of importance in Old World history—copies of the seals of the Norman Kings, the Plantagenets proper, the Houses of Lancaster and York; the Tudor, Stuart and Guelph periods, embracing a full collection from the time of William the Conqueror to the reign of Queen Victoria; also, a large glass case fitted up to illustrate Object Teaching. The importance of teaching the various branches of Natural History is realized only by examining these beautiful specimens.

The *Philadelphia Herald* says:—

"On the northern side of the Main Building there is an Exhibit which is well deserving of the closest scrutiny, and the careful thought of every public-spirited citizen and Visitor. It embodies the workings of the Education Department of Ontario, and shows in a thorough manner the admirable system of training the young idea in vogue "across the border." Eleven large glass Cases are situated in the hall, and space is provided for special features upon an extended wall. The Educational Court is represented by specimens of philosophical instruments, Maps, Charts, Diagrams, Text Books, which are kept in the Department for the purpose of supplying the Public and High Schools with material for the instruction of their Pupils.

“Over the principal Archway, or entrance, to this section is the British Royal Coat of Arms, handsomely embellished and the largest in the Building, and on either side of it is the Shield of the Dominion arms and that of Ontario, while beneath the latter is displayed the Coat of Arms of the Education Department of the Government. All kinds of instruction for the conduct of School Meetings and the Régulations of Instruction Rooms, prepared by Doctor Hodgins, the Deputy Minister of Education, are shown, and last of all, but perhaps most interesting, are samples of work done by Pupils of the Public Schools, consisting of pen and ink Sketches, Maps, Drawings and Writing, which indicate the value attached to the modes of instruction, if not a certain precocity upon the part of some of the children. Models and Photographs of School Buildings are provided.

The *Philadelphia Press* says:—

“The necessity of Object Teaching is now an acknowledged fact. It has been demonstrated that the future progress of our Country and the advancement of commerce are dependent upon the progress of science. We, of course, consider the whole Exhibition one huge Object Lesson, from which we shall acquire practical information which is worth to this Country wealth untold. It is impossible to estimate the value this comparison of the productions of different Countries will prove even to our own community. We have carefully examined the various educational exhibits to ascertain what our educationists are doing in this respect, and are pleased to find that many of our States have adopted the Kindergarten system for very young children, but that seems to be the extent of their object-teachings. The Country that exhibits the finest collection of Educational Appliances for this important branch of Education is Ontario. The Exhibits of the Canadian School-apparatus manufactured in Toronto, in the Ontario Education Department in the Main Building, have received the International Judges’ award for their excellence and cheapness. The system adopted by them to teach Natural History is acknowledged to be superior to the old, dry methods by Books and Charts; instead thereof they teach from nature. For example, take Botany: They have Cabinets containing the raw and manufactured material, from which the child is gradually brought to understand the nature and uses of the Plant examined. Supposing the subject to be wheat, specimens of the seed, bran, flour, biscuit, maccaroni, straw, straw plait, straw paper, etcetera, are exhibited, and as they are properly classified they not only are useful to teach young children the importance of common things, but they impart a useful lesson in Botany. The models exhibited for teaching Physiology and Anatomy are superb. More information can be gained of the true position and the formation of the organs of Circulation and Respiration, the necessity of cleanliness, the importance of attention to the Teeth, by studying these models for a few hours, than can be obtained from books in years of close study. This system of teaching Chemistry, too, is considered by experts to be very superior. The Laboratories for Teachers and Normal School Students are marvels of cheapness. They contain all the chemicals and apparatus to perform the ordinary experiments with the metalloids as found in elementary books on chemistry.”

The *American Publishers’ Weekly* says:—

“The Bookseller’s eye is most likely to be attracted at first sight, to the large Case containing Books in the Government display for the Education Department of Ontario. Here he will find the *bête noire* of the Canadian trade,—the Government Depository.

Government interferes with the private business of the stationers, by furnishing envelopes below cost. It offers to the Schools a selected list of Books at one-half off, from which list they are to draw their Books for Prizes, etcetera.”

Le Courier des Etats-Unis says:—

“The Canadian Exhibition or Department has over the American one (to which it can only be compared in the proportions of the two Countries), the advantage of a perfect order, of an intelligent and methodical classification that presents a sort of tabular

synopsis of the resources of Canada in all branches of Natural, or Industrial, production. One would say it was a book that one opens, where the matters are arranged chapter by chapter, following a logical chain that goes from the simple to the composite, in such a way that, having reached the end, the reader has his memory stored and his mind edified without effort as without confusion." . . . The following allusion is made to the branch of Public Instruction:—"Finally, and of this the Canadians have, above all, the right to be proud, the section of Public Instruction deserves to be studied with particular care, even by nations who pique themselves on possessing the best methods of teaching."

The *Christian Advocate* of Buffalo says:—

"The Education Department of Ontario, Canada, makes by far the most extensive display of School Apparatus at the Centennial of any Nation. Seven large show Cases in the Main Building are filled with such articles as a selection of some hundred Volumes from the School Libraries, showing excellent taste; Zoological and Botanical coloured Charts, the objects on the latter greatly enlarged; Philosophical Apparatus of large size and elegant finish; Object-lesson Cards, the picture of the Animal or Plant being accompanied with specimens of Cloth, Leather, etcetera, which the animals furnish; prepared specimens in Natural Philosophy; models of various Educational Establishments in Bristol-board, coloured; section models of Steam-engines; large Anatomical drawings and models; enlarged Geometrical Figures in cut glass; Wall Maps "Constructed under the authority of the Education Department of Ontario:" relief Wall Maps; specimens of Furniture, in fact everything that could be desired in the equipment of a first-class Educational Establishment. Great praise is due to our neighbours over the northern border for this extensive, and costly exhibition, and for the zeal in a great cause which it indicates."

The *Wilmington Republican*, Delaware, says:—

"No one visiting the Exhibition can fail to notice the magnificent display made by the Dominion of Canada. Its Educational Department especially is very attractive, showing conclusively that its Schools are of a high order. Where so much attention is given to Education, the Dominion must eventually take high rank in the scale of Nations. True, it is a dependency of Britain, but instead of benefiting by this connection, the probability is that Britain will be the gainer, if she give heed to the lessons which the liberal and enlightened Canadians will be likely to give from time to time while husbanding their portion of this Continent."

II. COMMENTS OF THE CANADIAN PRESS ON THE ONTARIO EXHIBIT AT THE CENTENNIAL EXHIBITION.

The *Toronto Globe* says:—

"Meritorious as the Pennsylvania display is, it falls far short of our own in some respects. The exhibition of Apparatus of every kind from Ontario is far ahead of any Exhibit from any other Country, and will almost equal the whole of them together. Of specimens of Pupils' work, we make a comparatively poor show, the exhibiting institutions being comparatively few. The principal part of the display in the Canadian Department is made by Ontario, the other Provinces doing very little. The chief feature of the Quebec portion is a collection of models of Education Institutions on a very small scale, each being surrounded by grounds ornamented with trees like the originals. A characteristic feature in all the exhibits is the multitude of models intended to illustrate the various kinds of School House Architecture and Furniture now in vogue. One of the best is to be found in the Ontario collection, it is a model of a typical Collegiate Institute, and must have cost several hundreds of dollars. By special permission of the Director-General of the Exhibition, a Wall has been erected for the purpose of giving a better opportunity to display the Ontario Educational Exhibit. This is a decided improvement to the whole Canadian Department. The heavy cornice and all the ornaments of the Wall, together with the great majority of the articles on exhibition, including Maps and Apparatus, were made in Toronto. Two smaller archways occur at some

distance on either side of the main one. The wall is hung on the right with raised Maps illustrative of Physical Geography, and on the left with ordinary School-room Maps. On one side of the main archway a space has been set apart for specimens of Pupils' work, for a collection of Seals of the English Sovereigns, from William the Conqueror to Victoria, and for Philosophical Apparatus; and on the other side for articles exhibited in connection with the Institute for the Blind, and additional Apparatus. Near the archway is a revolving Stand containing the Photographs of School-houses throughout the Province, and another with pictures of Colleges, Universities, and other Public Buildings devoted to Educational purposes. In front of the Wall there are a number of glass Cases filled with articles for exhibition, including a selection of Library and Prize Books; Apparatus illustrative of Electricity, Thermo-electricity, Galvanism, Light, Heat, Steam, Pneumatics, Hydrostatics, and Hydraulics; Astronomical instruments; a series of models for Object Lessons in Botany, Zoology, Mineralogy, Crystallography, etcetera; educational Reports, Drawing Models, Geometrical instruments, and Chemical apparatus. The work of arrangement has been performed in a skilful manner by Dr. May, and the Ontario Education Court as a whole, as well as in its details, may fairly be regarded as one of the most interesting displays in the whole Building. The amount of attention it receives from the general concourse of people who are travelling up and down the aisles, as well as from those interested in Education on this side, is the best proof of its merits."

The *Toronto Mail* Correspondent says:—

"Pennsylvania takes great pride in its Schools, and the exhibition of Models, Maps, etcetera, is most creditable, as are those from the other States. I am happy to say, however, that the Canadian Exhibit in the Educational way takes the shine out of them all.

"In walking down the centre Transept when you come to a certain point, the attention is attracted by nothing so much as by the top of an immense wall of ornamental design, surmounted by a handsome Cornice, and pierced by three openings, or arches. Over the centre arch is the English Coat of Arms, of large size—gilt—the smaller ones being crowned by an emblematic lamp of learning. This wall, or arch, has on the middle inscribed "Education Department, Ontario," beneath the Departmental Coat of Arms. On the left are the Dominion arms, and on the right those of Ontario, while at each extremity are busts of the Queen and the late Prince Albert. The idea of building this arch was a happy one, and is due to Doctor May. It gives the means of exhibiting an immense quantity of educational appliances. It is completely covered with plain and raised Maps made in Toronto, specimens and illustrations of Botany, Object Lessons and Natural History, Drawing and Writing copies, specimens and illustrations of the Physical Sciences, Zoology, Astronomy, manufacture and natural productions, Maps and specimens of Writing and Drawing executed by Pupils, the surface being multiplied immensely by hinged frames, screens and other contrivances.

"In the front are nine large glass Cases, probably each 500 feet square, surmounted by Busts and Globes, one of which is thirty inches in diameter, made in Toronto. These Cases are full of Scientific Apparatus of the latest and most varied character, a description of which would in itself fill a large volume, and for single specimens of the greater part of which we search in vain throughout the Building. In one are Library and Prize Books for the education of Teachers, Text Books for Public and High Schools, also a Case devoted to the educational appliances for teaching the Deaf and Blind; another for Object Teaching, embracing Ethnology, the various classes of Zoology, Botany, Mineralogy, Geology, and Crystallography; another for the Kindergarten System; others for Optics, Astronomy, Electricity in all its various branches, Chemistry, Magnetism, Galvanism, Anatomical Models, Pneumatics, Mechanics, Hydraulics, Meteorology, Acoustics, etcetera. There are also Stands on which are Models, made to scale, of various Public and Collegiate School Buildings in Ontario; large working models of Stationary and Locomotive engines; School furniture, comprising Desks, Seats, etcetera. There are

rotary Stands seven feet high, each having twenty, or thirty hinged Frames for showing large-sized Photographs and Drawings of School Buildings in Ontario. Not less than ten thousand objects were exposed and rendered easy to examine. This department of the Canadian portion of the Exhibition has been arranged by, and is under the superintendence of Doctor S. P. May, of the Education Department, Toronto."

The *Mail* correspondent at the Exhibition further writes:—"Sir Charles Reid visited the Education Department, and showed the greatest interest. He remained for two hours. He said after his visit two years ago he expected a good educational Exhibit from Ontario, but that the exhibit transcended all his expectations; and he took particulars of several articles to order for London Schools. So impressed was one of the judges in the section of Instruments of Precision and Research, with some of those in the Education Department, that he wished to have them made a special exhibit.

"Mr. Whiting, an English correspondent at Philadelphia, and a writer of considerable repute, thus expressed himself with regard to the Canadian Department, in conversation with the *Mail's* special:—"Canada astonished me. She makes a great show. In every department she is represented, and well represented, and in the machinery"—be it remembered Mr. Whiting was educated as an Engineer—"her display is perfectly wonderful. Her School Exhibit is not only better than that from any State of this Country, but it is the only thing which redeems the British School Exhibit; and I have written this home."

The *Journal d'Instruction Publique* for the Province of Quebec says:—

"In the Canadian department, the Educational Exposition of the Province of Ontario, which is not excelled by any other of the same kind, sums up and represents to the eye of the stranger the best part of our System from Vancouver to the Island of Prince Edward; but no one should thence conclude from this exposition of one section of the Country that the other Provinces, Nova Scotia, New Brunswick, and above all Quebec, could not make, if they should undertake the work in earnest, an equally interesting educational exposition. The Government at Toronto has put a large sum at the disposal of the Bureau of Public Instruction: that explains all.

"We say frankly that the educational exposition of our Province, as of several of the States of the American Union, is a failure. Our exhibit consists only of an album containing some photographs of our great Institutions, and in the display of several models in wood of the Buildings of the same. It is very little; we acknowledge it.

"We will not now undertake to show what we would have been able to do had we taken the matter up in earnest. All those who are concerned in the work of Education in this Province, well know that our Colleges, our Convents, and our Academies can furnish a collection of Books and Apparatus that is not excelled by any like institutions abroad. The material of our Primary Schools might, perhaps, suffer by comparison; but as a whole even this comparison would not be unfavourable to us. It now becomes the duty of the Government and of the Legislature to decide whether the Province of Quebec shall endeavor to make amends for the failure at Philadelphia, by sending an Educational Exhibit worthy of her to Paris in 1878."

L'Instruction Publique au Canada on the Ontario School Exhibit, by the Honourable P. J. O. Chauveau, LL.D.:

"Le nouveau Ministre et son Député ont préparé une représentation tres-complète de leur département à l'Exposition de Philadelphie.

"Nous avons sous les yeux le catalogue des envois du Département, qui peut donner une excellente idée du matériel d'écoles en usage dans cette Province, ainsi que du musée d'éducation dont nous avons déjà parlé. Les plans de maisons d'école, au point de vue de l'hygiène, et les appareils de gymnastique ont excité l'intérêt des visiteurs. A ce catalogue est joint une petite brochure qui expose très-succinctement le système d'instruction publique, les statistiques, et tous les renseignements sur les institutions d'éducation supérieure, les écoles spéciales, etcetera.—Page 43.

CHAPTER V.

EDUCATIONAL CONVENTION OF THE FOREIGN REPRESENTATIVES AT THE CENTENNIAL EXHIBITION, JULY, 1876.

With a view to concerted action, and as a preliminary proceeding it was considered desirable to hold a Meeting of the Educational Representatives of the various Countries, which had Exhibits at the Centennial.

This Meeting was convened by the United States' Commissioner of Education, who represented the United States Government, and was the Chief Executive Officer of that Branch of the United States Centennial Exhibition. In that capacity, he issued the following notice to the Educational Representatives, present in Philadelphia:—

The formal organization of the International Conference will take place in the Judges' Pavillion on the 17th instant, at three o'clock p.m.

PHILADELPHIA, 15th July, 1876.

JOHN EATON,

United States Commissioner of Education.

The Honourable John Eaton, having taken the Chair on the assembling of the Conference on the day appointed, he called on the Reverend Doctor Laws of the University of Missouri, to open the Meeting with Prayer.

At the conclusion of the Prayer Commissioner Eaton read the names of the Gentlemen nominated by the Committee on organization to act as Officers, videlicet:—

President.—Sir Redmond Barry, of Australia.

Vice-Presidents.—The Honourable William F. Phelps, President of the National Educational Association; Honourable J. P. Wickersham, State Superintendent of Education for Pennsylvania; Doctor Philip da Motta, of Brazil; Doctor J. George Hodgins, of Canada; Mr. Fujimaro Tanaka, of Japan; Sir William Thompson, of England; Mr. G. Videla Dorna, of the Argentine Republic; Mr. H. R. Hitchcock, of the Hawaiian Islands; and Professor C. J. Meyerberg, of Sweden.

Secretaries.—Doctor Charles Warren, and Professor C. H. Pluggé, Translator, of the United States Bureau of Education. *Stenographer.*—Mr. C. A. Spofford, of the Bureau of Education.

After reading the list of Officers, Commissioner Eaton said that, in the absence of the President, Sir Edmund Barry, he would request one of the American Vice-presidents, Doctor Phelps, President of the National Education Association, to take the Chair.

Doctor Phelps then took the Chair, and said, as had already been announced, that in the absence of the distinguished Gentleman who had been invited to preside over this Congress, he was called upon to act until his arrival. He wished to congratulate the Conference upon the assembling in this spot of the first International Educational Congress ever convened in this Country. That its deliberations would be fraught with the deepest interest to us as American Educators, and also prove of great benefit to our foreign co-laborers as well as ourselves, he had not the slightest doubt. We desire, as the Educators of the youngest Nation in existence, to learn from those who are older, and who by their experience have gathered those rich fruits of wisdom which grow in this field. He thanked the Conference for calling him to preside in this place, even temporarily. He said he would not occupy time with any extended remarks, but would call upon Honourable John Eaton, Commissioner of Education, to state the purpose of the Conference.

Commissioner Eaton said many were aware that the Educators in the United States have been anxious since the prospect of this Exhibition was before them that Education should receive a new impulse; and, while they desired an Exhibition as perfect as possible from our own and from foreign Countries, they also desired that

the Educators gathered here should have opportunities for free conference, and that out of these conferences should not only grow results in the way of papers, discussions, collections, and suggestions, but that there should be organized a permanent International Conference to meet periodically on such occasions as might be determined. The first thought of the Gentlemen who were discussing this subject was, that it should be a formal Congress, embracing perhaps two weeks' work; and correspondence was had in this direction.

The circumstances, the conditions, the objects of our assemblage need no extended announcement, or description. Our purpose is that these hours shall be hours of work,—work in the consideration of the great problems of education; and with a view to carrying out that desire as thus expressed this Programme has been prepared.

The first topic which occupied the attention of the Conference was the "Courses of Study, from the Primary School up to the University." It was introduced by Doctor W. T. Harris, then of St. Louis, (afterwards the successors of General John Eaton, the United States Commissioner of Education, at Washington), who read an elaborately prepared Paper on the subject by a Committee, which had been appointed to consider the subject.

At the close of the Paper, the Committee thus summed up their conclusions:—

"First, the Elementary, or Common, School. Topics relating to Nature.

Inorganic.—Arithmetic, oral lessons in natural philosophy.

Organic or Cyclic.—Geography, oral lessons in natural history.

TOPICS RELATING TO MAN, OR "THE HUMANITIES."

Theoretical, (Intellect.)—Grammar, (reading, writing, parsing, and analyzing.)

Practical, (Will.)—History, (of United States).

Æsthetic, (Feeling and Phantasy.)—Reading selections from English and American literature, drawing.

HIGH SCHOOL OR PREPARATORY SCHOOL.—TOPICS RELATING TO NATURE.

Inorganic.—Algebra, geometry, plane trigonometry, analytical geometry, natural philosophy, chemistry.

Organic or Cyclic.—Physical geography, astronomy, (descriptive,) botany or zoölogy, physiology.

TOPICS RELATING TO MAN, OR "THE HUMANITIES."

Theoretical, (Intellect.)—Latin, Greek, French or German, mental and moral philosophy.

Practical, (Will.)—History, (universal,) Constitution of the United States.

Æsthetic, (Feeling and Phantasy.)—History of English literature; Shakespeare or some standard author, (one or more whole works read;) rhetorical, (declamation and composition;) drawing.

COLLEGE OR UNIVERSITY.—TOPICS RELATING TO NATURE.

Inorganic.—Analytical geometry, spherical trigonometry, differential and integral calculus, physics, chemistry, astronomy, (etc., elective.)

Organic or Cyclic.—Anatomy and physiology, botany, zoölogy, meteorology, geology, ethnology, (etc., elective.)

TOPICS RELATING TO MAN, OR "THE HUMANITIES."

Theoretical, (Intellect.)—Latin, Greek, French or German, comparative philology, logic, history of philosophy, Plato or Aristotle, Kant or Hegel, (or a representative of ancient philosophy and also one of modern philosophy.)

Practical, (Will.)—Philosophy of history, political economy and sociology, civil and common law, constitutional history, natural theology, and philosophy of religion.

Æsthetical, (Feeling and Phantasy.)—Philosophy of art, history of literature, rhetoric. The great masters compared in some of their greatest works; Homer, Sophocles, Dante, Shakespeare, Gœthe, Phidias, Praxiteles, Skopas, Michael Angelo, Raphael, Mozart, Beethoven, etcetera.

The President then introduced Doctor Philip da Motta, of the Educational Department of the Empire of Brazil, who gave an interesting account of the Schools in that Empire, which will be referred to in a General Report on the State of Education in the various Countries represented at the Exhibition, which the Minister of Education had requested me to prepare.

At the evening Session,

The Chairman stated that the Programme next invited voluntary speeches, it being understood that these speeches were to be five minutes in length. He then called upon Doctor J. George Hodgins, Deputy Minister of Education, Ontario, Canada, to open the discussion.

Doctor Hodgins said that he should not trespass beyond the time assigned him. He took occasion, in the first place, to express his gratification at the preparation of the able paper by Doctor Harris. He thought it would aid in the settlement of disputed points in regard to this very question of "courses of study" in the various Schools. In our experience, he said, of these matters in Ontario, we have had more, or less, difficulty in endeavouring to settle some of those questions with which this paper so ably deals. One great obstacle in the settlement of the questions raised in this Paper still remains with us and is very hard to overcome. I refer to the overlapping of Studies in our Schools. I suppose it occurs here, too, in various States in which the Systems of Public Instruction are not yet matured. We have given a great deal of attention to the elaboration of the Course of Studies in the Primary, or Elementary Schools of our Country. Within the last twenty years we have also given a large share of our attention to the subjects and mode of instruction in the High Schools and Collegiate Institutes formerly called Grammar Schools, *i. e.*, the class of Schools which prepares Students for the University.

The difficulty with which we have had to deal arises out of the ambition of the Parents to get their children out of the Primary, or Elementary, School into the High School. It involves somewhat of a social question, and is, therefore, the more embarrassing. Unfortunately, so strong has been the pressure in that direction that the course of instruction in the Primary School has had to be shortened and part of it practically abandoned, and the course of instruction in the High School proportionately lengthened; so that, in point of fact, we have what is called the Fourth, Fifth, and Sixth Classes in the Elementary School almost identical with the primary classes in the High Schools. That is just our difficulty. I should like to hear from Gentlemen familiar with the subject in this Country, whether or not that difficulty has been practically felt here and overcome; and if so, how?

In the first period of the history of our High Schools they were almost wholly supported by legislative aid and subsequently by the proceeds of Lands set apart for that purpose by "Good King George," a Sovereign whom you do not all hold in as high honour as we do. It was to George III that we are indebted for the munificent grants of half a million of acres of Lands in the Province which, at the present moment, sustains the University and High Schools of our Country. So you see, that, while you felt that he has dealt with you with a rigorous hand, we know that he dealt with us with a generous one, in providing a munificent Endowment for Education. I suppose he felt tenderly to his new Colony because that our Country was founded by the refugee Royalists, or "United Empire Loyalists," as we call them, persons who followed the "Red-cross Flag" and left this Country at the close of the Revolutionary War and settled in that Country. His Majesty George III set apart a large portion of the then surveyed Lands of that Province, and these Lands to-day richly endow the University of the Province of

Ontario. A further Grant of Lands was made for the establishment and maintenance of Grammar, or High Schools; and, in 1854, one million acres of Land were set apart by the Legislature, in Upper and Lower Canada, for the establishment and maintenance of Primary Schools in these Provinces. These lands are under the control of the Crown Lands Department, while the course of instruction in each class of Schools is prescribed by the Education Department, under the authority of a Minister of Education.

There is another question not yet settled with us. Many people in our Country are opposed to the teaching of the elements of Natural Philosophy and Natural History in the Public Schools. Those who have most to do with the progress of education, however, are for giving these Schools the most liberal course of instruction possible; and I could not but heartily concur in the forcible remarks of the writer of the Paper read to us in regard to the necessity of teaching the subjects of Natural History and Natural Science in the Public Schools. Like yours, our Primary Schools are, in point of fact, the Colleges of the People. The vast mass of our young men never go into a High School, or University, and, therefore, must receive the whole of their literary education in the Primary Schools of the Country. This material fact is too often forgotten by those who would restrict our Public Schools to the teaching of the three R's. I hold, therefore, that the course of instruction in these Schools, (while giving due prominence to those subjects,) ought to be as comprehensive in its character as possible, and should include not only Reading, Writing, and Arithmetic, but should also provide means by which Boys could develop a taste for such Studies as those of the elements of Natural Science, Natural History, and those other subjects which would best fit them for engaging in the battle of life and its practical every-day duties.

Doctor Hodgins said that he hoped to hear from some of the distinguished Educators present as to how they practically deal with this question of the overlapping of Studies in the Elementary and higher Schools.

In reply to a question, Doctor Hodgins stated that the school age in his Country is from five to sixteen years.

He was also asked to state the difficulty experienced in the Province of Ontario in regard to the overlapping of Studies, which he did, and added that as a rule Persons are not disposed to leave their children in the Primary School long enough to finish the Course, but are anxious to get them into the higher grade of Schools before they are, in many cases, fit for it.

The Chairman called upon Mr. John Hancock, Superintendent of City Schools, Dayton, Ohio, to answer the question raised by Doctor Hodgins.

Mr. Hancock said he thought that, as far as his knowledge goes, we are not laboring under any difficulty in that direction. Indeed he was quite convinced that what we term "Elementary" or "Primary" Schools in this Country are quite as good as the High Schools, and stand as high in the favour of the people. It is the endeavour of all good graded Schools in this Country to make the primary work so thorough, and to so arrange the Course of Study for those Primary Schools, that a child leaving them will have all the elements of knowledge he can be expected to acquire within the first eight years of school life, and at the same time be so taught that the High Schools can take up the Course of Study where the Elementary Schools left it off, and carry it on for another four years. There is no overlapping of the High School back upon the elementary course of instruction, so far as he knew. We have not met that difficulty for the reason that the feeling that Doctor Hodgins speaks of does not exist. He thought he was quite correct in this. We do have a difficulty, however, in regard to the High School, and that is there is a feeling among a certain class of our people that the High School is a separate institution, and that it ought not to be supported at the public expense.

The Chairman stated that the question raised by Doctor Hodgins moved him to say to the Conference that, should any question arise in the mind of any gentleman, either in the audience or on the floor, he hoped there would be the greatest freedom exercised in interrogating. As he understood the purposes of this Conference, it seemed desirable

that there should be very free interchange of opinions. The Chairman wished further to say that we are quite anxious, now that we have an opportunity to draw very liberally upon the distinguished Gentlemen here from foreign Countries, and they must excuse us if we seem to trespass upon their good nature. He then called upon Doctor Meyerberg, who represents the educational interests of Stockholm, Sweden, to say a few words in reference to the topic under discussion.

Doctor C. J. Meyerberg, Superintendent of Public Schools, Stockholm, Sweden, said that he thought that we are too exacting in our Schools in regard to the various grades and Courses of Study and the requirements of the Pupils. In Sweden, and in many other European Countries, it has been generally believed that the powers of youth are overstrained; and now as much is expected of Girls as of Boys. He was sorry to say that in Sweden, in other Scandinavian Countries, and in Germany, Physicians are of opinion that too much is learned in the Schools, and that the result of so much mental labour is sickness, both to mind and body. He wished to hear less about the different methods of instruction, and more about how we may educate our children to be sound in body and mind. It is important that the physical as well as the mental powers should be educated, and for that purpose certain exercises are very useful. In Sweden, gymnastics are extensively taught, but not sufficiently so to offset the overstraining of the mind. The true doctrine is *multum, non multa*.

The Chairman then called upon Honourable H. R. Hitchcock, Inspector General of Schools, Hawaiian Islands. That gentleman had prepared a general sketch of Education in that Country, to be read before the Conference, and by request it is inserted in place of his extemporaneous remarks. (An account of these Schools will also be given in my Report to the Minister of Education.)

The Chairman said that he would now pass across the Pacific and call upon Doctor Murray, who represents the educational interests of Japan.

Doctor David Murray, Foreign Superintendent of Education for Japan, said the present System of Education in Japan is a new departure made necessary by foreign Nations, (through Commodore Perry and others,) forcing their way into that Country and making it necessary for Japan to become formally a member of the Nations of the earth. Contact and intercourse with those nations has made necessary a new kind of education. The Japanese had a system of education before that, which had grown up during many centuries, and which had grown in such a way that it answered the purposes of civilization and culture in that Country; but when these European Nations made their way there and the Japanese race was compelled to come face to face with that new civilization, with that new culture, with this new knowledge, then it made necessary a change, and, like a nation of sensible men, they made the change. That change consists in introducing, in place of the old Chinese education, which was carried on to so great an extent, (and which corresponds with the education given in the Middle Ages, when the philosophy of Aristotle and Latin and Greek classics composed the entire course of education,) the new education, which attempts to meet these new circumstances, and the System of Schools that has been established, which includes all grades from the lowest to the highest, has been arranged upon this idea.

Commissioner Eaton desired Doctor Murray to state something of the specific Courses of Study in Japan.

Doctor Murray said that the Course of Study is an adaptation of the Courses of Study that have been found beneficial and serviceable in other Countries to the circumstances and language of that country. The written language of Japan is largely in the Chinese alphabet, written in Chinese character; and hence the early part of the education of these Boys and Girls is taken up with learning the meaning of these characters.

The Honourable E. E. White, President of Purdue University, Indiana, addressed the conference. He said he was very much interested in the Paper read by Doctor Harris. The paper states that it is possible to have one Course of General Instruc-

tion as a preparation for all special Courses. If that is true, it solves a very difficult problem in American education. A continuous, uniform, general course for all grades of Pupils and for all pursuits would greatly simplify the problem. He did not understand Doctor Harris to hold that special Courses, as in Law, or Medicine, or Technology, should come out of this general Course at the same point, but that the general preparation for all these Courses should be the same, although not to the same extent, the different Courses coming out at different points.

The Chairman stated that the topic for the evening session would be "the Teacher in different Countries, his Preparation, Status, Salary, and Tenure of Office;" and called upon Doctor J. G. Hodgins, of Ontario, Canada, to open the discussion.

Doctor Hodgins said there are two subjects to which the Department of Education in Ontario has given special attention during the last few years, both of which affect the Teacher. The first is the condition and character of the School-house and its Accommodations, and the second is the Teacher himself. In both of these respects very great improvement has taken place within the last five years, especially in the condition and Status of the Teacher.

No person can be employed in any Public School in Ontario, even in the capacity of a Monitor, unless he shall have been examined and shall have received a Certificate from some Officer connected with the System of Education. He first begins as a Monitor in the Schools, that is, a person who acts as a subordinate Assistant to the Teacher. His next position would be that of an Assistant, not an Assistant Teacher, but simply an office of the next higher grade to that of Monitor. For both of these positions he must hold a Certificate from a County Inspector, after undergoing an examination for the particular office. If he should have served an apprenticeship to some extent in either, or both, of these offices, then he becomes eligible for an examination as a Third Class Teacher. After having served in that capacity for three years he then becomes eligible as a Second Class, and, in two years afterward, as a First Class Teacher. But the peculiarity of the System of Examination is this, that when he aspires to the office, even of the lowest grade of Teacher, he must submit to an examination which is common to all the Teachers of that grade throughout the Province. That examination takes place on a specified day and hour in every County in the Province. Precisely the same Papers, (those Papers having been prepared by a Central Committee,) are sent out under seal to Inspectors, or County School Officers, with special directions that the envelopes shall not be opened until such a day and such an hour; when the envelopes shall be opened in the presence of the Candidates and their contents distributed by the Examiners. The examination, therefore, is uniform throughout the Province, taking place on the same day and at the same hour. The Question Papers for these Examinations have, as I have said, been prepared by a Central Committee, so that the standard of the examination is uniform throughout the Province. Upon the result of the examination the Candidate receives a Certificate or not, as the case may be, which is valid for three years within his own County, and not valid in any other County of the Province, unless specially indorsed by the Inspector of that County. He must remain in that grade, at the option of the Inspector, at least three years before he can contest for a higher grade; and when he aspires to that grade he is subject to another examination of a similar kind on other Papers prepared by the same authority and sent out to all the Counties in the Province. That examination is much more rigid, and takes a higher range of subjects than that of the Third Class, or lower grade. He must hold the Certificate he then obtains for two years, when he may aspire to the very highest grade, or First Class Certificate, valid throughout the Province. A peculiarity of this third and last Examination is this, that while the Papers, or Questions are prepared by the Central authority the Answers are examined by the same authority, and not by a County authority. All the Answers received from the Candidates for First Class Certificates are sent up to the Education Department at Toronto, and are there examined by a Central Board

appointed by the Government. On the favourable result of that examination the Candidate receives either a First Class Certificate of the grade A, or B, the purpose of which distinction I shall explain. A person holding a First Class Certificate of the grade B is entitled, *ex officio*, to become a County Examiner of Public School Teachers. The examination for that Certificate is exceedingly rigid, and when I mention the fact that, of the grades A and B First Class Certificate, out of upward of 5,500 Teachers in the Province only 250 are either First grade A, or first grade B, you will see how exceedingly difficult is the examination for the First Class Certificate. The reasons for that, I think, you will agree with me, are obvious. From the fact that the Holder of the First Class Certificate, grade B, is entitled *ex officio*, to become a County Examiner, it is very important that his qualifications should be of a very superior order. Then the Holder of the First Class Certificate, grade A, has the right, *ex officio*, to become a County Inspector; he requires no further examination, and his qualifications are prescribed in that way. Another reason for maintaining so high a standard is this, that no Person holding a lower grade Certificate than first A should be appointed to inspect the Schools of Teachers who may possibly attain a higher grade than himself. It was, therefore, wisely determined that no Person should be appointed Inspector of the Public Schools who does not give official evidence that he possesses the highest possible qualifications which a Teacher of any Public School in his own Province is required to have under the Regulations. So much for the Examination and Status of Teachers.

The Salaries are not yet equal to what we hope they will become by and by; but they have gone up with some regularity within the last five years. The ordinary Salary of a Second Class Teacher, (it is not worth while to refer to the third class, as their compensation depends so much on the locality and character of the School) is from \$350 to \$500 and \$600 a year in gold. Those of the higher grades are generally from \$500 to \$1,000, in gold.

In regard to another point which affects the Status of the Teacher, I may mention that, in order to keep Teachers in the profession, (and I suppose that is one of the chief difficulties which every State experiences,) we hold out the additional inducements to which I have referred to those who aspire to the highest places as Teachers in our Public Schools. The prize is, that they shall have the right to become Examiners of Teachers and Inspectors of Public Schools, the latter being the very highest rank to which they can attain in the profession in the Province. That rank is considered to be a very high one indeed. But further to encourage persons to remain in the profession as long as they can efficiently discharge its duties, we have provided a Fund by means of which Teachers, having become worn out in the profession, shall have the right, when they reach the age of sixty, to retire, and to receive a pension, at the rate of not less than \$6 per year for each year of service, and an additional dollar per annum, if the Teacher shall have reached the highest grade in his profession. We have, I think, now nearly three hundred venerable men pensioned as Teachers in the Province, drawing at that rate per annum for their services in past years. You will be surprised to find that the average age of those persons, according to the last report, is at least sixty-five years, and the average amount of service which those Teachers have rendered to the Province is about twenty-two years. I think there is no feature of our System of Education that commends itself so entirely to the judgment of the practical man and the benevolent heart of the philanthropic man as this special and, (on this Continent), peculiar feature of our Public School System. We have, as you see, in these ways endeavored not only to fix the Status of the Teacher as high as possible, but also to reward him for his past services after he shall have become worn out in the service. And I may add in regard to this provision of the School Law, that it is not necessary that the Teacher should reach the age of sixty years; if he becomes disabled from any cause,—even from causes not arising out of the practice of his profession—if he should become permanently sick, or deranged, or become disabled by accident, then he has the right to retire and receive a pension, he, or his

friends, furnishing evidence of the facts satisfactory to the Education Department. One of the most agreeable duties which devolve upon the Department is the examination of these cases from time to time, some of them, though rarely, of Teachers of not more than thirty-five, or forty years of age, and the majority from sixty to seventy, or seventy-five years of age. It is indeed a pleasant thing for me to be able to recommend to the Honourable the Minister of Education that such and such persons, having become superannuated in the service as Public School teachers, shall be entitled to a pension according to the length of their service.

In reply to questions Doctor Hodgins stated that the Classics are not taught in the Public School, but in the High School, and that there is no limit attached to the age of an Inspector.

On being asked to state the annual pay received by these County Inspectors, Doctor Hodgins said that he had forgotten to mention one peculiarity about their School System which he hoped they would be able to extend further. The Salaries of Inspectors are fixed by law at \$5 per School, payable by the County, and \$5 per school, payable by the Province; so that, in point of fact, the inspector is a Provincial Officer, yet having a County Status. By a liberal interpretation of the School Law, the Inspector receives really more than the amount named; because a department of a School is considered a School,—that is, a department of the School which is under a Teacher with a Register of his own and in Separate Rooms requires as much care and inspection as any School. In that way his Salary is somewhat increased; but, in addition to that, he is entitled to a certain specified allowance for services rendered in the settlement of disputes, and in other ways his Salary is increased so that it is from \$1,200 to \$1,800 a year in gold.

Other Foreign Representatives having addressed the Meeting the Conference adjourned.

On reassembling next day, the Chairman stated that a desire was expressed that the subject of "the Teacher,—his status, Salary and tenure of office," might be resumed this morning, and he would, therefore, call first upon Doctor Hodgins, of Ontario, Canada.

Doctor Hodgins said, that before he resumed his remarks of yesterday evening, he begged to be permitted to express to the American Gentlemen at this Convention, not only for himself, but in behalf of other foreign Educators present, their grateful thanks for the great courtesy which had been shown to them by the American Educationists gathered at this Exhibition. He said he had felt it as a personal kindness shown to himself as well as to these Gentlemen; and the kindness and courtesy evinced last night, in proposing a vote of thanks to those from foreign Countries who had attended the Convention, he felt was beyond their deserts, because they had experienced so much courtesy and consideration to which they personally made no claim.

Resuming, Doctor Hodgins said: In the remarks which I had the honour of addressing to the Convention yesterday, I omitted, for want of time, the mention of two particulars in regard to the System of Education in Ontario which I shall now bring before you. I refer (1) to our Normal School System of Education, and (2), to the rights of Teachers in our Province. Those are connected especially with the subject now before the Convention.

1. I may say so deeply impressed were those connected with education in our Country that, from the period of its foundation, the Normal School was considered to be an important adjunct to our general system, that in 1847 the Legislature made a very liberal Grant for the establishment of the Normal School in Upper Canada. It has been in very successful operation since that time. I shall tell you why it has been so successful; it was felt that no person should leave the Normal School, with its authority to teach, unless he was well equipped for the performance of the duty for which that training was required of him; and that no person was allowed to leave the Institution with a Certificate, testifying to his qualifications as a Teacher, until those qualifications had been tested in a satisfactory manner in a Model School of

Practice, and after he had acquired that position as the result of an Examination, which was very rigid indeed. Not only was it considered that the literary qualifications of the Teachers should be as high as possible, but the main cause of the success of the Normal School was to be just this, that no person was to be allowed to go out from it as an authorized Teacher unless he has proved, by actual experiment in a School of Practice, that his qualifications for teaching had been well tested.

Attached to the Normal School are two Model Schools, one for Boys and one for Girls, divided into three sections of seventy each, under the special care of trained Masters, or Mistresses. Those in attendance at the Normal School were required to be present at these Model Schools; and they were also required not only to listen to the instruction of the Masters, or Mistresses of these Schools, but they must also take part in the exercises, under the oversight of the Teachers. Very careful note is made of the daily progress of the Student of the Normal School who may be in charge of the class, and defects in teaching are noted down in a Book, and, at the proper time, and in the proper manner, the defects noticed were pointed out to the Teachers themselves. Not only are the literary qualifications of the Teacher carefully looked after, but, in order that he may procure a Certificate as Teacher the Examination in the Model School department must be quite satisfactory to the Teachers of the Normal School. Thus we are sure to send out none but carefully trained Teachers, not only in theory, but in actual practice; and this is an essential part of our Normal School instruction. The Ontario Normal School was established in 1847, and nearly eight thousand Persons have been instructed within its walls up to the present time. The Model Schools are so very popular, as an admirable School for the education of Pupils, that we generally have two, or three, hundred applications in advance, for admission to the Schools. The great desire to gain admission to these Schools is induced by the fact that the training is the very best that can be given; and although the Schools of the City are free to all the Rate-payers, yet Parents prefer to pay the additional charge of one dollar per month in advance to gain admission to these Schools.

Many of the Boys who have gone out from the Model Schools are sought for by Merchants and men of business; so that you can see that when a Teacher-in-training passes through a School like ours, under the careful supervision which is exercised in it, he must have some real practical knowledge of the Art of Teaching, and of the best methods of communicating the knowledge which he has acquired. We hold it to be so essential that the Teacher should have this personal practice in the Model School that we do not consider any Normal School instruction to be complete which does not combine this practical training in the Model School with Normal School instruction. Within the last year an additional Normal School has been established on the same footing in the City of Ottawa, or Capital of the Dominion, for the eastern section of the Province.

2. In regard to the "rights of Teachers" in the Province of Ontario, the Law, in the first place, prescribes certain duties which the Teacher must perform; but, in the exercise of his vocation as Teacher, he himself has certain rights. In other words, his Status is recognized by law, as a person cannot be legally employed as a Teacher in the Country unless he possesses a Certificate of Qualification; and a special Agreement in writing must be entered into by the Trustees with him. To give this the more effect, the law declares that no Agreement can be enforced between Trustees and Teachers unless it be in writing and stamped with the seal of the Corporation. The Trustees cannot dismiss a Teacher at their pleasure, unless in accordance with the terms of that Agreement and that the Teacher is a voluntary party to it. In order to secure to the Teacher the privileges incident to his profession, the Law declares that he shall be entitled to the whole of the Holidays and Vacations occurring during the year or the School Term for which he is employed; and, in order to secure to him to the fullest extent the advantage of that arrangement, the Law also declares that he shall be entitled to the Holidays which follow the expiration of his term of service,

and his Salary still runs on until he is paid up in full. So that should a Teacher be dismissed at the end of the midsummer Term he must be paid for the additional six or seven weeks of the Vacation following. There is no possibility of evading that provision of the law. The Teacher is, therefore, secured in his Salary for the Term up to the end of his Vacation, or for the year, as the case may be. Another benevolent provision of the law in the interest of the Teacher is that in regard to sickness. As Teachers are frequently liable in the course of a year to lose time by illness, the law provides that the Trustees must allow them for such losses at the rate of at least four weeks during each year, and as much longer as they please. In that way the Teacher is not compelled to suffer from an occasional sickness and in addition lose his time and salary, but he is secured in his salary during the period of his sickness, within the prescribed limit of time. Thus the interests of the Teacher are in every way secured. In the first place he is most carefully trained, and in the next place his interests are carefully guarded. The School year embraces the whole of the civil year, and the Schools in Ontario are kept open during that time, deducting Holidays and Vacations, except in the outlying districts of the Province, where the Schools are kept open about half of the year. One inducement to the keeping open of the School during the entire year is that the moneys granted by the Legislature are at first apportioned to the County according to the school population, or, in other words, according to the number of children which the County is required to educate, and a specified sum *per capita* is given to the County to enable it to discharge this duty. The money is then redistributed to the Schools, not according to the length of time during which these Schools may have been kept open, nor the numbers of pupils on the roll, but according to the number of children being educated in the School. The mode of distribution is to take the average attendance for the six months of each year, and according to that average attendance the apportionment is made to each of the Schools of the County. Thus an inducement is held out to keep the Schools open during the entire year. Then, again, the Law very wisely provides that any moneys lost to a School, in consequence of the refusal, or neglect, of the Trustees to keep it open must be personally made good by the Trustees themselves; the Trustees, therefore, have to make good out of their own pockets any moneys lost to the School from any cause arising from their neglect of duty. Thus, in the interest of the Teachers you see, the inducement is to keep the Schools open the whole year and to keep Teachers employed all the time, and pay them not only for all the time they are employed, but for Holidays and Vacations.

These are the main points of the additional subjects to which I should have referred yesterday had time permitted. If there are any matters which I have omitted, I should be very happy to be called on to answer any questions. Doctor Hodgins was questioned as to the average length of time Teachers remain in their profession. He replied that they have no precise means of judging at present of the average length of service. By the Law of the Province, each male Teacher is required to pay into a Superannuation Fund a sum at the rate of \$2 every six months. In the case of female Teachers this payment is optional, but the male Teachers are required to make this payment. They have, on retiring from their profession, the right to receive back one-half of the moneys which they have paid in. We hope in the course of a few years to have from these facts data by which we can answer a question of the kind now proposed, but I am not able at present to answer it. I might in general terms state that the length of service has very greatly increased within the last few years. The operation of the beneficent provisions of the Law to which I have referred has had the effect of continuing in the profession some of the best Teachers. Many of them have been in it fifteen, or twenty, years. My own experience in the department extends over thirty-two years. I can, therefore, speak from my own personal knowledge. The Teacher, if ambitious to remain in the profession, can distinguish himself in due time, by diligence and ability, even to reach the highest position in his profession—that of Inspector of Public Schools.

After addresses on this subject by other speakers the Meeting adjourned; on reassembling,

The Chairman announced that the first topic for discussion was Pedagogical Museums, or Cabinets, and introduced Doctor J. George Hodgins, Deputy Minister of Education, Ontario, Canada.

Doctor Hodgins said he had hoped that the Representative of the Russias would have been called upon to open this subject for the afternoon Meeting, because, in point of fact, that is the only Nation, so far as he knew, that has especially and formally established a Museum of this kind, and has given to it this particular designation. He had occasion to examine some of the specimens of the collection from this Museum, (which are here in the Exhibition,) and from them he had formed an opinion of the great value, extent, and variety of the articles shown in that Museum.

Now this question of Museums, popular and otherwise, is quite a new thing. In England, the large and famous British Museum has long held the first place among the popular Museums of Europe. Those in other Countries are also noted and distinguished, but it was not until the great gathering of the Nations in England in 1851 that the idea took hold of the public mind that it would prove an important educational factor to popularize these Museums, and to give them that kind of popular character which would render them a great school of instruction, not only for Teachers, but also for the mass of the people, young and old. Although I speak chiefly with reference to England in this matter, I mean Canada also. We saw that in England, immediately after the great Exposition of 1851, the British Government turned that Exposition to great practical account; and out of the collection gathered in that Exposition formed the now famous South Kensington Museum, which is not only one of the most interesting Museums in the world, but it is to the Teacher and all persons engaged in popular education the most instructive. Those who have had the good fortune to be there remember with pleasure the immense variety of things that are there brought under notice; not only such as have to do with the specialty of the Teacher's work, but with various professions and callings. In that Museum there is a great variety of School appliances, and an immense mass of material which it is supposed the Teacher can use with more, or less, effect. There are departments of special interest and of special value. Those who take an interest in Natural History, and have read the works of Frank Buckland, will enjoy a rich treat in going into that department of the South Kensington Museum with which he is connected, and in seeing the extraordinarily beautiful collection of Fish which he has colored after nature and silvered and burnished with gold so as to bring the life-like reality of nature itself before the eye of the Teacher.

There is one thing connected with the South Kensington Museum which strikes the Visitor as one of its chief peculiarities. In this respect the contrast between it and the British Museum is very marked indeed. Those who have been at the British Museum will remember that there is in it an immense mass of the most interesting material, so immense that it wearies one even to look over the Catalogue, and to classify it in one's mind; but although the variety is very great, yet the collections are arranged with so little regard to beauty that the excessive plainness of the whole strikes you most painfully. But when you go into the South Kensington Museum, the first thing that strikes the eye is the beauty both of the Building itself and of its interior fittings. Even if everything were taken out of the Building, you would see what an exceedingly beautiful structure it is, both outside and inside. Then you go into Room after Room, and you see that the mere fittings of the Rooms are beautiful, and that their style and proportions are varied for the purpose for which the room is designed. And when you come to examine the contents of the collection in this Museum, you will find that they are artistically arranged in the most satisfactory manner possible. Thus every department is not only beautiful in itself, but each separate detail is studied so as to make the whole arrangement attractive. The educational features of the Museum seem to be inexhaustible. There is scarcely a

department in the teaching Art of which you will not find therein a fitting representation. I only refer to this collection to illustrate the fact that the public men of the present day,—Statesmen, leaders of public opinion, and Educators,—seem to be so far impressed with the value of these great collections of educational products and appliances in every department of Science, that you will now find in many of the large Towns and Cities of England most valuable and beautiful collections. This South Kensington Museum is further made available so as to encourage as much as possible the study of the Arts and Art displays in the Cities and Towns of England. Those connected with the Museum will, if you desire it, take you into a suite of Rooms in which is arranged in complete order a set of cases containing, as it were, an epitome of all the Cases in the Museum. They call them “typical collections.” With a view to give the greater value and interest to the local exhibitions of Art in the three kingdoms, arrangements are made to send one or more of these useful collections to each Town, or City. When a set of these typical cases, containing so many beautiful things from the South Kensington Museum, is added to the local collection, it makes a very attractive Exhibition indeed. In that way the public interest in such collections is constantly kept up in England.

Now, the purpose which we had in Canada was, although at a humble distance, to follow up the great idea of the South Kensington Museum. One of the most distinguished Statesmen which England has produced, and whose name is well known in this Republic, was one of the first to give his hearty support to the establishment of our Educational Museum. I refer to the late and lamented Lord Elgin, whose services in India and China will not soon be forgotten by the British people.

Our Educational Museum at Toronto combines a twofold character: It is as complete as we can make it, with the small grant at our disposal, in things relating to the profession of teaching. Every Text book that we can procure in England and America we endeavor to get. These form an exceedingly valuable collection, and are very instructive to any Teacher who may examine them. Then there is another important department of the Museum containing samples of various kinds of instruments, in the form of Maps, Charts, and Apparatus which is used to illustrate School instruction. These we have procured in this Country, in France, Germany, England, or elsewhere. Then, in regard to higher departments of culture, (which is not so essential, but which is necessary, nevertheless, for the complete education of the Teacher,) we have a typical collection of all the old Masters in Painting, including the eminent painters of Italy, Belgium, and the Netherlands. Everything of that kind that we have been able to obtain is there, getting only, however, one or two of the most noted paintings of each of the famous Masters of Europe. There is another important branch of our Museum to which I shall refer. There is a large Room, (and one of the most interesting,) which we have chiefly devoted to products of the excavations at Nineveh, under Mr. Layard, who is so famous for his explorations in these old ruins. That Room contains a collection of Egyptian Figures and some of the slabs which Layard obtained at Nineveh, also a winged Bull and winged Deities, as well as other objects of interest. The peculiarity of this collection is that, so far as we can learn, we have reproduced the colouring of these ancient and celebrated slabs as they were originally found. There are two or three of them of special interest in illustrating and thus bringing home directly to the public mind the truth of the Holy Scriptures. There is one slab taken from Nineveh illustrating the besieging of Damascus by King Shalmaneser, as stated in the Bible, in which the taking of that City is pictured with wonderful and almost grotesque beauty. The details of the dresses of the Soldiers, their Bows and Spears, and the various apparatus of war are there depicted in brilliant colors. The whole delineation is most effective. Of the contents of this Museum, the Casts relating to the History of Egypt are of very great interest. Another department is comprised entirely of celebrated studies in Architecture; that is, Casts of parts of noted Cathedrals and Buildings, which were obtained in London and Paris. One large Room, with its galleries and corridors in the upper

part of the Building, is entirely filled with casts of Statuary and Busts of famous men of antiquity. And then, to bring home to our people the most noted men in our own history, one Room is devoted to Canadian History, and the whole of another large room is filled with the Busts of the most celebrated men in English History. This collection is very extensive, and comprises all the famous men whose names occur in the history of England for hundreds of years. We have a few things here at Philadelphia which were brought from our Museum, and which may appear to you incongruous in connection with a collection of School Apparatus merely, but they were of very great historical interest, and, therefore, we thought it better to bring them. I refer to the collection of the great Seals of England. You will find in the Education Court of Ontario a complete collection of all of these Seals, from William the Conqueror to Queen Victoria, inclusive. As a study of real art for 800 years, the collection is most instructive to the Teacher. In William the Conqueror's time you will see how exceedingly modest he, or his artist, was in designing and engraving the great Seal of England of 1066. Coming down through the Stuarts, you will find elaboration rarely dreamt of. But Queen Elizabeth seems to have exhausted the whole art of decoration in her time. Her Seal is without exception the most elaborately elegant. It represents her on her Throne and on horseback in very gorgeous array. Then when you come down to the time when the King of the Roundheads, Cromwell, ruled in England, you will find the whole of this decorative art swept away, and on the face of the Seal of the Commonwealth of England you will find the unadorned House of Commons as the ruling power, and on the other side simply a Map of the three kingdoms. And so on. It is a most instructive collection, not only from its completeness, but from the history of the Art which in that silent way it illustrates. As to the value of these collections, I have not said anything. There are, however, with us, as with you, thousands of people who will never leave their own Country,—most of our people will never be able to see elsewhere anything approaching a collection of that kind; therefore we thought it all the more necessary to make such a collection, and to make it as full and complete a Museum, both in matters relating to Education and relating to Art, as it was possible for us to do. Those who have been at our Museum from time to time within the last twenty years have often remarked that we have come nearer to the standard of the South Kensington Museum than any other educational collection in America. The grounds connected with the Building also have been kept for upward of twenty years as neatly as possible. Thus the whole object has been not mere display, but the promotion of æsthetic culture in such matters on the part of Teachers and others. We have felt as a matter of fact that in that way only can our people have the advantages of such culture; and it is necessary to impress upon the public mind as deeply and strongly as possible, through the Teachers, the æsthetic principles of art, and especially of the arts relating to their own homes and daily life; and, therefore, time and labour have been expended for this purpose. The collection in our Museum itself and its surroundings have in all those respects been used as a means of elevating the taste of the Teachers, and, through them, of the Pupils and People of our Country. I am sure that a visit to our collection at Toronto by any Teacher would be amply repaid. I hope that it is but a type of what may become general in our Country, when a proper appreciation of Art and Educational Museums shall have become universal among our people.

The Chairman here asked Doctor Hodgins if he would be kind enough to give the Conference some approximation of the cost of that collection.

Doctor Hodgins replied that the cost need not frighten the most economical. The whole collection had been the growth of years, and the Grant has never exceeded \$4,000 a year. We have had that steadily for about twenty years, and have added to it every year, so that the burden has not really been felt by the Country at all.

Doctor Hodgins was asked how Natural History is represented. He replied that there is, for instance, a large collection of the Birds that are found in the Country, arranged on either side of a room—that is, the perching birds on one side and water-

fowl on the other side. A few fish and skeletons are also arranged in the same Room.

He was then asked to what extent the Depository at Toronto had been encouraged by donation and otherwise by the Schools of the Province. He answered that it had received few, or no, donations; but that it had contributed so largely to the Schools, that the Department had persons employed in reproducing the Maps displayed on the Wall of the Canadian Educational Court here, and that it also supplied the chief part of the Apparatus.

The Ontario Schools, he said, are now getting well supplied from the Depository with all the necessary appliances for education. The collection of articles in the Depository is very large indeed, and is kept up at no expense to the Country, since the Depository pays its own way. The Province itself bears one-half the cost of the articles supplied to the Schools; the net cost to the Schools is therefore very little indeed.

The question was then asked as to what help is given by the Education Department to the Schools of the Province in regard to Books and Apparatus. Doctor Hodgins said the Legislature has laid down this general principle, that it would make Grants to the Schools in money, in the shape of trained Teachers, or in Books, Maps, or Apparatus, and according to the demand it was proposed to make Grants in any of these ways. In regard to the supply of Maps, Apparatus, and Books for Libraries, etcetera, if those interested send up \$10, the same amount is added to that amount, and \$20 worth of Maps, or of Prize, or Library Books, is sent in return. Thus to the Schools the cost of these things is really only one-half; and it is even less than that, because these things are furnished to the Schools at the cost price, including only the expenses of management, so that an ordinary Map with the Roller would cost the School \$2, the selling price being \$4.

CHAPTER VI.

EXCURSION OF INSPECTORS, TEACHERS AND FRIENDS OF EDUCATION IN ONTARIO TO THE EXHIBITION.

In addition to the many thousands of Canadians who visited the Centennial Exhibition at Philadelphia, it was thought desirable to afford an opportunity to the School Inspectors and Teachers of the Province to spend a week there, in order to study the Exhibition as a whole, and those details of it which might be of special interest. The Minister of Education, therefore, made the following recommendation to the Lieutenant-Governor on the subject:—

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, as follows:—

1. The Ontario Association for the Advancement of Education have, through a Committee of their number, applied to the Undersigned that, in cases where Teachers desire to visit the Centennial Exhibition, this may be done without any forfeiture of the Government Grant for such days as the Schools may not be open in consequence.

2. The Committee of the Association, in their Communication to the Undersigned, dated the 24th instant, urge several grounds in support of their application, the chief of which are as follows:—

(1) "They would be able to inspect the Educational appliances, Apparatus, School Furniture, etcetera, of the various Nations of the world, as represented at the Exhibition."

(2) "They could examine and compare with our own the results of Public School teaching in the different parts of the United States, as they are exhibited by means of the Answers to Examination Papers written by the Pupils, and also specimens of

Drawing, Writing, etcetera. They could also familiarize themselves with the processes by which these results have been obtained."

(3) "They would have the opportunity of visiting the Public Schools of Philadelphia while in session, and witnessing the modes of grading, disciplining and teaching adopted in them."

(4) "They would have the privilege of attending the Meetings of the National Institute for Teachers, and of there meeting and exchanging views with the educational Representatives from different parts of the world."

(5) "The whole Exhibition, containing, as it does, specimens of the chief natural and manufactured productions of the world, and showing the highest results yet obtained in many departments of science and art, would form a grand Object Lesson, the effects of which in developing the minds of Teachers, and through them those of their Pupils, it is impossible to estimate. It would give them vast amount of practical knowledge, which would greatly aid them in teaching many subjects, especially Commercial Geography and Natural History."

3. The Committee also shews that it was not possible for the Teachers in any numbers to visit the Exhibition during the Summer Vacation, by reason of some being engaged in passing Examinations for Certificates, and some as Examiners; and their attendance at the annual Provincial Convention, which is justly regarded as a duty of paramount importance, also absorbed a considerable part of the Vacation, and there was the additional reason that, until within the last two or three weeks, the Railway Companies were not prepared to make as reasonable arrangements as now for excursion parties to the Exhibition.

The Committee propose that Trustees, Scholars, and others interested in Educational progress should also be entitled to join in their proposed visit.

4. The undersigned considers that the Educational interests of the Province will be promoted by Teachers and others visiting the Exhibition, and in this view would respectfully recommend that His Honour in Council may be pleased to authorize that, in cases where Teachers may obtain the requisite permission from the respective Boards of Trustees to visit Philadelphia, on the occasion referred to in the Communication of the Committee of the Provincial Association of the 24th of August, and in consequence of which any School may not be open, the days on which such School is so necessarily closed, may be deemed by the Education Department as meeting days, under the General Regulations in that behalf.

Respectfully submitted,

TORONTO, August 25th, 1876.

ADAM CROOKS, Minister of Education.

COPY OF AN ORDER-IN-COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR-IN-COUNCIL, ON THE 30TH DAY OF AUGUST, 1876.

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, dated the 25th of August, 1876, with reference to the visit of the Teachers and others to the Centennial Exhibition at Philadelphia, and advise that the recommendation contained therein be concurred in.

Certified,

TORONTO, 31st August, 1876.

J. G. SCOTT, Clerk, Executive Council, Ontario.

NOTE. This recommendation of the Minister having been approved, the Excursion took place on the 18th of September, under the direction of Doctor May. The following account of the Excursion is thus given by a Correspondent of the Toronto *Telegram*:—

"In anticipation of the arrival of the Teachers, the Public School Authorities of Philadelphia had appointed a Committee of thirty-four Teachers, representing the

High Schools and each Ward of the City, to receive the Visitors, and prepare a Programme for their entertainment and systematic study of the most important features of the Exhibition. The Teachers assembled in the Judges' Hall on their arrival, under the guidance of Doctor May, of the Ontario Education Department, and were received by the Committee of Reception,—which was presided over by General Eaton, United States Commissioner of Education,—who welcomed them in the name of the Teachers of the United States, every one of whom, he believed, would be glad to be present to join in greeting them. General Hawley, one of the Centennial Commissioners, after a short Address bearing upon the fact that Canada had done more toward the success of the Centennial than any eight States of the Union, (except Pennsylvania and New Jersey), expressed, on behalf of the Centennial Commissioner, his thanks therefor to the Representatives of the Dominion present; and on the same behalf he heartily welcomed them all to the Centennial Exhibition. 'The latter,' he said, 'is large, thorough, comprehensive, and grand beyond expectation.'

"Other Addresses of welcome were delivered by Honourable J. P. Wickersham, State Superintendent of Schools for Pennsylvania; Doctor White, Secretary of the Board of Education for the State of Massachusetts; and Mr. Edward Shippen, ex-President of the Board of Education for Philadelphia, who appeared as the Representative of that City. Doctor May, on behalf of the Visitors, replied that he did not know how to thank the friends who had so cordially greeted them. He was sure that his Associates would have been overwhelmed with the kindness they had received, had he not told them in advance what they might expect in the City of Brotherly Love. The Old World prejudices which, it must be acknowledged, had extended into Canada, and for a long time had been in the public mind, had long since been obliterated: and he fully coincided in the belief that the Exhibition would do more than could have been done in many years, in showing to the English speaking peoples that the people of the United States were of the same stock with themselves. Mr. Samuel McAllister, on behalf of the Public Schools of Ontario, thanked the Teachers representing the Public Schools of the United States for their generous reception of those for whom he spoke. For the same kindness Mr. Inspector H. L. Slack expressed the thanks of the Inspectors of the Ontario Public Schools. Doctor W. W. Ogden, Chairman of the Toronto Board of School Trustees, then thanked the hosts on behalf of that Body; and Addresses were made by Mr. Inspector Hughes, of Toronto, Doctor Carlyle, of the Toronto Normal School, and Mr. Dawson, of Belleville. General Eaton then introduced the Honourable W. W. McCoy, of Nevada, one of the six Vice-Presidents of the Centennial Commission, who spoke words of welcome on behalf of the Commission; also the Honourable John Lynch, Centennial Commissioner for Louisiana, who in a welcoming speech said that the brightest jewel in America's crown of glory, now receiving the homage of the world at the Centennial Exhibition, is the advancement which she has made in education. The rest of the day was devoted to sight-seeing in the main Building of the Exhibition.

"The next day's proceedings were commenced with a visit to the Pennsylvania State Building, which the Teachers were invited to make their Headquarters during their stay, and from whence they were escorted by Members of the local Committee of Teachers to the Educational Exhibit of Massachusetts, and from there to the other Galleries in which the different State Exhibits touching educational matters were to be found. During the afternoon the Visitors were waited upon and addressed in brief remarks by several of the Representatives of foreign Governments at the Exhibition. Count D'Assi, of the Italian Commission, spoke of the progress of education in Italy, of how much had been done and was being done for the advancement of the people, and particularly recommended the system of Evening Schools in that country. Mr. Gianelli, Italian Consul at Montreal, and Commissioner Penny, of Canada, also addressed the Teachers. The day following was devoted to the European, Asiatic, and other foreign displays; and the next day the party was divided up into two sections, and taken charge of by the School Authorities of the City, who con-

ducted them to the different Public and High Schools of the City, explaining the modes and system of inculcating knowledge in practice there, and giving practical evidence of the advancement being made by the Pupils. The various parties met again at noon at the new Normal School Building, an establishment of magnificent proportions which will be opened some time next month. Here a collation had been prepared, and was partaken of by the Canadian Teachers and their Conductors, which was followed by votes of thanks to the School Authorities and Teachers of Philadelphia. After this, carriages were provided, and the party driven to Girard College, a marble Building, the gift of a Banker to the City, for the education of Orphans, erected at a cost of two millions of dollars. From here the Teachers were driven to the Zoological Gardens, and spent the remainder of the day. During the week arrangements had been made by Mr. W. H. Frazer, by which the Canadian Teachers and their friends who accompanied them, were admitted to places of entertainment in the evenings at half fare, and at others free of admission. In the evening a Meeting was held at Congress Hall, and votes of thanks passed to the Honourable the Minister and Deputy-Minister of Education of Ontario, for the leave of absence granted the Teachers, to Doctor May and Mr. Frazer for their zeal and attention, to the Philadelphia School Representatives for their great kindness, and to the Committee appointed by the Ontario Teachers themselves."

Under the heading of "A Noble Example," the Honourable J. P. Wickersham, State Superintendent, and Editor of the *Pennsylvania School Journal*, thus refers to this Excursion:—

"We have, on more than one occasion, commended the Educational Exhibit made by the Province of Ontario at the International Exposition. It is highly creditable, and in some respects superior to any other on the ground. We have also been aware for some years that Ontario was making rapid progress in her educational affairs. This information was obtained by a personal visit to some of the Schools, and comes to us through Reports and Periodicals relating to education. But for all this we were hardly prepared for the grand step taken by her School Authorities in allowing all the Teachers in the Province, over six thousand in number, to close their Schools for a week without loss of pay, for the purpose of visiting our Centennial Exposition. True, such a visit by the Teachers will do more for the Schools than the best week's work that could have been otherwise done in them; but it is not often, or everywhere, that this kind of truth is recognised and acted upon by those who manage our Schools or guide our School policy. No State, no City, no County of the United States, we believe, has as yet shown an equal breadth of view, or an equal degree of liberality. Ontario has set us a noble example. To what extent shall we follow it?"

NOTE. After having been in Philadelphia as Education Commissioner for Ontario, and having seen that everything relating to our Exhibit there had been satisfactorily arranged, I returned to Toronto for a short time, and wrote the following Note to Doctor Ryerson, who, after his retirement as Chief Superintendent of Education, had gone to England to pursue his studies for his proposed Book on the United Empire Loyalists, to let him know how things had progressed since he left Canada. In his reply, he said:—

I have this day received your most kind and gratifying Letter of the 3rd instant. I cannot sufficiently express my gratitude with you, to our Heavenly Father, for His abounding care and goodness in connection with the Education Department, in not only prospering us in our work and in sustaining us against attacks and adversaries on all sides, but in now causing us to be vindicated in our policy by men whom it was expected would condemn us, and undo all what we had done. In the vital questions of the Copyright and the Depository, respecting which we have been so fiercely assailed, we are now fully sustained. The want of cordiality in Professor G. P. Young's

Report makes its conclusions all the stronger, and may be accounted for by considering his present surroundings.

It is also a singular and a grateful fact that the Centennial Exhibition at Philadelphia, should afford us, at this juncture, (the year of my retiring from office), the best of all possible opportunities to exhibit the fruits, (at least in miniature), of our past policy and labours. To you, with myself, equally belongs the credit, as I am sure, the pleasure and gratitude of these signal displays of the Divine Goodness to us.*

I experienced a great pleasure that I cannot express in my visit to your Uncle and Aunt, in Dublin, and nothing could exceed their kindness. I had also much pleasure in becoming personally acquainted with many of the Irish Preachers, and in witnessing their Conferential proceedings. They are a faithful hardworking body of men; they have hard work to do; and their success the last year has been in advance of that of preceding years.

Last Friday, (the 14th instant), I had my first interview with Mr. Longman, the Publisher, in regard to publishing my History of the Loyalists. He was very cordial and complimentary. I explained to him in brief the origin and scope of what I had written, and of what I intended to write, and gave him the Table of Contents of the first fifteen Chapters, to the end of the Reign of Elizabeth, and the 13th chapter "On the Protestantism of Queen Elizabeth," as published in the *Canadian Methodist Magazine*. He proposed to send for my Manuscripts; but to-day I took them to him, and he is to give me an answer in the course of ten days. He spoke highly of the systematic and beautiful manner in which the Manuscripts had been prepared and arranged.

I have taken lodgings for the present in Great Russell Street, just opposite the British Museum, to the Library of which I go to consult certain Works which I have already selected.

I was at the Houses of Lords and Commons a part of one afternoon and evening, with my Daughter, Mrs. Edward Harris. Sir Stafford Northcote, hearing that I was there, came to me under the Speaker's Gallery, and conversed with me nearly half an hour. Other Members also spoke to me (about our School System). Earl Grey recognized me in the Street and stopped and conversed with me. I go to the Wesleyan Conference at Nottingham shortly to which I am accredited as Representative from Canada.

LONDON, July 17th, 1876.

EGERTON RYERSON.

NOTE. Soon after the receipt of this Letter, I wrote to Doctor Ryerson again the following Letter:—

I have only just returned from the Philadelphia Exhibition after a six weeks' absence. I received your very welcome Letter of the 17th of July while away, but as I had not your address with me I could not reply. The Exhibition is well worth a visit. Our portion of it looks right well, and all are proud of it.

Mr. Campbell, the Bookseller here, is still working actively against our Depository and I think he will ultimately succeed, as he has the ear of those opposed to us. Mr. Crooks seems rather disposed to make changes of some kind.

Things go on very quietly in the Office, some modifications will be made in the School Law, but of what nature I do not yet know. I saw the Reverend Doctor Ormiston in New York and he told me how rejoiced he was at your pleasant retirement on full salary. He was very hearty indeed about the matter. So also was my uncle, Doctor Murray, whom I saw in Canandaigua lately. He and Doctor Ormiston sent their affectionate regards and kind wishes.

Sincerely trusting that your health will be graciously preserved while you are away.

TORONTO, 21st August, 1876.

J. GEORGE HODGINS.

* Doctor Ryerson here refers to the great success which has attended the setting up of our Educational Exhibit, and the very favourable opinion expressed in regard to it, as detailed in the *Journal of Education*, which he had received.

CHAPTER VII.

I. PROCEEDINGS OF THE EDUCATION DEPARTMENT, 1876.

1. INTERIM REGULATIONS RESPECTING HOLDERS OF THIRD-CLASS CERTIFICATES.

COPY OF AN ORDER-IN-COUNCIL APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR,
ON THE 6TH DAY OF SEPTEMBER, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 5th of September, 1876, the Committee of Council advise that the annexed Interim Regulations respecting holders of Third-class Certificates be approved by your Honour.

TORONTO, 7th September, 1876. Certified,

J. G. SCOTT, Clerk, Executive Council, Ontario.

I. The respective Boards of Examiners are authorized to renew Third-class Certificates so as to continue in force still the 1st day of July, 1877, and no longer.

(1) In the case of Public School Teachers who held valid Third-class Certificates on the 30th of June last, and presented themselves for examination for Second-class Certificates in July last, and failed to pass such Examination, on the Certificate of the Inspector that the Applicant satisfactorily performed his duties as Teacher during his past employment, and on the Board being further satisfied of his general fitness.

(2) In the case of other Public School Teachers who held valid Third-class Certificates on the 30th of June last, which have not been duly renewed, on the recommendation of the Inspector stating special grounds, and first confirmed by the Minister, and on the Board being further satisfied as to the general fitness of the Applicant.

II. Third-class Certificates granted under these Regulations shall not be capable of being endorsed or be valid except in the County, or City, wherein the respective Boards granting the Certificates have jurisdiction.

III. Such Third-class Certificates shall be subject to the general Regulations of the Department in other respects.

IV. No Certificate, or authority, to teach can be validly granted by the Inspector to any holder of a Third-class Certificate which has expired.

TORONTO, September 5th, 1876.

ADAM CROOKS, Minister of Education.

2. CERTIFICATES TO TEACHERS.

COPY OF AN ORDER-IN-COUNCIL APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, ON
THE 6TH DAY OF SEPTEMBER, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 5th day of September, 1876, the Committee of Council advise that Certificates as Public School Teachers be awarded as follows:—

CLASS I.—GRADE A.

James McLurg—Gold Medal.

Robert R. Cochrane.

Charles Andrew Barnes—Bronze Medal

Samuel McAllister.

GRADE B.—Mr. Joseph Summerby.

CLASS II.—GRADE A.

Andrew Agnew,
Smith Curtis,
W. Ferguson,
Henry Gray,
Wm. John Hallett,

Alex. A. McTavish,
Wm. Tilley,
Alex. E. Wallace,
Charles McP. Gripton.

TORONTO, 7th September, 1876.

Certified,

J. G. SCOTT, Clerk, Executive Council.

3. PUBLIC SCHOOL TEACHERS' CERTIFICATES, FIRST-CLASS, 1877.

PRESCRIBED BY THE EDUCATION DEPARTMENT FOR ONTARIO THE FOLLOWING

Subjects of Examination in English Literature, July, 1877.

I. The Tragedy of Macbeth.—*Shakespeare.*

II. Ten of *Lord Bacon's* Essays, namely:—1. Of Truth. 3. Of Unity in Religion. 5. Of Adversity. 16. Of Atheism. 23. Of Wisdom for a Man's Self. 29. Of the True Greatness of Kingdoms and Estates. 32. Of Discourse. 34. Of Riches. 41. Of Usury. 50. Of Studies.

III Ten Essays by *Addison*, from the *Spectator*, namely:—26. Reflections in Westminster Abbey. 317. On Waste of Time. Journal of a Citizen. 329. Visit with Sir Roger de Coverley to Westminster Abbey. 343. Transmigration of Souls. Letter from a Monkey. 517. Death of Sir Roger de Coverley. 558 and 559. Endeavours of Mankind to get rid of their Burdens. A Dream. 565. On the Nature of Man. Of the Supreme Being. 567. Method of Political Writers affecting Secrecy. 568. Coffee-house Conversation on the Preceding Paper.

IV. The Lady of the Lake.—*Scott.*

4. NORMAL SCHOOLS, TORONTO AND OTTAWA.

COPY OF AN ORDER-IN-COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, THE 1ST DAY OF SEPTEMBER, A.D. 1876.

Upon consideration of the annexed report of the Honourable the Minister of Education, dated the 29th day of August, 1876, the Committee of Council advise that your Honour do approve of the accompanying regulations relative to the admission of students to the Toronto and Ottawa Normal Schools respectively.

TORONTO, 4th September, 1876.

Certified,

J. G. SCOTT, Clerk, Executive Council, Ontario.

The Undersigned has the honour to report for the consideration of His Honour the Lieutenant-Governor-in-Council, the following supplementary Regulations in regard to the Normal Schools, videlicet:—

In order to increase the facilities of Third-class and other Teachers to better qualify themselves for the discharge of the duties of their profession, the Minister of Education respectfully recommends the adoption of the following additional Regulations, relative to the admission of Students to the Toronto and Ottawa Normal Schools respectively.

1. Candidates for admission to either of the Normal Schools, at Toronto or Ottawa, shall have the preference for admission in the following order.

(1) Those who have attended either of the Normal Schools during any former Session.

(2) Those who hold a Public School Teacher's Certificate of any grade.

(3) Those who hold temporary Certificates or permits as Teachers, or Certificates as Assistants, or Monitors in Public, or High, Schools.

(4) Those who desire to enter the profession of teaching.

II. The third and fourth classes of Applicants mentioned above, shall be required to pass the prescribed Entrance Examination. Those in the First and Second Classes shall be admitted without such examination, on presentation to the Principal of the prescribed Certificate of good moral character.

III. As the number to be admitted is limited by the capacity of the Schools, vacancies in either of them will be filled by Applicants for admission to the other, in the order indicated above.

IV. No admission to the Schools shall take place, except at the beginning of each Normal School Session.

TORONTO, 29th August, 1876.

ADAM CROOKS, Minister of Education.

5. SUPERANNUATED SCHOOL TEACHERS.

COPY OF AN ORDER-IN-COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, ON THE 30TH DAY OF AUGUST, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 25th of August, 1876, the Committee of Council advise that Pensions be awarded by your Honour to the Applicants named in the annexed Report of the Deputy Minister of Education out of the Funds provided under the Act, 37th Victoria, Chapter 28, Sections 97 and 98, at the rates therein mentioned.

TORONTO, 1st September, 1876. Certified,

J. G. SCOTT, Clerk, Executive Council, Ontario.

REPORT ON THE APPLICATION OF SUPERANNUATED TEACHERS.

The Deputy reports to the Honourable 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, videlicet:—

Name.	Religion.	Country of Birth.	Residence.	Age.	Service in Ontario.
Blackley, John....	Episcopal.....	Scotland..	Tp. Eramosa.....	70 years..	29 years.
Conn, John.....	Presbyterian.....	Ireland..	Kemptville.....	52 years..	25½ years.
Hollis, Arthur....	Congregationalist..	England..	Arthur.....	66 years..	11 years.
Horne, Duncan C..	Episcopal.....	Scotland..	Leeds and L. F...	70 years..	27 years.
Jackson, Thos. E..	Episcopal.....	England..	Vespra Town'p...	43 years..	13 years.
Kerr, William....	Presbyterian.....	Ontario..	Cobourg.....	54 years..	27 years.
Leonard, James..	Roman Catholic....	Ireland..	Haldim'd Town'p	64 years..	11 years.
Moriarty, James..	Roman Catholic....	Ireland..	Ellice Town'p...	61 years..	27 years.
McKerrow, Wm....	Presbyterian.....	Scotland..	Dalhousie Town'p	67 years..	18 years.
Simpson, Adam....	Presbyterian.....	Scotland..	Toronto Town'p..	70 years..	13½ years.
Thomson, J., A.B..	Presbyterian.....	Ireland..	Fergus.....	53 years..	24½ years.

TORONTO, 24th August, 1876. J. GEORGE HODGINS, Deputy Minister of Education.

6. INTERNATIONAL EXCHANGE OF SCHOOL MATERIAL.

COPY OF AN ORDER-IN-COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, ON THE 30TH DAY OF AUGUST, A.D. 1876.

The Committee of Council have had under consideration the annexed Report of the Honourable the Minister of Education, dated the 25th day of August, 1876, with refer-

ence to the acquisition by the United States Commissioner of Education, of the collection of articles exhibited by the Ontario Education Department at Philadelphia, and advise that the recommendation contained therein be acted upon.

TORONTO, 31st August, 1876. Certified,

J. G. SCOTT, Clerk, Executive Council, Ontario.

The Undersigned has the honour to report for the information of His Honour the Lieutenant-Governor-in-Council, that a desire has been expressed by the United States Commissioner of Education to acquire part of the collection of articles exhibited by the Ontario Education Department at Philadelphia, for the National Museum at Washington.

The undersigned accordingly respectfully recommends that he be authorized to make such arrangements (by way of interchange of articles exhibited) as may enable the Education Department of Ontario to be adequately represented in such proposed Museum.

Respectfully submitted,

TORONTO, 25th August, 1876.

ADAM CROOKS, Minister of Education.

7. SEPARATE SCHOOL INSPECTION.

COPY OF AN ORDER-IN-COUNCIL APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, ON THE 8TH DAY OF SEPTEMBER, A.D. 1876.

Upon the recommendation of the Honourable the Minister of Education, dated the 29th of August, 1876, the Committee of Council advise that the annexed Regulations for the inspection of Roman Catholic Separate Schools be approved of by your Honour, under the authority of the Act, 26th Victoria, Chapter 5, Section 26.

TORONTO, 8th September, 1876. Certified,

J. G. SCOTT, Clerk, Executive Council, Ontario.

DIRECTIONS FOR THE INSPECTION OF ROMAN CATHOLIC SEPARATE SCHOOLS, FOR THE GUIDANCE OF HIGH AND PUBLIC SCHOOL INSPECTORS.

Under the authority of the 26th Section of the Act of 1863, (26th Victoria, Chapter 5), and the General Regulations of the Education Department respecting Roman Catholic Separate Schools, approved by His Honour the Lieutenant-Governor-in-Council, on the 8th of September, 1876, the Minister directs as follows:—

1. In Cities and Towns the Roman Catholic Separate Schools shall be inspected by one of the High School Inspectors, or by the County Inspector, as the Minister may, from time to time, appoint.

2. In Townships and Incorporated Villages the inspection shall be made by the County Inspector.

3. (1) In his inspection the Inspector shall make such an enquiry and examination as properly to report upon the condition and operations of the School, and he shall report the results to the Department.

(2) He shall also state the dimensions and plan of the School Building, its condition and accommodation, and the means of instruction therein.

(3) He shall state the number of Teachers employed, and the Certificates, or other qualification, held by them, and the arrangement of the Classes.

(4) He will ascertain how many Pupils have been admitted to the School during the year, and require a Register to be kept so as to ascertain the attendance of the Pupils and number of Classes in the School, and will observe the mode of teaching and general management of the School.

(5) He will check the half-yearly returns of the Pupils' names and number of days in which they attended during each month by examining the School Registers, and make his report to the Minister of such attendance.

4. This Inspection shall be at some time during the month of April, or May, of each year.

5. In ascertaining the average yearly attendance at the Separate Schools the Inspector will report to the Department for its consideration such days on which, under the discipline of the Roman Catholic Church, the School is closed, and mention what, if any, equivalents in time have been made upon other days in which the Public Schools are closed.

TORONTO, August 29th, 1876.

ADAM CROOKS, Minister of Education.

Memorandum of the Minister of Education respecting Separate Schools and their relation to Public School Boards in Cities, Towns and Incorporated Villages.

1. The Act of 1863 constitutes the Roman Catholic Separate School Trustees in Cities, Towns and Incorporated Villages a Body Corporate, with all the powers of imposing, levying and collecting School Rates, or Subscriptions, upon and from their Supporters which the Public School Trustees in School Sections possess with respect to the Public Schools, (see Sections Six and Seven); and by Section Eight the Roman Catholic Separate School Trustees can obtain from the City Clerk a copy of the Assessment Roll of the City, so far as it relates to Separate School Supporters.

2. The Separate School Supporters who are exempted from Public School Rates comprise such only as on, or before, the first day of March in any year, give to the City Clerk notice that they are such; and, on, or before, the first day of June in each year the Trustees of the Separate Schools are to transmit to the City Clerk a correct list of all such Supporters. The names of all such Supporters shall then be excluded from liability under the Collector's Roll for Public School Rates.

3. Under Section Twenty each Separate School is entitled to a proportionate share in the Parliamentary Grant for the support of Public Schools, and in any Grants for Public School purposes, Provincial, or Municipal, according to the average attendance of Pupils at such Schools during the year next preceding, as compared with the average attendance at the Public Schools. But this right does not apply to moneys raised for Public School purposes by local Assessment.

4. To enable the Education Department, under Section Twenty-two, to adjust the Apportionment of the Parliamentary Grant, a half-yearly Return, to show the average attendance at the Separate Schools, is to be transmitted by the Separate School Trustees to the Education Department.

5. By Section Twenty-six, the Separate Schools are subject to such inspection as may be directed by the Minister of Education, and also to the Regulations of the Department.

6. By Section Twenty-seven, any disagreements between the Trustees of the Roman Catholic Separate Schools and the Inspectors of the Public Schools, or other Municipal Authorities, are to be referred to the equitable arbitrament of the Chief Superintendent, (now the Minister of Education), subject to appeal to the Lieutenant-Governor-in-Council.

7. These provisions are in full force, and are in no way affected by the Public School Act of 1874. See Sections 191 and 193, 37th Victoria, Chapter 28.

8. It follows that the Public School Board of a City has no jurisdiction over the Roman Catholic Separate School Trustees. They are each independent Corporations, with their own respective functions and jurisdiction.

9. While the Public School Inspector appointed by the Public School Board of a City, (see Section 105), is subject to its control, he may nevertheless be directed by the Education Department, in the exercise of its statutory authority, to inspect Roman Catholic Separate Schools, and his Report being for the information of the Department, is not in any sense within the control of the Public Board. It is a proceeding quite

independent of the authority, and that Board has not any duty to discharge in the matter. The inspection of the Schools, and the Apportionment of the Parliamentary Grant and other matters respecting Roman Catholic Separate Schools, are entirely outside of any jurisdiction conferred by Statute upon the Public School Board of the City, Town, or Village, and any control, or Regulation, which is to affect them resides solely in the Education Department.

10. The Public School Board can rightfully require the Municipal Officer to observe the requirements of the Law in collecting School Rates, or other Moneys, for Public School purposes, and see that no Persons liable to Assessment are exempt except such as have complied with the provisions of the Separate School Act of 1863. This is not only a power possessed by the School Board of the City, Town, or Village, but it is their duty to see to it.

11. While the Trustees of the Roman Catholic Separate Schools may appoint a Collector of their own in respect of Assessment for School purposes from their Supporters, according to the Municipal Assessment Roll, there can be no objection to the City's permitting the Municipal Collectors to collect for the Roman Catholic Trustees such School Rates as are properly payable to them from their legal Supporters.

TORONTO, March 21st, 1876.

ADAM CROOKS, Minister of Education.

CHAPTER VIII.

FINAL PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1875.

NOTE.—Although I have given in a preceding Volume the Proceedings of the Council of Public Instruction, yet they referred only to the action of the Council in regard to its operations in respect to the Educational Depository, as asked for by the House of Assembly. I now insert the remainder of those proceedings which relate to the ordinary business of the Council, including the proceedings of its last meeting, which took place on the 13th of November, 1875.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1875.

During the year 1874, the following Gentlemen were, under the provisions of the newly consolidated School Law, elected Members of the Council of Public Instruction:—

1. Professor Daniel Wilson, LL.D., to represent the High School and Collegiate Institute Masters and Teachers.

2. Samuel Casey Wood, M.P.P., to represent the Public School Inspectors.

3. Professor Goldwin Smith, M.A., to represent the Public and Separate School Teachers.

The Council of Public Instruction in 1875 consisted of the following Members:—

1. The Chief Superintendent of Education, *ex-officio*, (or, in his absence, the Deputy Superintendent).

Eight Members appointed by the Lieutenant-Governor, as follows:—

2. The Very Reverend H. J. Grasett, B.D.; Chairman, appointed 1846, retires in August, 1875.

3. The Reverend John Jennings, D.D., appointed 1850, retires August, 1875.

4. The Most Reverend J. J. Lynch, D.D., appointed 1865, retires August, 1876.

5. The Honourable William McMaster, appointed 1865, retires August, 1875.

6. The Venerable T. B. Fuller, D.D., D.C.L., appointed 1868, retires August, 1876.

7. William McCabe, LL.B., appointed 1873, retires August, 1875.

8. Hammel M. Deroche, M.A., M.P.P., appointed 1873, retires August, 1876.

9. James MacLennan, M.A., Q.C., M.P., appointed 1873, retires August, 1876.

One Member elected by each of the Colleges possessing University powers, to be "Members of the Council for all purposes of High Schools and Collegiate Institutes, the selection and approval of Library and Prize Books, and for every other purpose not relating exclusively to Public Schools":—

10. The Reverend John McCaul, LL.D., elected by the College Council of University College, Toronto.

11. The Very Reverend William Snodgrass, D.D., elected by the Senate of the University of Queen's College, Kingston.

12. The Reverend John Ambery, M.A., elected by the Corporation of Trinity College, Toronto.

13. The Reverend Samuel S. Nelles, D.D., LL.D., elected by the Senate of the University of Victoria College, Cobourg.

14. The Reverend (Bishop) Carman, D.D., elected by the Senate of the University of Albert College, Belleville.

15. The Reverend J. Tabaret, elected by the Faculty of the College of Ottawa.

These Members retire from office on the third Tuesday in August, 1876.

One Member elected by each of the three following classes, videlicet:—

16. The legally qualified Masters and Teachers of High Schools and Collegiate Institutes:—

Professor Daniel Wilson, LL.D., elected August, 1874.

17. The Inspectors of Public Schools:—

Samuel Casey Wood, M.P.P., elected August, 1874.

These Members retire on the third Tuesday in August, 1875.

18. The legally qualified Teachers of Public and Separate Schools:—

Professor Goldwin Smith, M.A., elected August, 1874.

Retires on the third Tuesday in August, 1876.

Standing Committees of the Council of Public Instruction.

I.—*Interim Committee.*—All the Members resident in Toronto.

II.—*On Regulations and Text Books.*—Professor Wilson, Chairman; His Grace the Archbishop, Reverend Doctor Jennings, Reverend Principal Snodgrass, Reverend Doctor McCaul, Reverend Professor Ambery, Reverend Doctor Nelles, Reverend Doctor Carman, Mr. S. C. Wood, Professor Goldwin Smith, and the Chief Superintendent of Education.

During the year 1875, the following Gentlemen were elected Members of the Council of Public Instruction:—Professor Daniel Wilson, LL.D., by the High School Masters, re-elected, and David Mills, M.P.P., by the Public School Inspectors, *vice* Samuel Casey Wood, M.P.P., retired.

February 2nd, 1875. I. Several Communications were laid before the Council; also, applications from nine Teachers for pensions.

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, was adopted, the rule requiring a day's notice being suspended.

Ordered, That, with respect to the Communication of Mr. Camidge, on former Correspondence, the Council, having regard to what has already been done in the matter therein referred to, do not deem it necessary to take further action.

Ordered, That a Communication be sent to Mr. Shearer, thanking him for his Letter and the Combination Spelling Book that 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 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.

The applications of retired Teachers for pensions from the Superannuation Fund were considered and approved.

It was then resolved that the Rule requiring a day's notice be suspended, and that the Council do now proceed with the consideration of the Motions, of which notice was given this day.

And the first four of these Motions having been considered, 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 Officers of the Education Department; and pending such investigation, that the Department continue to act on the principle 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. Maclellan, and the Mover, Professor Wilson.

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.

Ordered, That the application of the Inspectors of High Schools be recommended to the favourable consideration of the Lieutenant-Governor in Council; and that a sum of not less than two hundred dollars be granted to each of the Inspectors for travelling expenses.

February 4th, 1875. Three Communications were laid before the Council; also the Report of the Central Committee of Examiners, naming the successful competitors for the medals for 1874.

The Rule requiring notice having been suspended, it was,—

Ordered, That the Medals granted by the Council to the Candidates for Public School Teachers' Certificates, who passed the best Examinations in 1874, be now awarded.

Ordered, That the appointment of Miss Kate Hagarty as Third Assistant Teacher, in the Girls' Model School, temporarily made by the Chief Superintendent, be confirmed.

The British History and the Outlines of General History, with the manuscript revision thereof by the Committee, were laid before the Council and approved.

The Report of the Committee on the Course of Study in the Normal School was read and adopted.

The Motions of which notice had been given by Professor Goldwin Smith having been considered, it was,—

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 again suspended, the following notice of Professor 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 claims of any new work on the subject, which might be submitted to them, with a view to its adoption as a Text Book."

NOTE. With respect to the Motion of Professor Goldwin Smith in the foregoing Minutes, in regard to Text Books on religious instruction in the Schools, he addressed the following Letter to the Chief Superintendent of Education:—

TORONTO, 5th February, 1875.

MY DEAR DOCTOR RYERSON,—

I am sorry that you have taken offence, as you appeared to do, at the Resolution which I moved in the Council yesterday. You have, I am sure, sufficient largeness of mind to understand that I, or any other Member of the Council, may be unwilling to be responsible for the contents of "Christian Morals" on general grounds, and apart from anything that could, in anyway, affect the feelings of the Author.

I thought that, in moving a Resolution, which affirmed a general principle for the guidance of the Text Book Committee, I was really taking the least invidious, as well as the most satisfactory, course.

I carefully abstained from any reflection on your Work, and referred to it no further than was necessary, in order to show that I had a practical object in moving my Resolution.

If you will consider what has been done, you will see that in the system of organization and administration, not the slightest change has been made except by your own recommendation.

But, with regard to Text Books, I do not feel that we can properly allow ourselves to be always guided even by your advice; we are all equally responsible and must act each according to the best of his own judgment.

Very truly yours,

GOLDWIN SMITH.

To this Letter the Chief Superintendent sent the following reply:

Extreme indisposition prevented me from returning an immediate reply to your kind Letter of the 5th instant.

You are entirely mistaken in supposing that I took the least offence at your finding fault with my little book on "Christian Morals," or that I wished, or would wish, to limit the discretionary exercise of your undoubted right to introduce any Resolution, or express any opinion, as to Text Books, or the organization of our School System.

Nor would I have taken any offence, or felt any unpleasantness at your objecting to my Book as not properly written for a School Text Book. Nor have I said, nor do I intend to say, anything in order to retain it on the list of Text Books. It may be below the proper standard of a School Text Book, and ought to give place to a better, as soon as a better can be found, or prepared.

But what caused me surprise and pain, was to find how entirely I had mistaken your views of what should be aimed at in our System of Public Instruction, and to find you seeking to emasculate it of what I have ever regarded its cardinal Christian principles and character.

I had supposed that your views were entirely in harmony with my own as to the duty and importance of incorporating the positive doctrines and principles of our Common Christianity with the Educational Institutions of our Country, leaving what is Denominational to the teaching of the several Denominations. That is the principle on which our School System has been founded and built up from the beginning. For, in our list of authorized Text Books, there have always been Books on the Evidences of Christianity and its moral teaching; and my Book was no new departure from what

had been recognized, but a condensation of what was contained in three Books heretofore on our list of Text Books, and the use of all of which had not been found convenient. When my little Book was passing through the press, the proof, sheet by sheet, was sent to each Member of the Council of Public Instruction, for correction, objection, or suggestion; and when finished it was approved of by two Clergymen of the Church of England, two Presbyterian Clergymen, one Member of the Baptist Church, was used for a year without an objection from any quarter, but expressions of satisfaction from various quarters. But all at once, in a single week, attacks were made upon it, by consent of certain parties, as well as upon my little Book on Agriculture, which had been in use some three years with various expressions of approval, and without a single objection from any source, newspaper, or otherwise. And down to this hour no Teachers' Association, or School Meeting of any kind, has objected to the Book on Christian Morals. When I found that a Baptist newspaper, in opposition to its previous recommendation, professedly after careful perusal, objected to four, or five, questions and answers on Baptism and the Lord's Supper, (the former I believe,) I immediately proposed to the Council of Public Instruction their omission, and the filling up of the space which they occupied, (so as not to affect the paging of the book) with extracts from the Baptist Doctor Wayland's Moral Science, (used in our Provincial University,) on the institution and observance of the Sabbath, and also that Doctor Wayland's Moral Science, abridged by himself, should also be authorized for use in our Schools, so that Trustees preferring it could use it in their Schools instead of the Book prepared by me. The other Members of the Council declined acceding to my recommendation to make any change in my Book, but consented to also authorize Doctor Wayland's Moral Science, abridged by himself.

I may also observe that the Council of Public Instruction has ever acted upon the principle that it had no authority to compel the use of any Book, or exercise, or instruction, on the subject of Religion; but that it should, as a body of Christian men, and acting for a Christian Country, recommend in general terms, and provide facilities to aid Trustees and Parents to give such Religious Instruction in the Schools, as they might think proper, and as the law declared their right to do.

And it is to be remarked that no objection has ever been made for more than twenty-five years, either in, or out, of the Legislature, to the provision made by the Council of Public Instruction in regard to Religious Exercises in the Schools, or Religious Instruction, except now, in the case of certain objections which I have mentioned, to my little Book on Christian Morals. And, in the personal attacks made on that Book, not an objection was made to its teaching the Doctrine of the Trinity, or the Evidences of Christianity,—the two chief grounds on which you object to it.

You are the first person in Canada (so far as I know) that has objected to authorizing any Book in our Public Schools in which the Doctrine of the Trinity is taught, or the Evidences of Christianity. Such was the import of your Resolution in its first form, as interpreted by your own remarks in introducing it.

In such a light I remarked upon it when in your Resolution and your speech in its support, you successively modified your Resolution, so that it became harmless, as well as useless,—being a mere repetition of what the Council has often stated and always acted upon. But you did not modify the sentiments which you expressed, that no Book should be sanctioned by the Council, in which the Doctrine of the Trinity is taught, or in which the Evidences of Christianity are discussed. The use of my Book, which teaches that doctrine and the duties and morals of the Bible which flow from it, together with a summary of the principal evidences of the Divine Authorship of the Bible is not worth disputing about; but the principles it involves are common to all Christian Denominations, and are, I believe, essential to the well-being and highest civilization of this Country, and such as I shall endeavour to retain in the authorized Books of our Public Schools, as far as Parents and Trustees desire their use.

I have in past years maintained against different classes of objectors, that our School System is truly Christian, but not denominational; and, in any attempt to

abolish that fundamental principle of it, I shall take care to place on record what both the Council and myself have, from the beginning, done in regard to this vital interest of our Country.

I know it is easy to object, to unsettle, to pull down, stone by stone, the fabric of the institutions of any Country; but I think that, in educational and social Systems, as well as in Political Party Government, no man should attack what exists unless he is prepared to propose something better in its place.

EGERTON RYERSON.

TORONTO, February 8th, 1875.

(The Proceedings of the Council were then resumed.)

Reports of the following Committees were presented to the Council:—

On Regulations and Text Books.

Special Committee on the Supply of Library and Prize Books.

The Rule requiring a Notice of Motion was suspended.

Ordered, That 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.

Ordered, That the Chief Superintendent be empowered, on behalf of the Council, to grant Certificates to Candidates for Head Masterships in High Schools, who have complied with the Regulations already adopted.

Ordered, That application for an allowance for the Travelling Expenses of the High School Inspectors be made again to the Government.

Ordered, That the Public School Board, Toronto, be informed that the time fixed for the High School Entrance Examinations was adopted on the recommendation of the High School Inspectors, after full consideration, as the time most convenient generally for the purpose throughout the Province, and the Council do not feel it expedient to change it.

Ordered, That, on the recommendation of the Chief Superintendent, Pensions to seven Superannuated Teachers were granted.

On the motion of Professor Wilson, seconded by the Chief Superintendent, the Report of the Committee on Regulations and Text Books was adopted, also
The following Resolutions to carry the recommendations of the Report into effect:

a. Ordered,—That the list of Books recommended by the Committee on Regulations and Text Books to be added to the list of approved Text Books, be added thereto, and that those recommended to be struck off the list be so dealt with.

NOTE.—For List of Text Books approved and disapproved at this Meeting see page—

b. Ordered, That the plan recommended by the Inspectors of High Schools for the distribution of the moneys, by "Results," to High Schools be adopted, and ordered to be carried out.

c. Ordered, That the Regulations, prepared and submitted by the Chief Superintendent for granting Certificates to Teachers in new and remote Townships, be adopted.

d. Ordered, That the revised scheme of Entrance Examinations for the Normal School, and the revised Course of Study therein, as reported, be adopted.

e. Ordered, That the Examinations for the Normal School Students proceed for the present year at the usual time; but that any of the Normal School Students who desire to compete for the Provincial, or other, Medals, must do so at the Midsummer competition, along with all other Candidates. Also, that in future the examination of Normal School Students, and of Teachers generally, take place at the same time and on the same Papers.

f. Ordered, That the Government be requested to take the requisite steps for carrying out the principle already sanctioned by the Council, that Second Class Certificates

should only be granted on an examination by the Central Committee, by taking the requisite steps for making this the Law; and also that it be enacted that the Summer Vacation shall be from the 1st, instead of the 15th, of July to the 15th of August, for the Public Schools.

g. Ordered, That the Principals of the Normal Schools be empowered, after consultation with their Colleagues, to remove from the Roll the names of any Students who show incapacity for the teaching profession; or who have been reported by the Teachers of the Model School as unlikely to receive even the lowest mark upon a Normal School Certificate.

h. Ordered, That lists of Subjects of Study, and the revised Limit Table be printed and pasted inside of the Text Book covers, [on the plan suggested by the Inspector of Halton.]

Ordered, That the Chief Superintendent be requested to convey to the Inspectors of High Schools the acknowledgment of the Council for the care and labour bestowed by them in preparing the scheme for applying the principle of Payment by "Results," to Collegiate Institutes and High Schools.

Ordered, That the attention of the Committee on Regulations and Text Books be directed to the Text Books used in Roman Catholic Separate Schools.

May 19th, 1875. The following Communications were laid before the Council:—
From the Registrar of University College, Toronto, reporting the resignation of the Reverend Doctor McCaul, as the Representative of the College in the Council of Public Instruction, and the appointment of Professor Cherriman in his place.

From the High School Inspectors, on the outline of a Programme for High Schools.

From the Head Master of the High School, Markham, on the mode of apportioning the Grant to High Schools.

From Mr. W. Warwick, on the privilege allowed to Publishers to print the School Readers.

From the same, applying for permission to publish certain Text Books.

From Messieurs Copp, Clark and Co., on publishing the authorized Arithmetics, and the Regulations affecting the same.

From the same, applying for permission to print certain Text Books.

From Mr. C. Camidge, referring to previous Correspondence.

From the Honourable the Provincial Treasurer, acknowledging receipt of Letter.

The Letters from Messieurs Warwick, Campbell and Son, and Copp, Clark and Company were referred to a Committee, to report thereon at the next meeting, such Committee to consist of Messieurs Maclennan, McMaster and Deroche.

The Letter of the Head Master of Markham High School was referred to the Committee on Regulations and Text Books.

Reports from the following Committees were laid before the Council:—

On Regulations and Text Books.

On Library and Prize Books.

The Rule respecting a day's notice of Motion was suspended.

Ordered, That the Report of the Committee on Regulations and Text Books be received.

Ordered, That the Report of the 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.

Ordered, That the Rules of the Normal School, now recommended by the Committee on Regulations, be enacted.

NOTE.—These Rules are printed elsewhere.

Ordered, That Doctor Morris's English Grammar, (Primer) be added to the list of approved Text Books.

Ordered, That the Council having laid down a principle 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 these 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.

Ordered, That the amendments and additions to the Regulations for granting Certificates in remote Townships, now recommended by the Committee, be approved. The Regulations will accordingly be as follows:—

NOTE.—These Regulations are printed elsewhere.

14. *Ordered*, That the same Gentlemen who acted as Scrutineers last year, to examine and report upon the ballots for the election of Members to this Council, be appointed and requested to perform the same duties this year, for the election of Representatives respectively by Inspectors of Public Schools, and the Head Masters and Teachers of Collegiate Institutes and of High Schools.

CHAPTER IX.

CONDITION AND PROGRESS OF SCHOOLS IN CERTAIN TOWNS AND TOWNSHIPS.

AMELIASBURG COMPETITIVE SCHOOL EXAMINATIONS, 1876.—This Examination of the Schools of the Township of Ameliasburg was attended by upwards of a hundred children, and by a large number of Teachers, Parents and friends. The Exercises were conducted under the direction of the County Inspector of Schools, who was ably assisted by other gentlemen as Examiners. Questions were submitted to the several Classes of the Schools in the subjects of Grammar, Geography, Spelling, Reading, and Arithmetic, and to the Fifth Classes in History and Algebra. The names of the successful Candidates were read by the Inspector, and the presentation of Prizes was made by Mr. W. R. Dempsey, Reeve of the Township and Warden of Prince Edward. About 120 beautifully bound volumes were distributed, which had been purchased by funds contributed by the Warden and Messieurs Nightingale, Johnson and Bonter, of the Municipal Council of the Township, and Messieurs J. Sprague and W. Delong, each having subscribed five dollars. The proceedings were brought to a close by brief speeches from the Examiners, and the usual votes of thanks.—*Nation*.

Grantham and Grimsby. This Examination took place in the Township of Grant-ham, and was successfully carried out. It has been repeated in the Township of Grimsby, with very encouraging results to those who have had the responsibility of initiating and conducting it. The Pupils from ten Schools assembled at Smithville for the purpose of engaging in a friendly competitive contest for the foremost place in the honour-list, and nothing could exceed the eagerness of the young aspirants to scholastic fame, which was in no small degree shared by their respective Teachers, who were present. From

the spirit displayed by the Pupils, and the interest taken by the respectable gathering of Visitors, there is every reason to hope that this system of competition will, if continued, be productive of very desirable results, in the increased regularity of attendance at the Schools, the absence at which has been severely felt hitherto—in the increased demand for experience and efficiency in the Teacher, (in preference to cheapness,) and in the general awakening of interest by Parents and Trustees, in the condition and progress of their Schools. The Examination was almost wholly conducted in writing by the Examiners. Four Rooms of the Building, having been placed at the disposal of the Inspector, in which he was enabled to distribute the Prizes, after which the Chair being taken by Mr. A. Morse, many of the Visitors expressed in emphatic terms their approval of the system and their satisfaction with the results. The following Resolution, approving of the action of the Township Council in granting a sum of money for Prizes, was also unanimously adopted:—

“We, the Visitors at the Competitive Examination of the Public Schools of the Township of Grimsby, desire to give expression to our feelings of entire satisfaction with the impartial and satisfactory manner in which the said Examination has been conducted, and would respectfully recommend, in the interest of education in this Township, a continuance of the work so successfully inaugurated by the Inspector. Mr. J. B. Somerset, by the aid of our Municipal Council. We feel, also that the thanks of the public are due to the able staff of Examiners, who have conducted the Examination.”—*St. Catharines' Journal*.

3. KETCHUM GRANT TO THE TORONTO CITY SCHOOLS. The following Letter addressed to the Board on the condition of the Toronto City Schools by the gentlemen charged with the distribution of the Ketchum Grant was, by Resolution, inserted on the Minutes of the Board of Trustees:—

Having been appointed by the Directors of the Upper Canada Bible and Tract Societies to discharge the duty of distributing the Jesse Ketchum Bequest among the most deserving Pupils of the Schools of Toronto, we cannot, at the conclusion of our labours, refrain from expressing to the Board the heartfelt pleasure which we experienced in visiting these Schools. The generally excellent condition of the School-rooms, the air of neatness and comfort which prevailed, the order and discipline which were everywhere apparent, and the bright and cheerful groups of children which were gathered in the larger School-rooms to meet us, rendered the duty which we feared would be fatiguing, if not monotonous, to be delightful and instructive.

We devoted two entire days to visit the eighteen Schools, which are situated in different parts of the City and suburbs, and under the control of the Board. In them all, although under so many different Teachers, we noticed the same spirit of subordination and state of efficiency, etcetera, as that to which we have referred.

Many incidents of a pleasing character occurred during our visits; and many suggestive facts came under our notice during these two days, which isolated visits to Public Schools would never have brought out. We had the rare advantage, which a systematic and continuous visit to the whole of the Schools at once gave us, of comparing one School with the other; of noting the general condition of each of the Schools; the effect of the prevalence, or absence, of order and discipline in the daily life of the School; the tone and *esprit* of the Pupils; the character of the influence which the Teacher exercised in the School; and the effect of that æsthetic culture, (even of an elementary character,) which it is to be regretted is not always regarded as an essential part of school training, even by otherwise efficient Teachers. We noted, therefore, with the more pleasure, evidence of its existence in the Schools generally, as indicated by the personal neatness and taste of the Scholars; the presence of Flowers in the School-rooms, either in pots, or in bouquets; of mottoes, and other pleasing decorations; of musical skill, and by the marked exhibitions of courtesy and politeness on the part of the Pupils on our visit to their School-rooms. This was the more observable in the Girls' departments.

During our visit, we took occasion not only to address a few brief words of counsel to the Pupils generally, so as to impress upon their minds the necessity for the practice of those sterling virtues of punctuality, diligence and good conduct, which the Prizes were designed to stimulate and reward; but we sought to make the presentation the occasion of a direct practical application, in the case of each individual recipient, by an additional word of advice.

We were favoured with the presence of individual Trustees in many of the Schools. We cannot, however, speak too highly of the admirable arrangements made by Mr. Hughes, the indefatigable Inspector, by which we were enabled to carry out the Programme of distribution with punctuality and satisfaction to ourselves.

Taking a brief yet comprehensive view of the Schools, as we did, and of the extensive machinery and appliances for popular education now available in Toronto, we cannot but be deeply impressed with the immense power for good which these Schools possess. Although costing less than the Police Force, it is to them under the blessing of God, we must look for a potent means of the prevention of crime in our midst. By their establishment and maintenance, hundreds of children, which would otherwise be left to the demoralizing education of the Street, and brought up as City Arabs, are carefully trained in the elements of useful knowledge, and brought continuously under a wholesome discipline, and a humanizing and elevating influence of a powerful character.

Our two days' visit to the Public Schools so impressed us with their excellence and value to the City, that we have felt ourselves impelled thus to express to the Board of Trustees our views and impression on the subject.

J. GEORGE HODGINS,

Honorary Secretary, U. C. Bible Society.

A. T. McCORD, }
JOHN GILLESPIE, } *Members of the U. C. Bible and Tract Society.*

P.S.—We were also equally highly pleased and gratified by our visits to the Collegiate Institute and Model School.

4. GODERICH SCHOOLS, VISITED BY THE DEPUTY MINISTER. After a recent visit to the County of Huron and Goderich Schools, the following Letter was addressed to the Board of Public School Trustees of the Town by the Deputy Minister of Education:

I desire gratefully to acknowledge the courtesy of the Goderich Board of Public School Trustees in deputing its Chairman and other Members, with the Inspector, to accompany me on a visitation of the Schools of that Town, on the 12th instant.

It may be gratifying to the Members of the Board to know that that visit afforded me the liveliest satisfaction, not only in witnessing the results of the efforts which have been so systematically put forth by the Board to afford School Accommodation for the youth of Goderich, but also in observing the appropriate architectural style of the Buildings and the tidy appearance of the Pupils in the several Schools in the Town.

Although I had necessarily no opportunity of testing the attainments of the Pupils, yet, from the appearance of general intelligence which characterized each group of children which I saw, and from the admirable discipline which appeared to prevail in the Schools, I am sure that Goderich has reason to congratulate itself on the present condition of its Public Schools. This I feel persuaded is due no less to the zeal and diligence of Mr. J. R. Miller, the Inspector, than to the ability and devotion of the Teachers employed by the Board.

A pleasant visit which I made to the High School of Goderich afforded me also an opportunity of witnessing the results of the labours of its indefatigable Head Master, Mr. Strong. The intelligence of the Scholars and the discipline of the School struck me most favourably.

I may add that a visit to twelve of the fifteen Schools in the County of Huron, most of them in new School-houses, through the courtesy of Mr. J. R. Miller, impressed me with the conviction that the County has reason to pride itself on its educational advantages and progress as well as on the administrative abilities of its Inspector, Mr. Miller.

A recent visit of a most satisfactory character, which I have also made to several of the Public Schools in the Cities of Ottawa and Toronto, has convinced me that the progress which we have made of late years in educational affairs has been of a substantial and enduring character.

The following Reply was received from the Secretary of the Board:

I have the honour to acknowledge, on behalf of the Board of Public School Trustees, Town of Goderich, your Communication of the 19th June, and in reply beg to say that it was laid before the last Meeting, when it was resolved that it be acknowledged with thanks. Also, the hope was expressed that you will always have occasion to express yourself in as favourable a manner with reference to the work of the Board of Trustees and its Officials.

5. CONFERENCE OF INSPECTORS WITH THE DEPUTY MINISTER.

The *Belleville Daily Ontario* reports the following Conference on the subject of a Free Grant to Schools in the outlying Districts of Ontario, held at Belleville in September, 1876.

The Conference of Inspectors now in session here, under the direction of Doctor Hodgins, Deputy Minister of Education, is of much importance, more especially as it has for its object the well-being of the Schools to be established in the Free Grant and outlying Districts of the Province. During the past three years initiatory efforts have been made by the Education Department toward the organization of the School System in these Districts. The success, although not always uniform, has been highly satisfactory and encouraging. It is now intended, with the aid of the Inspectors immediately interested, to make further provisions for introducing and developing the whole System as it prevails in the frontier School Sections. Of course, certain exceptions must be made, and liberties granted, which the circumstances of the case require. In order to meet these with fair prospects of speedy success in the entire arrangements, the Deputy Minister has summoned the Inspectors, whose fields of labour extend into the new Districts, to consider such questions as the work in hand may suggest. Committees were appointed, and the subjects were discussed and much practical work was done.

6. "CANADA AT THE CENTENNIAL EXHIBITION." After the Conference was over, a Lecture was delivered in the Town Hall last evening by Doctor Hodgins, before a very large audience. The Chair was occupied by Reverend Doctor Jacques, of Albert College, and on the platform were a large number who have always evinced a deep interest in the cause of education. The Chairman in a brief and appropriate speech introduced the Lecturer, who began by referring to former Universal Expositions, graphically depicting the benefits that had accrued from their having taken place. He spoke of the display made by Canada at the Philadelphia Exhibition; of its vast importance of that Exhibition, and of the benefits that would result from it and spoke in high terms of praise of its general success. The Lecture was a capital one; it was thoroughly comprehensive and intelligent, and created a highly favourable impression on the minds of all present, and, at the close, the audience expressed their approval of it by continued applause. A vote of thanks moved by Professor Dawson and seconded by Mr. Bowell, M.P., was extended to the Lecturer for his able effort and was suitably acknowledged.—*Belleville Ontario*.

CHAPTER X.

REVISED CURRICULUM FOR ADMISSION TO THE TORONTO UNIVERSITY, 1876.

Candidates entering at the Junior, or Senior, Matriculation must have completed the fifteenth year of their age.

All Candidates entering the Junior Matriculation Examination must take the Pass subjects in Classics, Mathematics, English History, and Geography, except that Candidates who intend pursuing any of the Honour Courses, (other than Classics,) may substitute French and German for Greek.

The examinations for Senior Matriculation, (both Pass and Honours) will be held at the same time as the ordinary examination of Undergraduates in this Faculty.

The ordinary Annual Examinations for Junior Matriculation, (both Pass and Honours), will commence about the third week in June, and notice of the precise time will be given by advertisement in the first week of January.

Supplemental Examinations for Matriculation will be held in the latter part of September, at which those who were rejected at the June Examination, as well as new Candidates, may offer; but no Honours, or Scholarships, will be awarded at such Examination, except in the case hereinafter mentioned.

Candidates for entrance must produce satisfactory Certificates of age and of good conduct.

The Fee of Matriculation is Four dollars, and must be paid to the Registrar at the time the Candidate gives notice of intention to present himself. Candidates who have been rejected at the June Examination may present themselves at the Supplemental Examination upon payment of an additional Fee of Two dollars. The Fee for admission "*ad eundem statum*" is Five dollars, and must be paid to the Registrar at the time of application.

The following Scholarships will be offered for competition, namely:—

AT THE JUNIOR MATRICULATION EXAMINATION.

	\$
One in Classics, of the value of	150
One in Classics, of the value of	100
One in Mathematics of the value of	150
One in Mathematics of the value of	100
One in English, French, German, and History of the value of	120
Two for General Proficiency in all the subjects appointed for this Examination, one being of the value of	75
And the other being of the value of	50

AT THE SENIOR MATRICULATION EXAMINATION.

	\$
One in Classics, of the value of	150
One in Mathematics, of the value of	150
Two for General Proficiency in all the subjects, one being of the value of	75
And the other of the value of	50

The Examiners, at their discretion, may award among the Junior, or Senior, Matriculants any Scholarship which has not been taken at the preceding Matriculation, or First Year's Examinations; or may reserve any Scholarship which has not been taken at the Senior Matriculation to be awarded among the Undergraduates of the first year at the succeeding Examination.

Any Scholarship not taken at the Matriculation Examinations of June may be offered at the September Examinations for competition among Candidates then presenting themselves for the first time; and in that case notice will forthwith be given by advertisement of the Scholarships thus available for competition.

Every Candidate who obtains a Scholarship at the Junior, or the Senior, Matriculation Examinations must attend Lectures in some affiliated College for the academic year immediately following such Examinations; but the Senate may, upon satisfactory reasons being shown, permit such Scholar to postpone attendance upon Lectures for one year, in which case the payment of the amount of the Scholarship shall likewise be postponed. The Scholarships are paid in three instalments, videlicet, on the 15th of November, and 15th of January, and the 15th of March, and each Scholar is required to send the Registrar a Certificate of attendance upon Lectures at least three days before the date of each payment.

No Student can hold two Scholarships at the same time; but if two, or more, Scholarships have been awarded to him he will be entitled to forty per cent. of each additional Scholarship, his Scholarship being called a double, triple, etcetera, Scholarship, as the case may be; and the Senate may award the remainder of the value of such additional Scholarship to the Candidate who was next entitled to it.

No Scholarship (except for General Proficiency) will be awarded to any Candidate who has been placed lower than the First Class in the department, or in any of the departments, or sub-departments, to which the Scholarship is attached.

All Scholars must sign a declaration of their intention to proceed to a Degree in the Faculty of Arts in this University. In awarding the Scholarships for general proficiency, every subject upon which a Candidate has been examined is taken into account, and the Scholarships are awarded to such Students as, having obtained Honours in at least one department, shall have obtained the highest aggregate number of marks upon the whole Examination of the year. In awarding these Scholarships, the comparative standing of students in the several departments and sub-departments is estimated according to the following Schedule:—

FOR JUNIOR MATRICULATION.

	MARKS.		MARKS.
Greek.....	220	German	75
Latin	220	French	100
Mathematics	440	History and Geography	100
English	150		

FOR SENIOR MATRICULATION.

	MARKS.		MARKS.
Classics	500	French	125
Mathematics	500	German	125
English	200	Chemistry	125

A Scholarship for general proficiency will not be awarded to any Candidate who has obtained any one of the special Scholarships.

SUBJECTS OF EXAMINATION.

For Junior Matriculation the prescribed pass work is as follows:—

CLASSICS.—Anabasis, Book I.; Iliad, Book I.; Pro Iege Manilia; Fasti, Book I., vv. 1,300; Æneid, Book II., vv. 1,317; Latin Prose; Paper on Latin Grammar.

MATHEMATICS.—Arithmetic; Algebra, to the end of Quadratics; Euclid, Books I., II., III.

ENGLISH.—A paper on English Grammar; Composition; “Lady of the Lake,” with special reference to Cantos V. and VI.

HISTORY AND GEOGRAPHY.—English History from Queen Anne to George III., inclusive; Roman History from the beginning of Second Punic War to the death of Augustus; Greek History from the Persian to the Peloponnesian War, both inclusive; Ancient Geography, Greece, Italy, and Asia Minor; Modern Geography, North America and Europe.

FRENCH, (optional).—Grammar Paper; easy French Prose; Corneille, Horace, Acts I. and II.

GERMAN, (optional).—Grammar Paper; Musaeus, Stumme Liebe, Schiller, Lied von der Glocke.

The Honour work for Junior Matriculation embraces the following:—

CLASSICS.—Demosthenes, Phil., I., II.; Odyssey, Book IX.; Cæsar, Bell. Gall, Book IV., c. 20-36 and Book V. c. 8-23 (*i.e.*, Bellum Britannicum); Horace, Odes, Book I.; Ovid, Fasti, Book I., from verse 440 to the end; translation from one Latin and one Greek author not specified; Paper on Greek Grammar. Latin Verse will be optional, and marks awarded for it will not count for Honours, or Scholarships, but a Prize of \$15 may be awarded by the Examiners.

MATHEMATICS.—Plane Trigonometry, (solution of Triangles); Algebra, to the end of the Binomial Theorem; Euclid. Books IV. and VI., and Definitions of Book V.

ENGLISH.—Shakespeare's Macbeth.

FRENCH.—Corneille's Horace, Acts III., IV., V.; Dumas' Tulipe Noire; translation from easy Authors not specified.

GERMAN.—Schiller, Neffe als Onkel.

HISTORY AND GEOGRAPHY.—English History under the Tudors and Stuarts; Geography of the British Empire, including the Colonies.

For Senior Matriculation the pass work is as follows:—

CLASSICS.—Herodotus, Book I. cc. 26-92; Iliad, Book XII.; Livy, Book IX., cc. 1-22; Horace, Odes, Book III.; Æneid, Book VII.; Latin Prose; paper on Latin Grammar.

MATHEMATICS.—Arithmetic; Algebra, to the end of Progressions; Euclid, Books I., II., III., IV., and VI., and Definitions of Book V.; Plane Trigonometry, as far as the solution of Plane Triangles.

ENGLISH.—Composition; History and Etymology of the English language; Rhetorical Forms; History of English Literature in the times of Elizabeth and James I. Books of Reference; Craik's English Literature, Book V.; Earle's Philology of the English Tongue; Bain's English Composition and Rhetoric.

FRENCH.—Grammar Paper; De Stael, L'Allemagne, Premiere Partie; easy translation into French Prose.

GERMAN.—Grammar Paper; Fouqué, Aslauga's Ritter; Outlines of German Literature, 1300-1670.

The following is the Honour work for Senior Matriculation:—

CLASSICS.—Demosthenese against Aphabus, I., II.; Odyssey, Book XII.; Livy, Book IX., c. 23 to end; Cicero in Cæcilium; Virgil, Georgics, Book I.; translation from one Latin and one Greek Author not specified; Greek Grammar Paper; same conditions in regard to Latin verse as in Junior Matriculation.

MATHEMATICS.—Algebra, to Properties of Numbers, (Colenso, or Todhunter); Plane Trigonometry; Analytical Plane Geometry (Puckle).

ENGLISH.—Prosody (Abbot and Seely's English for English People); Rhetoric (Bain's Composition and Rhetoric); History of English Literature from Chaucer to Surrey Craik's Literature, Books III., IV.; Marsh's English Language and Literature, Lectures 6-11 inclusive); Prologue to Canterbury Tales; The Nunne Preste, His Tale (Morris, Clarendon Press); Shakespeare's Coriolanus.

FRENCH.—Moliere, L'Avare and Les Fourberies de Scapin; Montalembert, L'Avenir Politique de l'Angleterre; translation from Authors not specified.

GERMAN.—Schiller, Wallenstein's Lager; Chamisso, Peter Schlemihl; easy translation into German.

CHEMISTRY.—Inorganic Chemistry, (Roscoe's Elements.)

CHAPTER XI.

MEMORANDUM BY THE MINISTER OF EDUCATION ON THE SUBJECT OF THE PROCEEDINGS OF THE DUNDAS COUNTY BOARD OF EXAMINERS, 1876.

I. In consequence of the representations made to this Department, the undersigned appointed a Commission composed of J. George Hodgins, LL.D., Deputy Minister, and Mr. W. R. Bigg, Inspector of Public Schools for the first division of Leeds, to enquire into and report to me upon the subject of certain complaints made by Mr. Archibald Loucks, a Public School Teacher in the County of Dundas, against the conduct and proceedings of the Reverend William Fergusson, M.A., Public School Inspector and Examiner, and of W. A. Whitney, M.A., also an Examiner in the County of Dundas, during the years from 1871 to 1875.

II. The evidence was taken under oath, under the authority of a Statute in that behalf, and has been returned by the Commissioners to the Department.

III. The proceedings before the Commission commenced on the 16th of May, 1876, and were taken down in shorthand.

IV. The parties affected are the Reverend William Fergusson, M.A., who holds a Certificate as a Public School Inspector for the County of Dundas, and, *ex-officio*, one of the County Board of Examiners; W. A. Whitney, M.A., Head Master of the Iroquois High School, who holds a Certificate of Qualification as an Inspector and Examiner, and W. M. Elliott, M.A., who holds the position of Head Master of the Kemptville High School, who holds a Certificate as an Examiner.

Thirteen witnesses were examined in the presence of these parties, and were subjected to cross-examination by them;

1. Archibald Loucks, the Complainant, who formerly held a Third Class Certificate as a Public School Teacher, but which has expired. He has been teaching under a permit from the Inspector granted last year, but since suspended, and twelve other persons.

The evidence chiefly refers to the Examination which took place at Winchester Springs in July, 1874, and its purport will be concisely stated as given by the different witnesses.

1. James Mallen, a Candidate for a Third Class Certificate, states that he saw the Paper on Arithmetic on Tuesday evening, being the day next preceding the Examination on that subject; he is positive he saw that Paper the night before it was examined upon, at his boarding house and in the hands of Mr. Wm. Elliott, one of the County Examiners. It was the same Paper as was given the next morning to himself and the other Candidates; he had the Paper in his own hands and looked over it in the presence of Mr. Elliott; he asked Mr. McNulty (also a Witness) to solve one of its problems for him; he also states that Mr. Fergusson opened all the packages containing the Examination Papers, and assumed to open the Arithmetic package, also on the Wednesday of its examination.

2. William Elliott, also a Candidate, but not connected with Mr. W. M. Elliott, the Examiner, states that he heard from James L. Holmes, who lives in Winchester, the day after the Examination in Arithmetic, that one of the Papers had been seen by a Candidate.

3. Thomas McNulty, formerly a Teacher, states that he was present at Winchester Springs for most of the week during the Examination in July, 1874; he worked an example for James Mallen on the evening previous to the Examination, and he saw the example the next day in the Examination Paper.

4. James Flannigan, a Candidate at this Examination, states that Doctor Hickey was an Examiner, in addition to the other three; he saw two Papers containing the Examination Questions, before they were examined upon, in the Victoria House, a

boarding-house at the Springs; these Papers referred to the Second-class Examinations, and were upon Arithmetic and Algebra; he saw them in a room, which the evidence shows was Mr. Whitney's, on a trunk, or on a bed; he went to the room for the express purpose of finding these Papers, upon information furnished by Mr. Whitney to himself and another Candidate, Mr. McEwen; this information was given by Mr. Whitney in a conversation away from the house, and Flannigan states positively that it was solely in consequence of what fell from Mr. Whitney in this conversation that induced him to go to the room for the very purpose of finding these Examination Papers; Mr. Whitney also gave him to understand that the Papers had been opened, and that they were to be found in the room in which he sought them; he saw these Papers the evening before the Examination, and is positive that he was examined upon these same Papers; he looked over them, and the next day was examined upon them; he found the Papers not in an envelope but lying loose; he did not require this aid so much for himself as for Mr. McEwen and some other Candidates, although he admits he derived some advantage from seeing them; he states there were ten questions on the Papers, and that he saw eight of them; he asked Mr. McPherson to solve a problem for him, but he did not communicate to Mr. McPherson where he had got the problem; he brought the principal part of the problem written down by him to Mr. McPherson; a conversation with Mr. Whitney took place after tea time, and was on the bank of a stream which runs along by the Spring; Mr. McPherson was the Presiding Examiner, and five Candidates presented themselves.

5. W. A. Whitney, one of the Board of Examiners, and Secretary to the Board states, that at the close of the afternoon of this Examination, he was standing near Mr. Fergusson at the Table while the Second-class Candidates were in the room, Mr. Elliott being also in the room engaged in collecting the Answers of those Candidates who had finished; he then made a suggestion to Mr. Fergusson about opening the Mathematical Papers, avowing as his object, that it would expedite business if they could see the Questions, and test them with the Answers sent from the Department; Mr. Fergusson, in consequence, broke open the package and drew forth two Papers, and remarked that it was a matter of confidence between Mr. Whitney and himself; at the same time Mr. Elliott walked forward to the platform where they were, and took the Paper which was in Mr. Fergusson's hands, looked at it, folded it up, and put it in his pocket, while Mr. Whitney got three Papers in all, including Arithmetic and Algebra; these Papers were alleged to be in one package; in distributing the Papers the envelopes with the seals having been opened in this way, Mr. Whitney cannot explain how they got over the difficulty of the Regulation which prescribes that the package must be opened at the time of each Examination, in the presence of two Examiners and of the Candidates; he (Mr. Whitney) states that the Paper taken away by Elliott was that referred to by Mallen in his evidence; he does not think the Natural Philosophy Paper was opened; he is confident that Flannigan could have succeeded in obtaining the Certificate without the assistance received from having seen the Examination Papers.

6. The Reverend William Fergusson, M.A., School Inspector for the County of Dundas, was examined in respect of this Examination, and also in connection with certain proceedings relating to the Third-class Certificate and the permit granted to Archibald Loucks, the Complainant. As to the first question he states that until he heard the evidence he was under the impression that the Examination Papers had got into the hands of the Candidates through carelessness of another party; he states that the Department on the 23rd of November, 1874, had the subject of this Examination under review, but solely on literary grounds; he states that when he heard that, in some way, the Candidates had got information he thought it had been derived from Mr. Elliott's having possession of one of the Papers and that he had complained to Mr. Elliott, the Witness, of his namesake ransacking his chest; that W. M. Elliott, since the Examination, has ceased to be Examiner; he states this to have been the first and only occasion in which any irregularity occurred; the opening of the package was for the purpose of expediting the work of the Examiners; that the circumstances are exactly as Mr. Whitney stated

and he relied upon them with perfect confidence as honourable men; he considered there was nothing wrong in opening the Papers for this purpose; he claims that it was impossible for him to have exercised greater care. Mr. Fergusson was examined at great length on the subject in dispute between him and Mr. Loucks as to the Third-class Certificate and Teacher's permit.

7. Mr. A. Loucks, formerly holder of a Third-class Certificate, and the Complainant, states all the circumstances connected with his dispute with Mr. Fergusson relating to his Third-class Certificate and Permits; and Mr. Whitney was also examined on the same subject, as well as Mr. Arthur Brown, M.A., one of the County Board of Examiners, as well as Mr. Jacob Hanes, a Trustee of School Section Number One, Williamsburg.

8. Charles E. Hickey, M.D., one of the Examiners in July, 1874, states that he knew the rule that, at the time fixed for the Examination, the Papers were to be opened in the presence of the Examiners and of the Candidates, and that their attention should be called to the fact, that the Papers were opened in different ways, and that, in fact, very many of the seals came to them broken in the larger packages, from their tumbling about; there were times when the Witness was not present at the opening proceedings; he noticed at the time that the Paper on Arithmetic was opened before the time of the Examination; he says we talked about the matter as being beyond the law, but considered among honourable men it was not wrong, as we knew that the secrecy of the Papers would be as conscientiously observed by Mr. Fergusson as if they had not been touched; it had been the experience of the Board that some inaccuracies had been found in the answers sent by the Department, and business might be facilitated by their being opened; he thinks this was the only Paper opened; that the Paper had been opened without his being a party to it; he yielded his consent afterwards; he held afterwards that the Paper had been taken advantage of; he then felt that they had done wrong, but it seemed difficult to rectify the evil, and he did not know how to proceed; he only knew by inference of any Candidate having got assistance, and it was not until long after it had been done that he inferred this; he feels sure that Flannigan could have obtained his Certificate without any aid.

9. Mr. Irwin Stuart, Head Master, High School, Morrisburgh, states that, when acting with Mr. Fergusson in conducting the High School Entrance Examination, he has on all occasions been careful and conscientious, and has conformed on each occasion to the Regulations, which require the packages to be opened at the time set forth therein, in the presence of all the Candidates and Examiners.

10. The Reverend E. Robson states that he has known Mr. Whitney for twenty years, and speaks favourably of his character.

11. Allan Weagant, Candidate for a Third-class Certificate in July, 1874, examined by Mr. Whitney, states that Mr. Whitney had a large number of Pupils there at the time, and that he was as strict with the one as with the other.

The conclusions of the undersigned from the whole evidence are as follows:—

1. That Mr. Whitney intentionally procured the examination Paper on Arithmetic and Algebra from Mr. Fergusson, in order that Candidates might receive aid from seeing this Paper before the Examination thereupon.
2. That Mr. W. M. Elliott took the Paper with the intention of aiding Candidates in the like manner.
3. That Mr. Fergusson was innocent of any such intention, and was evidently misled by Mr. Whitney's plausible reasoning for opening the package.
4. Doctor Hickey cannot be considered, in any sense, as a party implicated.

The duty of the undersigned under these circumstances, therefore, is to recommend to His Honour the Lieutenant-Governor-in-Council that the Certificate of Qualification of Mr. Whitney as an Examiner be cancelled, and Mr. Whitney to cease to be an Examiner accordingly.

That the Certificate of the qualification of Mr. Elliott as an Examiner be cancelled, and Mr. Elliott cease to be an Examiner accordingly.

That Mr. Fergusson is censurable for having assumed, under any pretext, or for any reason, to violate the plain letter of the Regulations, and is censured accordingly. His otherwise careful and conscientious discharge of duty has been considered in dealing thus leniently with his case. From recent occurrences and information brought to the attention of the Department, it is plain that irregularity and laxity in the Examination of Public School Teachers are getting too prevalent, and, if it had not been clear that Mr. Fergusson had been innocently misled in this matter, it would have been the duty of the undersigned to have suspended Mr. Fergusson's Certificates of Qualifications as an Inspector and Examiner.

With reference to the dispute as to Mr. Loucks' Certificate, it is not proposed to deal with that question in the present Memorandum.

It will be necessary that all of the Candidates for Second-class Certificates at the Examination in July, 1874, excepting Flannigan and Mallen, be re-examined on the subject of Arithmetic and Algebra. The exception is made in the cases of Flannigan and Mallen on account of their candour and straightforwardness before the Commissioners, and it being also manifest that they were fully competent to have passed the Examination in Arithmetic and Algebra.

TORONTO, June, 1876.

ADAM CROOKS, Minister of Education.

MEMORANDUM RESPECTING THE FURTHER INVESTIGATION ON PUBLIC SCHOOL TEACHERS' EXAMINATION FOR COUNTY OF DUNDAS IN JULY, 1874.

1. It now appearing from the further statement of the Reverend William Fergusson, M.A., Inspector, that only three Candidates passed for a Second-class at such Examination, videlicet:—D. Cheney, James Flannigan and William Elliott; and that Robert McEwen, failed on that occasion, and took a Third-class at the Examination in the year 1875; my decision can only affect the standing of D. Cheney and Wm. Elliott, who are now engaged as Teachers. Mr. Fergusson vouches for Mr. Cheney, and Mr. Elliott having in no way been connected with the improper practices brought to light by the recent investigation, I have therefore to exempt Mr. Cheney, and Mr. Elliott as well, from the necessity of any re-examination.

2. I also find that those improper practices were confined to Candidates for Second-class Candidates, and that those for Third-class are in no way implicated therein. I have, therefore, to exempt all of those who obtained Third-class Certificates at that examination from any re-examination.

TORONTO, June 19th, 1876.

ADAM CROOKS, Minister of Education.

. The parties concerned in this case were the same as those formerly concerned in it.

REPORT AND EVIDENCE BY THE COMMISSIONERS IN THE CASE OF ARCHIBALD LOUCKS VERSUS THE REVEREND WM. FERGUSSON, M.A., INSPECTOR OF PUBLIC SCHOOLS, AND W. A. WHITNEY, M.A., A MEMBER OF THE BOARD OF EXAMINERS FOR THE COUNTY OF DUNDAS TO THE MINISTER OF EDUCATION.

By virtue of a Commission under the hand and seal of the Honourable Minister of Education for Ontario, appointing "Doctor Hodgins, Deputy Minister of Education, and Mr. W. R. Bigg, Inspector of Public Schools for the First Division of the County of Leeds, Commissioners to enquire into and report to me, in regard to certain complaints made to me, the Minister, by Mr. Archibald Loucks, a Public School Teacher in the County of Dundas, against the conduct and proceedings of the Reverend W. Fergusson, M.A., Public School Inspector and Examiner in that County, and against the conduct and proceedings of W. A. Whitney, M.A., also an Examiner for Public School Teachers' Certificates in the same County, during the years from 1871 to 1875 inclusive, and other alleged irregularities," and further directing that the evidence shall be taken under oath:

We the Commissioners therein specified, by virtue of the authority thereby vested in us, beg leave to report:

That the Court of Enquiry was duly opened in the Town Hall at Morrisburg, in the County of Dundas, on Tuesday, May the 16th, 1876, the services of a short hand Reporter, (Mr. Burgess, of the *Ottawa Times*) having been secured to facilitate the enquiry.

The several Witnesses having been duly sworn by Mr. W. R. Bigg, their evidence was taken down in short hand by Mr. Burgess, and, when subsequently written out, was read to each of the Witnesses and duly signed by each in presence of Mr. W. R. Bigg, and attested by him.

The Commissioners having carefully listened to the entire evidence have formed their conclusions in regard to the merits of the case, which they are prepared to state, if thought desirable by the Minister of Education. In the meantime they herewith submit the evidence as taken in full.

MORRISBURG, May 19th, 1876.

J. GEORGE HODGINS, }
W. R. BIGG. } Commissioners.

NOTE. The following is the introductory part of the proceedings in the Dundas County School Investigation.

The Commissioners appointed by the Honourable Minister of Education, for the purpose of inquiring into certain alleged irregularities in connection with the examination of Teachers by the County Board of Examiners of Dundas, in 1874, met this 10th day of May, 1876, in the Town Hall.

Mr. Bigg read the Commission issued by the Minister of Education, ordering the investigation to be made.

The senior Commissioner, in opening the proceedings, said:—Permit me to say with regard to the Commission and the purpose for which it has been issued by the Honourable Minister of Education. I deeply regret the cause of it and trust that, in the interests of all parties concerned, we shall be able satisfactorily to arrive at the facts of the case. In doing so, we propose to call Witnesses named by the Complainant to give evidence in the case, with the investigation of which we have been charged; the testimony of each witness will be taken down by a highly competent short-hand Writer—question and answer. For this purpose, we have been fortunate enough to engage Mr. Burgess, of the *Ottawa Times*. The evidence will afterwards be written out by Mr. Burgess and signed by each Witness, in presence of one of the Commissioners.

In regard to the purpose for which this Commission has been issued, I would like to impress upon all parties concerned, that we have no animus in the matter one way or the other; but as every one must very well understand, it is a prime necessity that there should be (as indeed in all cases there must be) full confidence reposed in every Officer in any way connected with the administration of the School Law. It is, therefore, the privilege of every person officially connected with our School System to make any reasonable complaint which he sees fit in regard to the conduct of these Officers, from the highest to the lowest. It is the duty of the Department to take cognisance of, and, either by letter, or orally, investigate these complaints, and to deal with them as the facts disclosed may justify. In conducting Teachers' Examinations, the Examiners,—as you are aware—voluntarily assume a very serious and important duty. They make such a declaration in regard to the manner in which they will conduct the Examination, that it is but reasonable to expect they will faithfully fulfil their promise. The Department has so framed the Regulations under which all the Examinations are conducted, that if the Examiners depart from the strict letter of the law in any respect, they inflict a wrong on others and violate the Regulations at their peril. I need not point out to you, what must be obvious, that any infringement of these Regulations involves a very grave injustice to the other Teachers who are being examined throughout the Province on the same day. Unless all parties concerned

abide by the law in every particular, as it bears upon the way in which Examinations are to be conducted, the integrity of the Examination itself is imperilled.

The sole object which we have in view in hearing this case, is to give all parties concerned full opportunity of stating the facts. To have these facts brought out is the whole of our duty, and not to pronounce judgment upon them. That duty devolves upon the Honourable Minister of Education, to whom our Report will be submitted. Questions will be put to the Witnesses through the Commissioners, or with their consent; and with my Colleagues and myself it will rest, should occasion arise, to say whether these questions are in order and relevant, or whether they are out of order and irrelevant. Inquiries, or remarks, which could be unjust, or personally offensive, will thus be prevented. Our position is almost entirely judicial; and we shall endeavour to follow as strictly as the circumstances will permit, the rules laid down by legal authority in regard to the taking of evidence in cases of this kind. The evidence offered must be direct, and not based upon hearsay. If offered, we may have to refuse it, and report to the Minister of Education only such information as is within the Witnesses' own cognisance.

I am happy to meet my venerable friend, the Inspector for the County. I know that for some years he has endeavoured to do his duty faithfully. I have a good deal of sympathy for any Gentleman in his position, and he may depend upon being treated honourably, fairly and courteously throughout the investigation. I may say the same to all other parties concerned.

We shall confine ourselves to the charges just read, and if the Complainant has other charges to make, they must be put in writing.

The order of proceedings agreed upon by the Commissioners is, that Mr. Loucks shall call his Witnesses first, when the other side will have an opportunity of cross-examining them. Then the Witnesses for the defence will be called, and the same latitude allowed as to their cross-examination.

Mr. Bigg, Commissioner, then read the formal charges lodged by Mr. Loucks with the Department, from which it appeared that the charge made against the Reverend Mr. Fergusson and Mr. W. A. Whitney, was, that the first-mentioned, at the suggestion of the last mentioned, broke the seals of Examination Papers on the evening previous to the Examination, at Winchester Springs, in July, 1874. This charge was first taken up, Mr. Tyrrell, Barrister, Morrisburg, appearing by consent of the Commissioners, on behalf of Mr. Loucks.

(NOTE. The Commissioners then proceeded to take the evidence in the case, which was very voluminous. It is not inserted here as the Minister's Report on the case to the Lieutenant-Governor contains a very full synopsis of it.)

CHAPTER XII.

AMENDED HIGH SCHOOL PROGRAMME, AND THE REGULATIONS FOR INTERMEDIATE EXAMINATIONS.

(APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR-IN-COUNCIL,
OCTOBER, 1876.)

N.B.—Instead of a fixed amount of work for each Form, the Department 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 Education Department;* 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; Per-centage 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.

(d) Natural Philosophy—Composition and Resolution of Forces; Principle of Momentum, Centre of Gravity; Mechanical Powers; Ratio 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; Alder'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 end of the second Punic War.†

(b) A fair course of Elementary Geography, Mathematical, Physical, and Political.

GROUP G.—(a) Single and Double Entry; Commercial forms and usages; Banking, Custom House, and General Business Transactions.

Writing, Drawing and Music.

(b) Practice in Writing.

(c) Linear and Free-hand Drawing.

(d) Elements of Music.

Note. An option is permitted, (i.) Latin; (ii.) French; (iii.) German; and (iv.) Natural Philosophy, Chemistry, and Book-keeping.

*For 1876 and the former half of 1877, 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 set will be based mainly on Cantos v. and vi.

**Book V. will be substituted for Book I. in 1877.

†There will be no examination in Roman History before June, 1877.

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 Education Department. For 1876 and the former half of 1877, Shakespeare's Tragedy of "Macbeth" and Milton's "Il Penseroso" have been prescribed. These works have been ordered for the People's Depository, and will be kept for sale. Composition, Reading, and Elocution: the subject generally, as far as required for Senior Matriculation with Honours in the University.

GROUP B.—*Mathematics*.—(a) 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 Combination, Binomial Theorem, Properties of Numbers, 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; Analytical Plane Geometry.

(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; Corneille, Horace; Dumas, Tulipe Noire; De Staël, L'Allemagne, Première Partie; Molière, L'Avare and Les Fourberies de Scapin; Montalembert, De l'Avenir Politique de l'Angleterre; Translation from English into French; Conversation, etcetera, as far as is required for Senior Matriculation with Honours.

(b) *German*: Grammar and Exercises; Musaeno, Stumme Liebe; Schiller, Lied von der Glocke, Neffe als Onkel, and Wallenstein's Lager; Fouque, Aslanga's Ritter; Chamisso, Peter Schlemihl; Outlines of German Literature 1300-1670; Translation from English into German; Conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin*: Grammar; Cicero, Pro Lege Manilia and in Caecilium; Ovid, Fasti, Book I, exclusive of verses 300-440; Virgil, Æneid, Books II and VII, and Georgics, Book I; Cæsar, Bell. Gall. Book IV, chapters 20-36, and Book V, chapters 8-23; Horace, Odes, Books I and III; Livy, Book IX; Translation from English into Latin Prose, etcetera, as far as is required for Senior Matriculation with Honours.

(b) *Greek*: Grammar; Xenophon, Anabasis, Book I; Homer, Iliad, Books I and XII; Odyssey, Books IX and XII; Demosthenes, Philippics I and II, against Ahabus, I and II; Herodotus, Book I, chapters 26-92, etc., as far as is required for Senior Matriculation 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; Liquifaction; 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 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 of 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,

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 only to take the subjects prescribed for such Examination.

II. THE SEMI-ANNUAL APPORTIONMENT OF THE SCHOOL GRANT, ACT, 37TH VICTORIA, CHAPTER 27, SECTION 66.

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 by a grant.

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 (\$10,000), 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 the 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) Natural Philosophy, Chemistry 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, transmitted to the Department by the Chairman of 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.

The test subjects will be grouped in the following manner:

(a) Arithmetic, Algebra, and Euclid.

(b) English Grammar, Composition and Dictation.

(c) History, Geography, and English Literature;

and Candidates who obtain 40 per cent. of the total in each group, and not less than 20 per cent. in each subject, shall be considered as having passed the examination in these subjects, which, therefore, will 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)	5,000
III.—Sum to be apportioned on the report of Inspectors	10,000
IV.—Balance to be distributed on "results" of Intermediate Examination...	14,600
Total.....	\$72,000

* At the Intermediate Examination in December, 1876, Papers will be set in English Grammar and Etymology, English Literature, 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.

Candidates who take French will be examined in De Fivas' Elementary Reader and the Sixth Book of Voltaire's Charles XII. Candidates who accept Latin as their optional subject, and who may be reading Horace, Livy, Cicero, Ovid, or some book of Caesar or Virgil other than the one prescribed with a view to a University or professional examination, need not be examined in Caesar 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, however, be examined in Virgil, Latin Grammar, and translation into Latin; and no exemption granted during the former half of the current year will be valid unless renewed.

Although Music and Drawing will form no part of the Intermediate Examination in December, 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.

2. RULES AND REGULATIONS OF THE EDUCATION DEPARTMENT RESPECTING THE INTERMEDIATE HIGH SCHOOL EXAMINATIONS, ON THE 18TH-21ST OF DECEMBER, 1876.

I. MODE OF CONDUCTING THE EXAMINATIONS.

1. Every Head Master shall send to the Education Department, before the 1st of December, 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 Education Department, for the approval of the Minister, or Deputy, not later than the 1st of December, the name of the Person whom he intends to appoint as his Substitute at those Examinations at which he himself cannot preside.

4. When more than one Room is required for the Candidates, an Inspector's Substitute must be appointed for each Room to preside in his stead.

5. The Public School Inspectors and the Persons appointed by them, with the approval of the Minister, or Deputy, to act as their Substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional Rooms, shall be entitled to a Fee of \$3 per day, with mileage at 10c. a mile, to be paid by the High School Board. None may act as a Substitute unless approved by the Minister, or Deputy, and the Inspectors are required to send their nominations to the Department forthwith.

6. No Trustee, Master, or Teacher of the School concerned can be appointed as such Substitute, and no Master, or Teacher, of the School can be present during the Examination, in the Room with the Candidates.

II. DIRECTIONS FOR 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 to be removed from the Room.

2. All these arrangements must be completed, and the necessary Stationary, (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. Punctually 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 Examination, will sign and forward, with the Answers of the Candidates, a solemn declaration, (in a 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 examination on the 21st of December, 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 till 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 at once be 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 the 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 18th of December, 1876, and shall be conducted as prescribed.

V. SUB-EXAMINERS.

The following gentlemen are appointed to act as Sub-examiners:

1. John C. Glashan,* *Public School Inspector, City of Ottawa, 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 College, Toronto.*
4. J. E. Bryant, *Student of the fourth year, University of Toronto.*
5. G. B. Sparling, 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 for 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.

* Messieurs Glashan and Tilley will not preside or be present at the High School Examinations in their Counties, Substitutes being appointed for that duty.

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 of Education, or Deputy Minister, to all Candidates who succeed in passing the Intermediate Examinations, according to the report of the Central Committee.

3. EXAMINATION IN HISTORY FOR FIRST CLASS CERTIFICATES, JULY, 1877.

General History.—Freeman, Chapters 1-5 inclusive.

Ancient History.—Special and more detailed study of a particular period:—History of Greece to the close of the Peloponnesian War, (Schmitz's Ancient History, Book II., or History of Greece by Doctor W. Smith), may be consulted.

Modern History.—Special and more detailed study of a particular period:—History of England; the Tudor Period, Freer's Short History of the English People, and Macaulay's History of England, Chapter I.), may be consulted.

4. HIGH SCHOOL ENTRANCE EXAMINATION.

The Examinations for admission will be held on the 9th and 10th of December, in accordance with instructions issued.

5. CERTIFICATES OF NORMAL SCHOOL STUDENTS.

On the Report of the Central Committee of Examiners as to attainments, and of the Principals: (a) That they have given regular attendance during the Session at the Normal School Lectures, and performed their work to the satisfaction of the Principal and Teachers; (b) That they have sufficient aptitude to teach; (c) That, in the opinion of the Principal, they are qualified to compete for such Certificates; (d) That they are of good moral character, the Honourable the Minister of Education has granted the undermentioned Certificates to Students of the Normal Schools under the Act, 37 Victoria, Chapter 27, Section 31, (12).

CLASS I. *Grade A.*

George K. Powell, Silver Medal. John E. Tom, Bronze Medal.

(NOTE. The names of Students who received Certificates merely are not inserted.)

6. THE MINISTER OF EDUCATION AT THE TORONTO NORMAL SCHOOL.

At the commencement of the Session of the Normal School there were present the Honourable A. Crooks, Minister of Education; the Deputy Minister of Education; and the Principal and members of the Staffs of the Normal and Model Schools.

The Principal read an Address to the Students on the Regulations of the School.

The Minister of Education congratulated the Principal and Students on the satisfactory commencement of another Session. Great value had been attributed to the Certificates of Students who had gone through the Curriculum of the Normal School, and this was satisfactory, first, as an indication of a feeling which he was glad to see becoming more prevalent in the Province, the desire to get the best qualified Teachers for our Public Schools; and, in the next place, as showing that the Normal School was a valuable aid in securing to the Schools duly qualified Teachers. There had been able Masters of Normal Schools in the past whose labours, through those trained under their

hands, were still yielding fruit; and he felt that this Normal School, as well as that at Ottawa, would in future years continue to bring forth fruit, as this Institution had done since its establishment in 1847. Not only were Trustees now able to appreciate most highly those who held Normal School Certificates, but Trustees and Ratepayers alike were becoming more prepared to adequately remunerate Teachers who possessed the higher qualifications. After pointing out the especial advantages which they enjoyed in entering the Normal School, Mr. Crooks alluded to the fact, that one of the first duties of a Normal School was, that it should devote itself to training in the Art of Teaching, rather than assume to instruct in those matters which might be learned elsewhere. The High Schools could give all the instruction necessary to enable a Pupil to obtain the different classes of Certificates, but when it became necessary that a Pupil should be trained in those different methods and principles of instruction on which the success of a School so much depended, something more than the training of a High School was required. It was within those walls that Teachers who might otherwise be able to pass satisfactorily for Second and Third-class Certificates could supplement the instruction they had received, by being practically trained in the improved methods and principles of teaching. His purpose was, however, rather to point out those deficiencies in connection with our Educational System, which, in his short experience, had struck him as being difficulties which at the earliest moment proper means should be discovered for overcoming. The number of Teachers holding Certificates in this Province were 5,736, upwards of 3,000 of whom held Third-class Certificates. Only 215 held First-class, and 857 Second-class. The number of Schools now opened amounted to 4,758. The Holders of Third-class Certificates were, it was plain, only partially prepared for discharging their duty as Teachers of the Public Schools. The Examination was rather in the nature of a Matriculation into the profession than a final test of qualification, and the subjects of Examination were intended rather to encourage the Students entering the teaching profession than as an indication of the standard which the Schools properly ask and the Country be satisfied with. The Holders of Third-class Certificates should be best looked upon as the apprentices in the profession, and in every way in which they could be encouraged to improve their position by passing the Second-class Examination and gaining additional experience, to so much a higher standard would the Schools of the Country have attained. The number of Teachers who have been admitted to Certificates in four years reached nearly 7,000, and the removals from the profession must have been very numerous when they found that in 1874 the whole teaching staff of the Country was 5,700. The problem had been how to fill up the vacancies caused by removals, with the best possible material. It was plain that the Toronto Normal School, with its small capacity, with its inability to admit more than 200 in each Session, would manifestly fall short of supplying the Schools requiring a higher qualification than a Third-class Certificate. It would take years of Normal School operations before this very large body of Teachers holding Third-class Certificates could obtain the higher training which the Normal School could confer. It had been said that more Normal Schools should be established to meet the difficulty, but even with the addition of one, or two, Normal Schools, it would be difficult to add materially to the number of First and Second-class Teachers. The number who were better qualified through the Normal Schools from time to time, would only be adequate to supply the number which from time to time the profession lost from various causes. Some other more ready means must, therefore, be considered of perfecting the training of Teachers, and those means seemed almost to exist ready to their hand, if by proper management they could take advantage of them. They had, in the shape of Teachers' Associations throughout the different Counties, the nucleus of an Institution which, in every County, would afford to those engaged in the work of teaching better opportunities for understanding the most approved methods of teaching. The experiment had been tried in many of the States of the American Union, where in almost every district they found Teachers' Institutes established. These Teachers' Institutes could, under a proper system of arrangement, be made so avail-

able as in some degree to afford advantages equivalent to those which were received in this Institution. They would supply all that information in connection with practical training which the Teachers of the Province, as a whole, were now ignorant of. Teachers' Associations had already done much good, by affording an opportunity for Teachers to communicate to each other the benefit of their experience and for the Inspector of the district to impart the information which he possessed. He believed that with Teachers' Institutes properly established under a proper system, it would be possible without much lapse of time to improve generally the whole standard of Teachers throughout the Province. He was glad to find that of 190 Applicants, 154 had been admitted to this Normal School,—the larger number being females—and he was pleased to remark the important feature that no less than 129 were admitted holding Certificates. He found that 33 High Schools had sent Applicants for admission, and that as many as 32 Counties were represented. He concluded by expressing his pleasure at being present.

Doctor Hodgins expressed his sympathy with those who were engaged in performing the arduous and difficult duties of a Teacher. He pointed out, however, that not only had they the distinguished position of Inspector to look forward to, but that there was a larger field open to them. The present Chief Superintendent of Education of British Columbia was formerly a Student in that Institution, and the favourable impression of our Educational System made by the Province of Ontario at the Centennial Exhibition was such as it devolved upon every Teacher to maintain.

The Principal thanked the Minister and Deputy Minister for their attendance, and the proceedings then terminated.

CHAPTER XIII

1. LAW SOCIETY PRIMARY EXAMINATIONS FOR STUDENTS-AT-LAW AND ARTICLED CLERKS.

TO THE BENCHERS OF THE LAW SOCIETY :

THE COMMITTEE ON LEGAL EDUCATION beg leave to submit the following Report :

Your Committee have had under consideration the representations made from time to time to the Benchers, and referred to your Committee, respecting the different Courses of Study prescribed for Matriculation in the Universities, and for Primary Examination in the Law Society, and now recommend :—

1. That after Hilary Term, 1877, Candidates for admission as Students-at-Law, (except Graduates of Universities), be required to pass a satisfactory examination in the following subjects :

CLASSICS. Xenophon, *Anabasis*, Book I.; Homer, *Iliad*, Book I.; Cicero, for the *Manilian Law*: Ovid, *Fasti*, Book I., vv. 1-300; Virgil, *Æneid*, Book II., vv. 1-317; Translation from English into Latin; Paper on Latin Grammar.

MATHEMATICS. Arithmetic; Algebra, to the end of quadratic equations; Euclid, Books I., II., III.

ENGLISH. A paper on English Grammar; Composition; An examination upon "The Lady of the Lake," with special reference to Cantos v. and vi.

HISTORY AND GEOGRAPHY. English History from Queen Anne to George III., inclusive. Roman History, from the commencement of the second Punic war to the death of Augustus; Greek History, from the Persian to the Peloponnesian wars, both inclusive; Ancient Geography—Greece, Italy, and Asia Minor; Modern Geography; North America and Europe.

Optional Subjects instead of Greek.

FRENCH. A paper on Grammar. Translation of simple sentences into French prose. Corneille, Horace, Acts I. and II.

GERMAN. A paper on Grammar. Musaeus; Stumme Liebe. Schiller, Lied Von der Glocke.

2. That after Hilary Term, 1877, Candidates for admission as Articled Clerks, (except Graduates of Universities and Students-at-Law), be required to pass a satisfactory examination in the following subjects—

Ovid, Fasti, Book I., vv. 1-300,—or

Virgil, Æneid, Book II., vv. 1-317.

Arithmetic.

Euclid, Books I., II., and III.

English Grammar and Composition.

English History—Queen Anne to George III.

Modern Geography—North America and Europe.

Elements of Book-keeping.

3. That a Student of any University in this Province who shall present a Certificate of having passed, within four years of his application, an examination in the subjects above prescribed, shall be entitled to admission as a Student-at-Law, or Articled Clerk, (as the case may be), upon giving the prescribed notice and paying the prescribed Fee.

4. That all Examinations of Students-at-Law and Articled Clerks be conducted before the Committee on Legal Education, or before a Special Committee appointed by Convocation.

THOMAS HODGINS, Chairman.

Adopted by the Benchers in Convocation, August 29, 1876.

OSGOODE HALL, Trinity Term, 1876.

J. HILLYARD CAMERON, Treasurer.

CHAPTER XIV.

PROCEEDINGS OF THE EDUCATION DEPARTMENT OF ONTARIO, 1876.

1. CERTIFICATES EXPIRING IN DECEMBER, 1876.

The Undersigned respectfully represents to His Honour the Lieutenant-Governor-in-Council, that whereas Examinations of Teachers were formerly held in July and December, such Examinations are now held in July only, and Teachers whose Certificates will expire in December will have no opportunity of being examined till July. It is, therefore, recommended that the Third-class Certificates granted for three years, and expiring in December, be held valid till the following July.

Respectfully submitted.

TORONTO, 30th October, 1876.

ADAM CROOKS, Minister of Education.

COPY OF AN ORDER-IN-COUNCIL APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR,
ON THE 3RD DAY OF NOVEMBER, A.D. 1876.

Upon consideration of the Report of the Honourable the Minister of Education, dated the 30th of October, 1876, the Committee of Council advise that Teachers' Third-

CHAPTER XV.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF
TORONTO, 1876.

February 11th, 1876. Several Communications were received. One was from the Registrar of Albert College, Belleville, certifying to the Senate the appointment of Mr. Samuel Martin Burdett, LL.B., as Representative to the Senate of the University.

The Vice-Chancellor presented the Report of the Committee on Applications and Memorials from Students, making several recommendations.

On motion of the Vice-Chancellor, seconded by Doctor Oldright, the Report of the Committee was received and adopted.

On motion of Doctor Oldright, seconded by Mr. William Mulock, a Statute respecting Meetings of the Senate was introduced and read a first time.

March 23rd, 1876. Three Communications were received.

The following Reports were read

1. The Committee to which the question of disposal of the Dufferin Medals was referred reported as follows:—

The Committee on the Curriculum and Degrees beg leave to present a Special Report upon the subject of the Gold and Silver Medals placed at the disposal of the Senate, through the bounty of His Excellency, Lord Dufferin, the Governor-General.

The Committee have experienced much difficulty in dealing with this question, and the recommendation they now make is intended to apply to this year only.

The Committee recommend that the Gold Medal be awarded to that Undergraduate in the Faculty of Arts, who, at the Third Year's Examination, shall pass on the whole of the highest Honour Examination, being ranked in the First Class of Honour in at least two Departments: That the Silver Medal shall be offered for competition upon the same terms among the Undergraduates at the Second Year's Examination: That the relative values of the different Departments shall be estimated according to the marks now assigned to them for the General Proficiency Scholarships of the Third and Second Years: That the Pass Papers in any Department in which the Candidate has taken Honours shall be counted, and that the Pass Papers in any Department in which the Candidate has not taken Honours shall not be counted.

2. The Committee appointed to settle a Schedule of Marks to be assigned to the various subjects in the Faculty of Medicine reported one in detail.

Moved by Doctor Thorburn, and seconded by Doctor Oldright, That the Senate resolve itself into Committee of the whole to frame a Report in reply to the request contained in the Letter of the Clerk of the Executive Council for a fuller Report upon the existing Affiliations of Medical Schools and Colleges, and for a Statement of such points connected therewith as may assist His Excellency in forming an opinion upon the subject matter of the Resolution of the 8th of May, 1874. (Carried.)

The Committee reported, recommending that a Memorial should be transmitted to His Excellency, reciting the provisions of the Statutes respecting Affiliations in Medicine, setting forth the action that had been taken by the Senate, in pursuance of the powers conferred upon them by those Statutes and the present condition of the Medical Schools at present, or formerly, affiliated to the University, and stating the opinion of the Senate to be in favour of the expediency of abolishing existing affiliations, and leaving it to such Schools of Medicine as desire Affiliation to make special application for that purpose.

On motion of the Vice-Chancellor, seconded by Doctor Thorburn, the Report was received and adopted.

Moved by Doctor Thorburn, seconded by Doctor Oldright, That the Registrar be instructed to forward a copy of the foregoing Report to the Provincial Secretary. (Carried.)

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 the Vice-Chancellor, seconded by Doctor Wilson, in regard to this subsidy, That the Registrar be instructed to inform Mr. McTaggart that the Statutes of this University do not permit the Senate to grant to him the privilege he asks. (Carried.)

The Vice-Chancellor moved, Doctor Wilson seconded, the First Reading of the Statute approving of the Lease of a Roadway through the Park to the City.

On motion of the Vice-Chancellor, seconded by Doctor Oldright, the Memorial of certain Undergraduates respecting Oriental Languages was referred to the Committee on the Curriculum.

Moved by Doctor Oldright, seconded by Doctor McFarlane, That it be an instruction to Examiners in Medicine, at the ensuing Examinations, that the values to be assigned to the respective subjects in Medicine be regulated according to the Schedule recommended by the Committee. (Carried.)

April 25th, 1876. Moved by Professor Loudon, and seconded by Mr. J. M. Gibson, That the Reverend Doctor McCaul be appointed to act in the place of the Vice-Chancellor, in the event of his absence at the ensuing election of Chancellor and Members of the Senate, and that Mr. W. T. Boyd, M.A., and Mr. W. Fitzgerald, M.A., be appointed Scrutineers at the said Election. (Carried.)

May 8th, 1876. Two Letters were received. The Vice-Chancellor presented his Report of the recent Examinations in Medicine as follows:—

In the First Year there were five Candidates, one, did not take the whole Examination,—the other four passed. One is recommended for the Scholarship.

In the Second Year, six Candidates presented themselves, all of whom passed. One was declared entitled to the Scholarship.

In the Third Year the two candidates who came up for Examination, both passed, and one Scholarship was awarded.

There were thirty-one Candidates for the Primary Examination.

For the Final Examination for the Degree of M.B., fifteen Candidates presented themselves. Twelve passed. Three were rejected.

Several recommendations were made for Medals.

On motion of the Vice-Chancellor, seconded by Doctor Thorburn, the Report was received and adopted.

The Committee on Applications and Memorials reported and made recommendations in regard to them.

The Committee have examined the Application of Mr. W. Bamhill, M.A., of the University of Glasgow, and finding the evidence of his standing satisfactory, beg to recommend that he be admitted *ad eundem gradum* in the University.

On motion of the Vice-Chancellor, seconded by Judge Boyd, the Report was received and adopted.

May 7th, 1876. Several Letters were received.

The Scrutineers appointed to act at the recent Elections to the Senate reported the Election of the Honourable Dominick Edward Blake, M.A., as Chancellor, and of Mr. Thomas Wardlaw Taylor, M.A., Mr. Laughlin McFarlane, M.B., and the Reverend Neil MacNish, B.D., LL.D., as three Members of the Senate of the University.

On motion of Mr. William Mulock, seconded by Mr. T. W. Taylor, the following Members were appointed a Committee to strike the Standing Committees for the ensuing year, videlicet: The Vice-Chancellor, Professors Croft and Loudon, Doctor McLellan, Doctor Oldright, Mr. Taylor and Judge Boyd.

May 30th, 1876. No public business was transacted at this Meeting.

June 1st, 1876. A Letter from Mr. D. P. Clapp, an Undergraduate of Queen's College, Kingston, asking to be admitted *ad eundem* to the Standing of the Fourth Year was also read.

The Report of the recent Examinations was read as follows:

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 were two Candidates for the Degree of Bachelor, one, Mr. D. A. O'Sullivan, in the ordinary Course, and one,

Mr. A. Murdoch for the Special Examination. Both passed satisfactorily. In the Third Year the only Candidate passed. In the Second Year both Candidates passed. The Scholarship is awarded to Mr. Aylesworth.

In Civil Engineering, the only Candidate passed the First Year's Examination. There were no Candidates in Agriculture.

For the Degree of B.A. there were twenty-nine Candidates. Twenty-six passed.

Several recommendations were made for granting Medals, and also Scholarships.

The following Candidates for the Degree of M.A. have written satisfactorily Theses.

Messieurs J. A. M. Aikins, F. R. Beattie, A. Leslie, F. Madill, J. McCoy, A. P. McDiarmid, D. Ross, A. Scott, T. H. Smyth, J. Wilkie, W. A. Wilson.

The cases of two Students detected in the act of deriving assistance in the Hall from Notes and a Text-Book respectively were reserved by the Examiners for the consideration of the Senate, if any further punishment than their rejection be deemed necessary. The Examiners have assumed the responsibility of rejecting them.

The Senate will perceive that an unusually large number of Students of the Third Year have failed to pass with the Examiner in Chemistry. Among these are no less than four Scholars, including a Scholar in General Proficiency. The Examiner in Chemistry was unfortunately not present at the Examiners' Meeting and his Fellow-Examiners were, therefore, deprived of the opportunity of any fuller explanation of this result than is afforded by a Note made by the Examiner upon his Return. They, therefore, requested the Vice-Chancellor to report the facts, without forming any conclusions, or recommending any particular course to be adopted.

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Report was received and adopted.

The Report from the Committee on Applications and Memorials which was read, was, on motion of the Vice-Chancellor, seconded by Doctor Wilson, received and adopted.

The Committee recommended that Mr. Pearman be admitted to the Degree of M.A. *ad eundem*, in accordance with his application.

Moved by the Vice-Chancellor, seconded by Professor Loudon, That the Registrar be instructed to telegraph to Mr. Oliver, the Examiner in Chemistry, requesting his attendance on Saturday, for consultation with the Vice-Chancellor upon the Examiner's return in the Department of Chemistry. (Carried.)

The two Students who were detected in using notes in the Examination Hall, be excluded from presenting themselves for any Examination in the University prior to 1878, and neither of them shall then be eligible as Candidates for Honours.

The Committee appointed to strike the Standing Committees for the year reported recommendations for the several Committees, in addition to the *ex officio* Members.

On motion of the Vice-Chancellor, seconded by Doctor Oldright, the Report was be received and adopted.

June 8th, 1876. 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.

July 4th, 1876. Several Letters were received, among which was one from the Honourable Edward Blake, acknowledging the receipt of the Official Notification of his Election to the Position of Chancellor of the University, and regretting that he was not able to be present at the Commencement.

The Committee on Examinations reported, recommending the names of several gentlemen as Examiners for 1876-1877.

Moved by Mr. J. M. Gibson and seconded by Doctor Thorburn, that the Report be received and adopted.

Moved by Doctor Wilson, seconded by Judge Boyd, That the Senate desire to record their high sense of the valuable Services rendered to the University by its late Chancellor—the Honourable Mr. Justice J. C. Morrison, during the lengthened period in which he has filled that important Office, and to express their grateful thanks for the readiness with which he has, at all times, rendered his hearty co-operation in all matters relating to the interests of the University;—and it was resolved that the same be entered on the Minutes, and a copy communicated to the retiring Chancellor. (Carried unanimously.)

Professor Loudon introduced a Statute relating to subjects of Examination and Scholarships at the Matriculation Examinations of 1877, which was read a first time, and ordered to be printed and distributed to Members of the Senate before the next Meeting.

Doctor Oldright introduced a Statute relating to Sessions of the Senate, which, on motion of Doctor Oldright, seconded by Judge Boyd, was read a first time.

July 10th, 1876. The Report of the Committee on Applications and Memorials was received, and, on motion of the Vice-Chancellor, seconded by Judge Boyd, was adopted.

The Senate then went into Committee on the Statute relating to the Matriculation of 1877,—preparatory to the second reading.

The first two lines of the eleventh Clause, declaring Candidates who, at the Commencement of the Examinations, were more than twenty years of age, ineligible for Scholarships,—were, on motion of Mr. Thomas Kirkland, seconded by Mr. Fisher, struck out, and the Schedule of Marks for Junior Matriculation, in Clause fourteen, was amended by allotting to Latin and Greek 220 Marks respectively, and to Mathematics 440. Various other amendments were made in Committee, to be reported subsequently. The Committee rose and reported progress.

July 11th, 1876. The Senate then went into Committee on the Statute relating to the Matriculation of 1877, preparatory to the second reading.

On motion of the Vice-Chancellor, seconded by Doctor Wilson, the Statute, as amended and reported by the Committee, was read a second time and passed.

Moved by the Vice-Chancellor, seconded by Doctor Wilson, That a Prospectus, embodying the Statute be sent by the Registrar to the Members of the Senate, and to the High School Masters in Ontario, and that an Advertisement be inserted in the Toronto papers, that copies may be had on application to the Registrar. (Carried.)

September 29th, 1876. Several Communications were received.

The Vice-Chancellor read his Report of the recent Examinations, as follows:—

For Junior Matriculation in the Faculty of Arts there were 54 Candidates, 46 of whom passed successfully, and eight were rejected.

Six Candidates presented themselves for Senior Matriculation, all of whom passed successfully,—no recommendations are made for Scholarships.

In Medicine there were four Candidates, all of whom passed.

In Civil Engineering there were three Candidates, all of whom passed.

There were no Candidates in Law, or Agriculture.

Several Candidates passed Supplemental Examinations.

On motion of the Vice-Chancellor, seconded by Judge Boyd, the Report was received and adopted.

The Vice-Chancellor presented the Report of the Committee on Applications and Memorials, which, on motion of the Vice-Chancellor, seconded by Judge Boyd, was received and adopted.

October 3rd, 1876. A Communication was read from Mr. George Sutherland, of Sydney, Australia, presenting to the Library a copy of his work on Christian Psychology. A vote of thanks was ordered to be sent to Mr. Sutherland.

CHAPTER XVI.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS,
1876.

I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

Proceedings of the Board of Victoria College:—

April 25th, 1876. It was,—

Resolved, That the Report of the Endowment Fund be audited and printed before being presented to the Board of the College in May; and that a copy of it be sent to each Member of the Board ten days prior to the Meeting of the Board at that time.

Messieurs Richard Brown and W. W. Jones of Toronto, were appointed Auditors of the Accounts of the College Endowment Fund.

The plans of the new Faraday Hall of Science were submitted for the consideration of the Board by Mr. Gemmell of the firm of Messieurs Smith and Gemmell, Architects, of Toronto.

It was moved by the Reverend George R. Sanderson, seconded by Mr. J. H. Dumble, and,—

Resolved, That the Plan of the new Faraday Hall, submitted by Messieurs Smith and Gemmell be adopted, provided the north front of the Hall be rendered more expressive, so as to harmonise with the south, (excepting the Tower,) and without affecting the general plan and arrangements of the Building.

On motion of the Reverend Doctor S. S. Nelles, seconded by Mr. J. H. Dumble, it was,—

Resolved, That the new Hall be designated and known as Faraday Hall.

The Members of the Board in Cobourg, with the addition of Doctor S. P. Rice and Mr. W. H. Gibbs were appointed a Building Committee, with authority to advertise for Tenders and carry forward the Building to its completion. The Reverend Richard Jones made a verbal report of his success in securing the money for the Hall promised from Cobourg on the former Subscription List, and the Reverend J. H. Johnson stated that the amount had further been increased to nearly \$16,000, the Students of the College having subscribed over \$11,000.

It was decided that Mr. Johnson should prosecute his efforts for subscriptions to this object until the sum of \$20,000 was secured.

May 30th, 1876. The Report of the Endowment Fund, duly audited, was presented by the Reverend T. S. Keough, and, after some conversation, was adopted.

The Treasurers' Report was presented by the Reverend Richard Jones and adopted.

Reverend J. H. Johnson presented his Report as Agent. The Report was adopted, and the suggestions therein contained were referred for consideration to the Finance Committee, with instructions to report at the next Meeting of the Board.

The Bills of Messieurs Hurd and Roberts for Cenotaphs of late Mr. and Mrs. Jackson in Centenary Church, Hamilton, were presented. The Bills, together with Bills for Oil Paintings in Alumni Hall, were referred for settlement to the Finance Committee, in conjunction with the Missionary and Superannuation Committees,—these Committees to agree upon the respective portions to be paid by each Institution. On motion, Messieurs Crossen and J. H. Dumble were added to the Building Committee of Faraday Hall.

May 31st, 1876. Reverend J. H. Johnson was reappointed Agent of the College, at a Salary of \$2,000.

Moved by Mr. J. H. Dumble, seconded by the Reverend Richard Jones, and,—

Resolved, That the Building Committee have power to accept a Tender, or Tenders, and proceed with Faraday Hall, provided the cost of the Building, exclusive of heating and furnishing, do not exceed the amount of the subscriptions. It was,—

Resolved, That the question of the Securities in which the Endowment Fund may be invested be referred to the next Meeting of the Board, and that, in the meantime, the investing Committee exercise the discretion allowed them by the Meeting of December the 30th, 1875.

September 25th, 1876. The Secretary laid before the Board a Communication from the Provincial Secretary of the Government of Ontario, relating to the subject of the affiliation of outlying Colleges to the University of Toronto, and soliciting an early expression of the views of the Authorities of Victoria College on this subject. The President of the College, to whom the Communication of the Government was addressed, was instructed to reply, intimating to the Government that the College is indisposed to surrender any rights, or privileges, now held under existing Statutes, but was prepared to give respectful consideration to any measures contemplated by the Government of Ontario for the improvement of higher education, especially in view of securing to the outlying Colleges more adequate resources.

On motion of the President of the College, Doctor Haanel was added to the Building Committee of Faraday Hall.

Reverend Joshua H. Johnson, M.A., and Reverend David A. Johnston being present, some conversation took place as to the collection and completion of the Endowment of the College. It was agreed that the Reverend J. H. Johnson should continue his canvas for new subscriptions, and collect during the year such sums as would fall due on subscriptions already secured. The Reverend David A. Johnston, having been deputed by the Committee on Finance to collect Funds since June last on a percentage, it was decided to allow him to continue this work, his collections to be restricted to old subscriptions made prior to the Agency of the Reverend Joshua H. Johnson; and his remuneration to be as agreed upon by the Committee, videlicet 30 per cent. on Collections, that is to say, 25 per cent. for collecting and five per cent. for expenses, Mr. Johnston paying all his own expenses for travelling and other contingencies. Any further details as to the work of Mr. Johnston were left with the Finance Committee.

The Treasurers were instructed to make immediate settlement with Mr. Bridgeman and also Mr. Hurd of Hamilton for Portraits and Cenotaphs in Memory of Mr. and Mrs. Jackson, the College paying its proportion along with the Treasurers of the other funds concerned, $\frac{3}{5}$ th of the whole Amount. The Secretary of the Board was, however, instructed to write to the Trustees of the Centenary Church of Hamilton, offering them the privilege of bearing a part in this expression of respect.

On motion, it was agreed to entrust to the President of the College the selection of Medical Examiners, on consultation with Doctor W. T. Aikins, in accordance with the method adopted last year.

On motion of Doctor John Beatty, seconded by the Reverend Richard Jones, authority was given to the Reverend Samuel Rose, Treasurer of Endowment Fund, to sign the Note of the College Treasurers at the Dominion Bank for such credit as might be needed to proceed with the erection of Faraday Hall.

December 6th, 1876. The Secretary of the College stated that the principal business of the Meeting to be the passing of a By-law, to enable the Treasurers of the College to negotiate the necessary Loan at the Dominion Bank to carry on the operations of the College.

A copy of the By-law, prepared by Messieurs Mulock and Campbell, Solicitors of the Dominion Bank, was then read, and, having received its three readings, was adopted by the Board.

It having been represented by the Solicitors of the Dominion Bank that the amended Charter of Victoria College required two seals, one for the College and another for the Board, the Board, by Resolution, adopted as its Seal the Seal of the College.

On motion it was,—

Resolved, That the Treasurers be authorized to negotiate a Loan for a sum not exceeding Ten thousand dollars to be used on behalf of Faraday Hall, and that the sums necessary for current expenses be as usual left to the discretion of the Treasurers.

Some conversation then arose as to the expediency of reducing the Accounts of the College with the Bank, and the following Members of the Board were appointed a Committee to make inquiries, with a view to affecting a permanent Loan on the Real Estate of the College at a lower rate of interest than that required by the Banks; videlicet, the Reverend Doctors Wood, Rose and Green, and also the Treasurers of the College.

The Reverend R. Jones, Treasurer of the College, read a Communication from the Reverend David A. Johnston, offering a certain sum for the old subscriptions. It was not deemed wise to accede to Mr. Johnston's proposal. On motion, the Reverend Doctor Samuel Rose, as Treasurer of the Endowment Fund, was instructed to communicate with Mr. Johnston to ascertain how he is succeeding in his work of collecting, and to secure monthly payments of such sums as may come into Mr. Johnston's hands.

December 28th, 1876. The Secretary of the College stated that the Meeting had been called at the suggestion of Members of the Board to consider some matters connected with the financial condition of the College, especially the bearing of the By-law passed at the last Meeting on the Endowment Fund, and the best method of dealing with the accumulating debt of the College.

A lengthened discussion by the Board of these questions took place, after which a Committee, consisting of the four Treasurers, the Chairman of the Board, Mr. W. H. Gibbs and the President of the College, was appointed to inquire as to the best method of meeting the liabilities arising from the erection of Faraday Hall, and also to consider the general financial condition of the College, and to devise means, if possible, for the reduction of the debt, and to report at an early meeting of the Board, and that, in the meantime, no further action be taken, by the Treasurers, under the By-law to increase the indebtedness of the College.

At the Convocation of Victoria University in June, 1876, the Baccalaureate Discourse was preached in the evening of Sunday by Reverend Doctor Loomis, of Clifton Springs. . . . On Monday afternoon a Meeting of the "Science Association," composed of Students, was held in the Alumni Hall, presided over by the President of the College, the Reverend Doctor Nelles. An admirable Essay on "Wind and Weather," was read by Mr. A. P. Coleman. A discussion also took place on "Materialism." . . .

In the Evening the Reverend Doctor Loomis lectured on the subject of "Capital and Labour," treating his subject in a philosophical, historical, and practical manner. He displayed an intimate knowledge of the science of Political Economy, gave the rise and progress of the Trades' Unions, the International Society of Labourers, Communists, etcetera, defined their principles, showed their tendency, and spoke of "Strikes," "Corners," and many other combinations and practices of modern times, and exposed many of the popular fallacies existing upon these different subjects. A scathing rebuke was administered to the selfishness and mock pride of many Capitalists, and advice was given to both parties, Labourers and Capitalists, which it would be advantageous for them to follow. A beautiful picture of Home life was drawn, and the Labourer was recommended to cherish this source of domestic happiness, and also to cultivate intelligence, and maintain a good conscience. Admirable observations were likewise made on the dignity of labour itself.

The College Board met on the following afternoon, and transacted a good deal of important business. The Reports presented by the Treasurers of the College, and the Treasurers of the Endowment Fund, were duly considered and adopted. As copies of

these Documents had been mailed to each Member of the Board previously, the time taken up with the investigation was much shortened. The facts elicited furnished ground of encouragement as to the future of the University, although it was felt that no relaxation of energy could be permitted until the Income was considerably increased. At present, it falls below the Expenditure, and it must continue to do so until the subscriptions to the Endowment Fund, long due, are paid up.

The Agent, the Reverend J. H. Johnson, M.A., presented his Report to the Board. . . . It was cordially adopted, and the suggestions in it were referred to the Finance Committee to consider and report upon at the next Meeting of the Board. Considering the monetary stringency throughout the Country, the Agent's success during the past year has fully equalled, if not exceeded, that of any previous year. The new subscriptions obtained by him for the Endowment Fund during the year have amounted to \$8,250, making \$50,250 in all raised by him during the three years of his agency. The amount of cash receipts during the year nearly reached \$10,000, and the new subscriptions for "Faraday Hall" \$5,200,—making \$17,200 for this object up to the present date. The intention is to bring the subscription up to \$20,000 as speedily as possible. The Reverend J. H. Johnson, M.A., was unanimously re-appointed as General Agent of the College for the ensuing year.

In the evening a Lecture on "Hymns and Hymn Writers" was delivered before a large audience in the Methodist Church by J. George Hodgins, M.A., LL.D., Deputy Minister of Education for Ontario. The Chair was occupied by Mr. D. C. McHenry, M.A., Principal of the Collegiate Institute, Cobourg. The local newspapers stated that the Lecture embraced the following points: (1), The Songs of Thanksgiving contained in the Old Testament Scriptures; (2), Those contained in the New Testament; that period. Information as to the origin of many of these Hymns and collections (3), The Hymns written before the Protestant Reformation; (4), Those written since of Hymns was given; some illustrative selections were furnished, showing a nice discrimination; and choice of language, and no small degree of eloquence were displayed by Doctor Hodgins in several portions of his very instructive Lecture. At the conclusion, a vote of thanks, moved by Reverend Doctor Nelles, and seconded by Mr. J. J. McLaren, was heartily adopted.—*Guardian*.

AT THE LAYING THE CORNER STONE OF "FARADAY HALL,"

There was a large concourse of people, gathered from Cobourg and its vicinity, and from different parts of the Province of Ontario, and even from Quebec.

A Glass Jar was deposited in the Corner Stone, containing copies of Newspapers, the last Calendar of Victoria College, the Constitution of the Literary Society of Victoria College, and the Science Association, a list of Subscribers to the new Hall up to date, a New England Newspaper published in 1728 and two coins, one issued in the reign of Elizabeth and the other in the reign of William III. The weather was delightful, and a fine Band was in attendance to discourse music. The President of the College presided. He called upon the Reverend Richard Jones to read a portion of the Scriptures, and upon the Reverend Samuel Rose to offer prayer. Mr. Jones said he would read the same Chapter read by him when he officiated as Chaplain in 1842, when "Upper Canada Academy" was converted into "Victoria College"

After Prayer, a beautiful silver Trowel, with an appropriate inscription, was presented by the Reverend Doctor Nelles to Mr. William Kerr, a Graduate of Victoria College—Now a member of the Senate, and M.P. for the County of West Northumberland in the Dominion Legislature, who proceeded to lay the Corner Stone in the usual manner. . . . In his speech he alluded in very eloquent language to the unavoidable absence of the Reverend Doctor Ryerson, who was first invited to lay this Corner-stone, and whose presence on the occasion would have been so gratifying to Doctor Ryerson himself, as well as welcome to the audience. . . . He rejoiced, too, to lay that Corner-stone in the reign of our noble Queen, and during the governorship of

Lord Dufferin, in the year of the American Centennial, and while the whole Christian world was at peace. He eloquently referred to the faith of our fathers, who, at such a sacrifice, for their times, founded Victoria College. . . . He spoke feelingly of his own connection with Victoria College as a Student, leaving its halls to go forth into active life twenty-one years ago, and drew a striking picture of other buildings to be erected hereafter for the use of the University. He concluded by assuring his audience that the name, "Faraday Hall," was a sure guarantee of the indissoluble connection between Science and Religion within its halls.

Mr. J. H. Dumble, LL.B., a Graduate of Victoria College, and for several years Bursar of the Institution, delivered an able speech on the "Claims of Science."

Colonel Boulton spoke in high terms of the character and usefulness of Victoria College; it began as an Academy on a small scale, but had grown to be an influential College Institution. . . . He thought the Town had always evinced an interest in the College; the gift made of the Field they were then in proved this; he warmly advocated that gift when made twenty years ago, rejoiced to co-operate in that gift, and believed that this erection was the result of the former gift. He eulogied the Reverend Doctor Nelles, the Faculty associated with him, and the Alumni of the College. A spontaneous growth of this kind is worth many structures erected by the Government. He was a firm believer in self-reliance, and thought that throwing the College upon the people for support would prove its ultimate power and success.

His Worship the Mayor, Mr. George Guilett, speaking on behalf of the Town Council, said he considered the occasion one of great importance to the College, to the Town, to the Province, and to the Dominion. The College is a great benefit to the Town commercially and educationally, and socially its advantages to the community are incalculable. It gives a pure and elevating tone to society, and Cobourg cannot afford to part with it. On the other hand, Cobourg is a good place for the College,—central, accessible, healthy, surrounded by beautiful scenery, and proverbially moral.

II. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

Proceedings of the Council of Trinity College.

* *January 12th, 1876. Resolved,* That the Chancellor, the Reverend Provost, the Reverend Professors Jones and Maddock, the Honourable G. W. Allan and Mr. S. B. Harman be the Committee on the University Statutes for 1876.

Resolved, That the Committee on Discipline for the year 1876 do consist of the Bishop of Toronto, the Chancellor, Doctor Hodder, Mr. C. J. Campbell and Mr. S. Vankoughnet.

Resolved, That the Reverend Professor Jones be appointed Registrar of the University.

Resolved, That the Reverend Professor Maddock be requested to undertake the office of Librarian.

February 3rd, 1876. A Letter was read from the Bishop of Toronto, nominating as Members of the Corporation from the Diocese of Toronto, to fill vacancies, the Archdeacon of Peterboro,—the Reverend A. J. Broughall and Mr. H. W. McMurray. Both subscribed the usual declaration and took their seats.

The Honourable William Cayley was elected a Member of the Corporation by Resolution.

The following Letter was read: It was our late Father's wish to have made some donation to Trinity College, and the matter was discussed when we were with him in England in the summer of 1874. Had he lived, we have no doubt he would have done himself the pleasure of becoming a Donor in his lifetime. After corresponding with those absent from Toronto, we have much pleasure in informing you that we are authorized to state that, in conjunction with ourselves, they will give the sum of Four thousand dollars (\$4,000), to Trinity College, on behalf of our late

Father, in aid of the building of a College Chapel, on condition that, within one year from this time, sufficient subscription be obtained from other quarters to defray the cost of its erection; and, in that case, one half of the \$4,000 will be paid in one year from now, and the other half in one year thereafter. We beg to add that, if, within the year, sufficient moneys are not elsewhere obtained for the Chapel, the \$4,000 will be otherwise disposed of, and any obligation on the part of our late Father's family, by reason of this Letter will cease.

TORONTO, 12th January, 1876.

J. and E. HENDERSON.

P.S. We may add that although we prefer that a Chapel for the College should be the object of the donation above mentioned; yet, if the building of a Convocation Hall, or the founding of a Professorship shall appear to the Council more desirable, there could be no objection whatever on the part of the Donors that our gift of the £1,000 Sterling be so applied.

Resolved, That the Council of Trinity College warmly appreciate the desire of the family of one so highly esteemed on their Board as the late Mr. Henderson to make a bequest to the College in which he ever manifested so deep an interest.

Resolved, That the Provost, Mr. G. W. Allan, Mr. S. B. Harman and Mr. Lewis Moffatt and Mr. C. J. Campbell be a Committee to consider and Report to the Council as to the Place and Design and Cost of a Convocation Hall,—also to consider whether a Chapel could be also provided in conjunction therewith.

Resolved, That the Finance Committee be instructed to prepare a Statement of the Financial condition of the College, to be laid before the Corporation at the ordinary Meeting in March.

March 25th, 1876. Moved by the Reverend Provost, seconded by the Reverend Canon Givins, and,—

Resolved, "That, we the Corporation of Trinity College, Toronto, do hereby certify that the Reverend John Ambrey, Master of Arts of Brasenose College, Oxford, held the appointment of Professor of Classics in our College from October, 1863, until his resignation thereof which took effect in October, 1875; and that he was during that time, as Senior Professor, in immediate charge of the discipline of the College. Mr. Ambery's Degree at Oxford is a sufficient guarantee of his attainments as a Scholar; and we have reason to believe that he is a very competent and efficient Classical Instructor."

May 10th, 1876. The Land and Finance Committee made the following "Report."

The Land and Finance Committee beg leave to report:—

That they have considered the Bursar's Annual Statement now submitted, showing the Receipts and Expenditure for 1875, and the Estimate of the same for 1876. The balance on the account of Receipts over Expenditure estimated at \$1,991.92,—that the balance of the Bank to the Credit of the Capital Account on the 1st April was \$4,444.75.

That the Bursar's Accounts for the year ending on the 1st April last have been Audited and found correct.

That, with respect to the increase of the Salary of Professor Jones to £300 Sterling,—the Bursar, having reported to the Committee that the funds of the College would justify the same, instructed the Bursar, in accordance with the Minute of the Corporation of the 10th of November, 1875, to pay the same from the 1st of October, 1875.

That the City of Toronto Debentures, to the amount of \$10,000, purchased at 91½% be sold at 98 or 98½%, and the proceeds be invested in the purchase of Debentures of the Township of "Tiny" at 95%.

That the balance to the Credit of the Chapel Fund be invested in such Securities held by the Corporation as may be deemed most advisable.

The Committee submit the Two Books showing the Capital Account and the Income Account for the six months up to the 1st of May, 1876. Report adopted.

A Letter was read from Doctor Geikie, Secretary of the Medical Faculty, enclosing \$500, received from Students for Fees for Degrees for last Term.

Resolved, That Number III. of the Regulation to be observed by Students respecting the wearing of the Academic dress on the Street be repeated, and that all fines incurred during the Lent Term by the breach of that Rule be remitted.

The Committee on University Statutes beg to Report to the Corporation that they recommend the following changes in the Statutes of the University, (Page 5), Chapter III., Degrees in Arts,—Bachelor of Arts I.;

2. That the clause be amended as follows,—He must have passed the following University Examinations: the Examination at the end of the first year, the Previous Examination, and Pass Examination for the Degree of B.A., (Page II.), Chapter IV., Section 2, I. That there be here inserted: Examination at the end of the first year,—this Examination to take place at the end of the Easter term of the first year,—the subjects for this Examination to be,—Divinity,—one of the Historical Books of the New Testament in Greek; Church Catechism; Classics; Portions of two Greek and two Latin Authors;—Greek and Latin Grammar; Latin prose Composition; Mathematics; Euclid; Books 1, 2, 3, 4, 6,—Algebra,—the Binomial Theorem inclusive;—Trigonometry,—to Solution of Triangles, inclusive; Chemistry,—Chemical Physics and Chemistry of the Non-Metallic Elements; French, Grammar to Syntax, and a portion, or portions, of some Standard French Author, or Authors, the particular Authors to be fixed at the beginning of the Michaelmas Term of the preceding Year. The names of Students who pass the Examination shall be arranged in three classes, in alphabetical order, the first class consisting of those who shall have obtained at least one half of the marks in each subject,—the second of those who shall have passed creditably, although below the standard, the third of those whom the Examiners shall have only not refused their Certificates of approval.

(Note) the Previous Examination will then become Section 2, II., and the Examination for B.A., Section 2, III., (Page 11); in Previous Examination, the Committee recommend the following changes: Classics, insert after the portions, Greek and Latin Grammar;—Mathematics; omit, Elementary Dynamics, Insert, Chemistry, General Chemistry,—French Grammar portion, or portions, of some Standard French Author, or Authors. (Page 12) Examination for the Degree of B.A.—Pass Examination First paragraph, omit all after the words, Ninth, Term of residence. (Page 13), Classics, insert Greek and Latin Grammar;—Mathematics for Mechanics read Stratus,—after Hydrostatics add, and Heat,—also add Optics, and French Grammar and portions of some Standard French Authors.

The Committee also recommend that the Statutes of Trinity College, page 22, be amended by the following addition:

Scholarships, No Student shall be capable of holding a Scholarship who does not attend the Honour Lectures, either in Classics, or Mathematics, and satisfy the Professor by regularity of attendance and diligence. No Scholarship shall be awarded to any Student who shall have failed to obtain the Minimum of marks in every subject prescribed in the examination for such Scholarship. The Report was adopted.

The Committee appointed with respect to the erection of a Convocation Hall. or Chapel, etcetera, produced "Plans" of a Convocation Hall, and the same having been considered, the Committee was requested to continue and to report further to a future Meeting, and it was,—

Resolved, That Mr. C. J. Campbell, and the Reverends Professors Jones and Madock be added to said Committee.

Resolved, That in providing funds for the proposed Hall the Legacy of Four thousand dollars, (\$4,000) bequeathed by the late Mr. T. C. Street be devoted to that purpose, in grateful Memory of the Donor.

Resolved, That the offer of the Messieurs Henderson, having been met by the appropriation of Mr. Street's Legacy of Four thousand dollars, (\$4,000) the Committee be authorized to make an appeal for subscription to obtain the additional sum required for the Building of a Convocation Hall and Dining Hall, the Corporation in the meantime, guaranteeing for that purpose a sum not exceeding Four thousand dollars, (\$4,000.)

May 22nd, 1876. The Committee to whom was referred the consideration of the Plans for a new Convocation Hall submitted additional Drawings prepared by Mr. Frank Darling, showing the proposed Convocation Hall as an addition to the present West Wing,—also further detailed Drawings of the Hall itself,—after some discussion,

the Corporation decided upon adopting the Plan for building the Hall in the rear of the present Dining Hall, when it was,—

Resolved, That the Building Committee be authorized to proceed immediately with the construction of the Convocation and Dining Hall.

November 15th, 1876. In consequence of the death of the Chancellor, the Honourable John Hillyard Cameron, on the 14th instant, it was,—

Resolved, That, in consequence of the lamented death of the Chancellor of the University of Trinity College, this Meeting do now adjourn until Wednesday next, the 22nd instant, to meet at the Synod Office at 3 o'clock P.M.

November 22nd, 1876. The Bursar laid on the Table the two Books, showing the Statements of the Capital Account and the General Account for the half year.

Resolved, That a Committee, consisting of the Venerable, the Archdeacon of York, (the Provost), the Honourable G. W. Allan, D. Henderson and the Mover, be appointed to prepare a fitting Resolution to be passed by the Board, with reference to the great loss sustained by the University by the death of the Chancellor, the Honourable J. Hillyard Cameron

The Committee reported the following, when it was,—

Resolved, That the Corporation of Trinity College desire hereby to give expression to the profound regret with which they regard the sudden removal of the Honourable John Hillyard Cameron, long a Member of their body,—for the last thirteen years Chancellor of the University, and from the foundation of Trinity College a most warm and active supporter, to whom the College has been very deeply indebted both for his wise counsels and for his zealous efforts on its behalf. The Corporation are sensible that the loss which they have sustained by the death of Mr. Cameron is a loss which must be felt most widely in the profession, of which he was so distinguished a Member, —in the Council of this Dominion, and, more especially, in the Church of the Diocese. They entrust to the Provost the duty of communicating this Resolution to Mrs. Cameron, with the assurance of their deep sympathy with Herself, her Family and all the Relatives of the deceased, under the very heavy affliction with which they have been visited.

Resolved, That Mr. Joseph Elliott be appointed Precentor of the College Choir for the ensuing year, at a salary of One hundred dollars.

Resolved, That a Committee be named by the Bishop to consider the most appropriate manner of celebrating the 25th anniversary of the opening of the College on the 15th January next. The Bishop named, the Provost, the Honourable G. W. Allan, Mr. Lewis Moffat, Mr. P. C. Vanoughnet, Mr. Huson Murray, Mr. S. B. Harman.

Resolved, That the Committee for the building of the Convocation and Dining Halls be instructed to consider the advisability of introducing the City Water into the College Buildings, and to take proceedings thereon.

Resolved, That a Special Meeting of the Corporation be convened for the purpose of electing a Chancellor of the University of Trinity College, on a day to be named by the Bishop of Toronto, and of which a notice of thirty days shall be given.

Resolved, That Examiners be appointed annually by Resolution of the Corporation in the following subjects:

I. Divinity, Classics and Mathematics.

II. The Examinations shall be conducted under the immediate supervision of the Vice-Chancellor, who shall convene a Meeting of the Examiners for the purpose of arranging and determining on all matters relative to the Examinations.

III. Candidates for Honours shall be arranged in each Department in three classes and placed in each class in the order of Merit. The number of Marks required for these classes shall be two thirds, one half and one third, respectively of the total marks assigned for that Department.

IV. The Examiners in Classics, or Mathematics, may, at their discretion, add a fourth honorary class to their Honour list, consisting of those who, not being Can-

didates for Honours, have highly distinguished themselves in the Classical, or Mathematical, parts of the Pass Examinations for the Degree.

V. Each Examiner shall transmit to the Vice-Chancellor a report, containing a detailed Statement of the marks gained by each of the Candidates in the several subjects in which they have been examined, and shall, at the same time, transmit to him the Papers handed in by the Candidates.

VI. In order that a Student may pass in any Department he must have obtained marks in each of the subjects of that Department to the amount of one fourth of the marks assigned for that subject.

VII. If a Student fails in one Department only to obtain the marks necessary for passing, he may, at the discretion of the Examiners, be allowed the examination, on condition of his passing in that Department at a Supplementary Examination to be held in the following Term: If a Student fails to pass in more than one Department at any Examination he must be rejected.

VIII. The remuneration for the Examiners in Classics and Mathematics shall be \$50, and that of the Examiners in Divinity shall be \$25.

III. THE PRESBYTERIAN CHURCH OF CANADA, REPRESENTING QUEEN'S UNIVERSITY AND KNOX COLLEGE.

April 27th, 1876. The Principal of Queen's University made a statement relative to Funds received in connection with the Dominion Scholarship.

Moved by the Reverend Doctor McNish, seconded by the Reverend D. M. Gordon, and,—

Resolved, That the Board have heard with great satisfaction the statement of the Principal relative to the receipt, from time to time, of the sum of Thirteen hundred dollars, (\$1,300), of which One thousand dollars, (\$1,000) still remain for the foundation of a Scholarship to be known as "the Dominion Scholarship" from a friend of the University who desires to be unknown as the Donor of this benefaction. That this Board record their deep gratitude for this munificent liberality and request the Principal to convey to the Donor a copy of this Resolution.

The Treasurer reported the receipt of Four hundred dollars, (\$400) from the Executors of the late Mrs. Margaret McIntyre, Widow of Mr. John McIntyre in his lifetime of the Town of Perth, Ontario, and a Graduate of this Institution, the same being payment of the amount of a bequest made by that Lady for the purpose of establishing a Bursary in Theology.

The Board agreed to express their great satisfaction at this considerate remembrance of an Institution of which her husband was one of the earliest Students and Graduates,—and to instruct their Secretary to transmit a copy of this Resolution to the Executors of Mrs. McIntyre's Estate.

The Treasurer also reported the receipt of Fifteen hundred dollars (\$1,500) from Mr. David Strathern Dow, Toronto, for the purpose of founding a Scholarship in Theology, whereupon it was moved by the Principal, seconded by the Reverend K. MacLennan, and resolved unanimously, that the cordial thanks of the Board be tendered, and are hereby tendered, to Mr. Dow for his munificent liberality.

A report from the Curators of the Library was read and received.

A Report from the Finance and Estate Committee, dated April the 27th, 1876, was also read and approved.

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

Resolved, That, in accordance with a recommendation of the Curators of the Library reported by the Principal, the words, "or a resident of the City of Kingston," be inserted after the word "Student" in the first line of the printed Regulation, Number 97, and that the following sentence be added to the Regulation, namely, "any Graduate, being a resident of the City of Kingston, shall have the benefit of this Regulation on payment of the annual subscription of Three dollars."

The Treasurer submitted the annual Financial Statements for the year ending on the 10th of April, 1876, numbered 1 to 4 inclusive, with the Auditor's Report, which were read.

Moved by Mr. Kinghorn, seconded by Mr. Carnegie and,—

Resolved, That the Trustees, having heard read the Auditors' Report and the Financial Statements of the Treasurer consisting of Accounts, numbered 1, 2, 3, and 4, 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, and instruct the Treasurer to have the Accounts printed in the usual form for the General Assembly.

A vote on this Resolution was demanded, when the Resolution was carried by a majority of eight yeas. The Honourable John Hamilton, Chairman, The Principal, the Reverend Doctor Gordon, the Reverend K. Maclellan, the Reverend Doctor McNish, and Messieurs Kinghorn, Macdonnell, and Carnegie,—8. Nay, the Reverend Mr. Lang,—1.

A Communication from the Moderator of the Synod, (The Very Reverend Principal Snodgrass, D.D.) was read, stating that the following clerical Trustees, videlicet, the Reverend George Bell, LL.D., the Reverend John Jenkins, D.D., and the Reverend D. M. Gordon, M.A., B.D., whose term of office expired on the first day of Meeting of Synod, the 8th day of June, 1875, were unanimously re-elected by the Synod.

The Draft Report from the Board of Trustees to the General Assembly was submitted, read and approved.

Moved by the Principal, and seconded by Mr. Carnegie, whereas the Acts, 38 Victoria, Chapter 76, of the Province of Ontario, entitled "An Act Respecting Queen's College at Kingston," provides that the number of Trustees, both of Ministers and Laymen, who, by the Queen's 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, the said Church shall have power, from time to time, to appoint Trustees for the same purpose, and that, on the same day, the Board of Trustees thus appointed and duly convened shall meet and elect successors to the Members so retiring, whether said Members be Ministers, or Laymen. They also resolved that the Board of Trustees appoint, and hereby do appoint, the last day of the College Session to be the day on which such Trustees shall retire annually, and on which the Board shall elect successors to the Members of the Board so retiring.

A vote was demanded on this Resolution, when the Resolution was carried by a majority of seven.

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

Resolved, That the Reverend Professor Williamson, LL.D., be Vice-Principal of the College.

The Principal submitted the following Motion for consideration at the next Annual Meeting of the Board:—

That in Number Sixty-nine of the College Statutes, as amended, the word Monday be substituted for Tuesday and the word Wednesday for Thursday.

The Principal reported that, as requested by the Board, he had invited the Reverend Patrick Gray to lecture during the present Session,—that Mr. Gray readily consented to do so, but that he was unable, owing to the state of his health to give more than three Lectures. It was moved by the Principal, seconded by the Reverend Mr. Lang and unanimously,—

Resolved, That the cordial thanks of the Board be tendered, and are hereby tendered to the Reverend Patrick Gray for his readiness in consenting to lecture, deeply regret the sickness which so soon interfered with his services and which still continues, and record their earnest hope that, with the Divine blessing, he will soon be restored to his usual health and usefulness.

Messieurs George Davidson and G. M. Macdonnell were re-appointed Members of the Finance and Estate Committee.

April 26th, 1876. The subject of heating the College by the introduction of Garth's Heating Apparatus, referred to in the Report of the Finance and Estate Com-

mittee, read last evening, was considered. Moved by Doctor Gordon, seconded by Mr. MacLennan, that the matter of heating the College be referred back to the Finance and Estate Committee, with a recommendation to consider the practicability of heating the Building by means of Coal Stoves, and with power to introduce that mode of heating should they see fit. Carried.

Moved by Mr. MacLennan, seconded by the Reverend Doctor Gordon and,—

Resolved, That the statements of Investments submitted last evening by the Finance and Estate Committee be received by the Board and approved.

REPORT OF THE TRUSTEES OF QUEEN'S UNIVERSITY AND COLLEGE.—THIRTY-FIFTH SESSION.

To the General Assembly of the Presbyterian Church in Canada.

The Trustees of Queen's University and College have pleasure in presenting this their first Report to the General Assembly of the Presbyterian Church in Canada.

In the years immediately preceding 1841, when the Royal Charter was obtained, many, who have since been removed by death, took an active part in the foundation of Queen's College. In the Institution which, by many labours, in the face of formidable obstacles, they assisted in bringing into existence, they have left behind them a monument which, we hope, is destined to suggest to succeeding generations a becoming appreciation of their beneficent services. Such of the surviving Founders, as still reside in Canada and still adhere to Presbyterianism are now, after thirty-two years of ecclesiastical separation, again united, we trust happily, in one section of Christ's visible Church. While earnestly praying that the union effected in June last shall be eminently instrumental in advancing the best interests of the Dominion, we have confidence in thinking that Queen's College will prove to be a useful auxiliary to that end, and will thereby participate to some extent in the benefits generally expected from the important event now referred to.

The thirty-fifth Session, which ended to-day, has not been excelled by any of its predecessors, in regard either to work done, or the order and harmony with which all connected with the College have discharged their respective duties. All the studies prescribed for the several departments have been overtaken in the Class Rooms. The results, so far as these can be indicated by Pass and Prize lists, will be found on pages 35-37 of the Calendar for 1876-77.

For some years it has been our privilege to report a steady increase in the number of Students, and we have the satisfaction of informing your Reverend Court that this Session the number is larger than ever. Sixty-nine have been registered in Arts and Theology as compared with sixty-six last year. Of these, thirty-four profess to have the Ministry of the Presbyterian Church in view, ten being students of Divinity. Of these Students in Arts, fifteen were enrolled for the first time, twenty-one for the second time, fifteen for the third, and eight for the fourth; of those in Divinity, eight for the first time, one for the second, and one for the third. The names and residences of both are given on pages thirty-eight and thirty-nine of the Calendar.

It is pleasing to advert to the increasing number and value of the benefactions which we are enabled to report, and for which the College is indebted to the liberality of Graduates and other friends. University and Class Prizes to the amount of \$204 were thus provided for during the past Session, and this year the Senate has been authorized to offer special Prizes, to the value of \$240, chiefly for Essays to be written during the present Summer.

In the matter of Scholarships, the progress made is specially gratifying. These important auxiliaries of University and College work may be either open or close, that is to say, may be competed for either by all Students whose academic standing renders them eligible, or only by those who, besides being eligible by such standing, have in view the Ministry of the Presbyterian Church. This distinction, which rests upon the expressed wish of Founders, or Donors, is confined to the Faculty of Arts, and there a special value attaches to open Scholarships, because of the greater competition through which success is attained, and because the most meritorious competitor succeeds irrespectively of his intentions as to the Ministry.

Two additions have been made to the last mentioned class of Scholarships—one by the gift of Robert J. Reekie, Montreal, of the value of \$50, for the best examination in Natural Science, the other by the gift of the Members of the College Senate, of the value of \$70, for the best examination in Junior Classes.

With respect to the foundation of close Scholarships no past year has equalled the present. By a bequest of Three thousand dollars, (\$3,000), from the late Reverend Alexander Buchan, Minister of Stirling, Ontario, a Scholarship of \$100 for the best Special Examination on Natural Philosophy, Chemistry, Ethics, Rhetoric and

English Literature, and the Acts of the Apostles in Greek, will be tenable by the successful competitor during his first Session in the Divinity Hall, and another of \$80 will be awarded on the Matriculation Examination in Theology. A gentleman resident in one of the Maritime Provinces, who requests his name to be withheld, has, for a number of years, enabled the Senate to offer from \$50 to \$60 under the name of the Dominion Scholarship. This year, by the gift of \$500, making the total value of his contributions Thirteen hundred dollars, (\$1,300), the Scholarship has been placed on a permanent foundation of One thousand dollars, (\$1,000), and its annual value has been raised to \$80. It will be awarded on the Matriculation Examinations in Theology, and it is open to competitors belonging to any Presbyterian Church in the Dominion. Mr. David Strathern Dow, of Toronto has, by a benefaction of Fifteen hundred dollars, (\$1,500), founded a Scholarship in Theology, the annual value of which, it is expected, will be \$120. For next Session a full year's interest will not be available. Its value is, therefore, placed at \$90, to be competed for at the Matriculation Examinations in Theology. A bequest of \$400 from the late Mrs. Margaret W. McIntyre, of Perth, Ontario, (whose Husband was a Graduate of the Queen's University), has been made the foundation of a Scholarship in Arts, of the value of \$32, to be awarded for the best examination in Senior Classics. The Congregation of McNab and Horton has made provision for a Scholarship of \$50 to be awarded on the next Matriculation Examination in Arts, and it is hoped to be continued annually thereafter. Other Congregations could easily do as much, if not more.

These most useful and encouraging instances of liberality show a total of \$170 given for one Session, with the hope of its being renewed, and Five thousand four hundred dollars, (\$5,400), for permanent Endowments. Against this we have to place the amount of three Scholarships, namely, \$180 given annually in the past for longer, or shorter, periods, but now, for various reasons, discontinued.

Collections of varied interest and value have been added to the Museum,—that by the Reverend Professor Mackerras, obtained on the Continent of Europe, being worthy of special note. Important additions, by donation and purchase have also been made to the Library. The Library Fund consists of Registration Fees—four dollars from each Student—donations, and other receipts; which amounted this year to a little over Six hundred and twenty-six dollars, (\$626.) The publication of a new alphabetical and classified Catalogue, 216 pages quarto, at a cost of Three hundred dollars, (\$300), was charged to the Fund and interfered considerably with the purchase of new works. The total number of Volumes is well on to 11,000, and may be valued at from \$20,000 to \$25,000.

The Room containing the Library and Museum, although the largest available in the College, has become so crowded that its contents are placed at a great disadvantage and inconvenience. An addition to the Building is immediately and urgently required, in order to meet the growing wants of the College, and secure for all concerned the full benefit of existing appliances.

Members of the Assembly are referred to the Calendar for information as to the work prescribed for next Session, and, as to the character of the system, according to which the educational business of the College is conducted.

At the close of last Session the Senate, after long and careful deliberation, resolved to introduce a number of changes in the Regulations respecting the Timetable, Courses of Studies, and Examinations, in the Faculty of Arts. In doing so they had several objects in view, such as. (1), raising the standard, and a more definite application of its requirements to the recognition of particular kinds of merit; (2), determining the stand of Students in relation to departments and subjects, instead of by years of attendance; (3), making the daily work less continuous and burdensome, by distributing it over a larger portion of time; and (4), allowing a reasonable liberty of choice, chiefly as to the order in which the classes may be taken, according to predilection, convenience, capacity, or means. These changes, duly announced, came into force at the beginning of the present Session, and the continuance of them is insured by the success which has attended their introduction.

The ordinary Curriculum for graduation extends over four Sessions of seven months each, and includes attendance for not less than one Session in the Classes of Junior Latin, Junior Greek, Junior Mathematics, Senior Latin, Senior Greek, Senior Mathematics, Chemistry, Logic, Metaphysics, Ethics, Natural Philosophy, Rhetoric and English Literature, either History or Natural Science, and either French, German, or Junior Hebrew. The number of compulsory Classes is 13, so that in only one Session is a Candidate required to take as many as four, and for the average Student this arrangement is considered the best, while according to strength, desire, or convenience, he may, if qualified by progress, or previous preparation, take as many as four in several Sessions. The order of attendance is not prescribed, except that Senior Mathematics must be taken before Natural Philosophy, Chemistry before Natural Science, and Logic and Metaphysics before Ethics. Intrants may be admitted into the Senior

Classes of Latin, Greek, and Mathematics, or any of them, on satisfying the Senate, by examination, that they are qualified to attend them, and when thus admitted into the Senior Classes of Latin and Greek, they may complete the Course in three Sessions.

It is believed that an adequate proficiency in the above mentioned subjects, duly tested by examination, forms as high a claim for the Degree of B.A., without Honours, as can be required consistently with the best ideas as to what admission to the Degree should imply, and as to what should be aimed at by the most approved methods of Collegiate education and University training.

A Pass Examination is required on the subject, or subjects, of study in each class, and Candidates may come up to it either on completing their attendance, or six months thereafter. In order to pass they must gain at least one-third of the marks obtainable.

Extra time is devoted to Honour work, which is divided into five departments, namely:—Classics, including Latin and Greek; Mathematics and Natural Philosophy; Chemistry and Natural Science, (Botany, Zoology, Mineralogy and Geology); Logic, Metaphysics and Ethics; History, Rhetoric and English Literature. Examinations for Honours in any department are allowed only after completion of attendance on Classes prescribed for graduation in the department.

At the close of last Session the Board of Trustees resolved that an augmentation of Salaries, reluctantly delayed for some time, should no longer be deferred. Any hesitation that might have been felt, in so resolving, before the union of the Churches took place, was prevented by what had been done in the year before, in the same direction, in connection with Knox College and the Presbyterian College at Montreal. An increase was accordingly made, and ordered to begin from the 1st of April, 1875. The additional expenditure per annum thereby occasioned is Three thousand eight hundred dollars, (\$3,800), although the increase is certainly not greater than is justified by the enhanced cost of living, to say nothing of the services rendered. Each Professorial living is now Two thousand dollars, (\$2,000),—the Principal's Two thousand seven hundred, (\$2,700.) Three residences form part of as many livings at the rate of \$200 per annum.

The Treasurer's Financial Statements for the year ending on the 10th instant, duly audited, are herewith submitted. Statement Number One shows a deficiency of Revenue, as compared with Expenditure, amounting to Three thousand three hundred and thirty dollars, sixteen cents, (\$3,330.16), the whole of which, and more, is accounted for by the increase of Salaries just referred to, that is to say, but for the said increase there would have been, as usual, a balance in favour of Revenue. It is hoped that the expenses of management, apart from Salaries, will not seem extravagant, when it is found from the same Statement that they do not exceed \$1,354, including \$366.90 for Repairs and Improvements, and an exceptional charge of \$91.37. The Church is requested to believe that a few hundreds of dollars more can be both usefully and easily spent in this department of outlay, and is earnestly solicited to provide it accordingly. The College property is entirely unencumbered.

In the early part of the Session the Trustees readily availed themselves of the willingness of the Reverend Patrick Gray, Minister of Chalmers' Church, Kingston, and one of the earliest Alumni of the College, to act in the capacity of Lecturer in the Divinity Hall. To their regret, and no doubt to the regret of the Church, Mr. Gray's able services were interrupted by sickness, after he had given a few Lectures to the Students. The Trustees desire to unite with the Church in the prayer, that one so useful and so loved may speedily be restored to health.

It is of extreme importance that an additional Professor be appointed in the Theological Faculty, as soon as possible, not so much that a larger amount of work may be overtaken, for the Students have as much to do as they can well accomplish, or even that this department may be more nearly equalized, as to its Professorial equipment, to that of other Theological Institutions of the Church, although this is reasonable and desirable, as because of the greater variety and interest, which three, as compared with two Professors can impart to the business of the Class-room. Considering how much is involved, concerning the Church's life and progress, and with respect to the efficient manning of Zion's watch towers, the Trustees earnestly solicit the Assembly's sanction of their proposal to appoint, at the earliest opportunity, an additional Professor, whose department may be that of Apologetics, with the Evidences, or Church History, conjoined.

KINGSTON, 27th April, 1876.

JOHN HAMILTON, Chairman.

NUMBER ONE.—STATEMENT OF ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1876.

Revenue.

	\$	cts.
Grant from the Colonial Committee of the Church of Scotland	1,466	76
Temporalities' Board	2,000	00
Dividends on Bank Stock	3,120	00
Kingston Observatory	500	00
Fees,—Class and Graduation	440	33
Interest on Mortgages, Government Securities, Debentures and Bank Deposits	5,050	64
Donations, videlicet:—		
Colonial Committee of the Church of Scotland, £200 Sterling.	977	78
Mr. John Watkins, Kingston	140	00
	1,117	78
The Principal and Professors, beneficiaries of the Temporalities' Fund, amount of their allowance for the half-year ending on the 31st of December, 1875	975	00
Subscriptions towards payment of Professor of Classical Literature, 1874-75.	423	00
Balance (Deficiency)	3,330	16
Total Receipts	\$18,423	58

Expenditure.

	\$	cts.
Salaries	17,069	58
Miscellaneous	1,354	00
	\$18,423	58

KINGSTON, 22nd April, 1876.
 Certified correct, as per separate report
 KINGSTON, 22nd April, 1876.

W. IRELAND, Secretary-Treasurer.

JOHN KERR, }
 JOHN CREIGHTON, } Auditors.

NUMBER TWO.—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF INVESTMENTS OF QUEEN'S COLLEGE FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1876.

Receipts.

	\$	cts.
Balance of College Funds in Merchants' Bank on the 10th of April, 1875, as per Statement	3,258	55
	\$	cts.
Grant from the Colonial Committee of the Church of Scotland... ..	1,466	67
Temporalities' Board	2,000	00
Dividends on Bank Stock, videlicet:—		
12 months on 300 Shares in the Merchants' Bank Stock, \$39,000 at 8 per cent. per annum	3,120	00
Interest	4,782	06
Fees—Registration, Class and Graduation	832	33
Donations	1,540	78
Scholarships and Prize Essays, as per Statement Number Four... ..	1,481	53
Mortgages paid	4,900	00
County Drummond Debentures sold, \$1,000 at 92½%	925	00
Bills Receivable	500	00
Scholarship Endowments	3,900	00
Miscellaneous	372	17
The Principal and Professors, beneficiaries of the Temporalities' Board Fund, amount of their allowance for the half-year ending on the 31st of December, 1875	975	00
Payments on Subscriptions to the Endowment Fund	903	00
Prize Books,—D. B. MacLennan, Cornwall	25	00
Bills Payable	1,865	21
	\$32,847	30
Fees	392	00
Students of Divinity-Class, Fees returned	10	09
Scholarships as per Statement Number Four	1,440	99
Investments—Mortgages	10,100	00
Bills Receivable	500	00
Miscellaneous	569	65

NUMBER TWO, ADDITIONAL.—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1876.

Receipts.

	\$	cts.	
Merchant's Bank Funds for Investment on deposit	1,328	00	
Merchants' Bank General Account, on deposit		83	08
			\$1,411 08
			\$32,847 30

KINGSTON, 22nd of April, 1876.
Certified correct, as per separate report.

W. IRELAND, Secretary-Treasurer.

JOHN CREIGHTON, }
JOHN KERR, } Auditors.

KINGSTON, 22nd of April, 1876.

NUMBER THREE.—BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE, ON THE 10TH OF APRIL, 1876.

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, videlicet:—			
160 Shares of Merchants' Bank Stock at par	16,000	00	
100 Shares of Merchants' Bank Stock at 7 per cent. premium	10,700	00	
130 Shares of Merchants' Bank Stock at 10 per cent. premium	14,300	00	
			\$41,000 00
Debentures	29,500	00	
Canada Dominion Stock	12,900	00	
Montreal Property Stock	10,010	00	
Miscellaneous	890	00	
Lands	600	00	
Mortgages	32,561	55	
Bursary Endowment Stock	1,702	75	
			\$ cts.
Merchants' Bank of Canada	83	00	
Merchants' Bank, Funds for Investment	1,328	00	
			\$1,411 00
			\$183,940 65

Debtor

	\$	cts.	
Endowment of the New Chair in Theology	1,163	22	
Michie Bequest	2,000	00	
Henry Glass Memorial Scholarship	500	00	
McIntyre Memorial Scholarship	400	00	
Lewis Memorial Scholarship	400	00	
Dominion Scholarship	1,000	00	
Buchan Scholarship	3,000	00	
Leitch Memorial Fund	2,462	03	
Bursary Endowments	2,363	46	
Students in Arts studying for Ministry	110	00	
Prize Books	25	00	
Bills Payable	1,865	21	
Scholarships and Prize Essays	1,017	84	
Profit and Loss	167,633	89	
			\$183,940 65

KINGSTON, 22nd of April, 1876.
Certified correct, as per separate report.

W. IRELAND, Secretary-Treasurer.

JOHN CREIGHTON, }
JOHN KERR, } Auditors.

KINGSTON, 22nd of April, 1876.

NUMBER FOUR.—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF SCHOLARSHIPS AND PRIZE ESSAYS FOR THE YEAR ENDING ON THE 10TH OF APRIL, 1876.

Receipts	\$	cts.	
			3,012 54
Disbursements	\$	cts.	
			1,994 70
Balance			1,017 84
			\$3,012 54

BALANCE SHEET, SHOWING THE ASSETS AND LIABILITIES OF QUEEN'S COLLEGE ON THE 10TH OF APRIL, 1876.

KINGSTON, 22nd of April, 1876.
 Certified correct, as per separate report.

JOHN CREIGHTON, } Auditors.
 JOHN KERR, }
 W. IRELAND, Secretary-Treasurer.

KINGSTON, 22nd of April, 1876.

SCHOLARSHIP AND BURSARY FUNDS.

This Fund consists chiefly of Congregational contributions, and is administered by a Committee appointed by the Supreme Court of the Church. The Receipts for the year ending on the 10th of April 1876 are \$657.12.

Of the above total received, the following amounts were paid to the College Treasurer for Scholarships announced in the Calendar for 1875-76, namely:—\$210 for three, Church Scholarships of \$70 each, \$60 for St. Paul's, Montreal, Scholarships. \$42 for the McNab and Horton, and \$20 to account for the Toronto Ladies' Scholarship. Bursaries amounting to \$135 were given to deserving Students requiring assistance, and \$6.75 was paid for printing, etcetera. These expenditures leave a balance of \$183.37 in the Treasurer's hands for next Session. In order to secure a satisfactory administration of the Fund, it is earnestly recommended that Contributions to it be forwarded to the Treasurer not later than the middle of the College Session.

KINGSTON, 1st June, 1876.

Geo. J. FERGUSON, Treasurer.

REPORT OF THE BOARD OF MANAGEMENT OF KNOX COLLEGE, 1875-76.

The Board of Management of Knox College have to report that the number of Students in the Theological Department last Session was 42,—being ten more than in the preceding Session. Of these, fifteen were of the first year, fifteen of the second, and twelve of the third. The conduct of the Students was in all respects satisfactory. Mr. Taverner taught Elocution as during the preceding Session.

There were in the Preparatory Department seventeen Students, twelve of the first year, four of the second, and one of the third. The Classes in this department were taught by Messieurs A. M. Hamilton, M.A., and W. A. Wilson, B.A.

It will thus be seen that fifty Students received instruction in the College last Session. Seventy-two Students, prosecuting studies with a view to the Ministry, lodged in the College. As this is nearly all it can comfortably accommodate, it fully justified the Church in erecting so large a Building. It is gratifying also to report that the great facilities afforded by it for study and social intercourse and meetings for mutual improvement have been much appreciated, and that the domestic arrangements have conduced greatly to the comfort of the Students.

From the accompanying Financial Statement, it will be seen that the Income of the year amounted to \$8,171.41, which is \$47.86 more than the Income of last year. The current expenses were \$13,931.80, being \$5,760.39 above the Income. To this must now be added a deficiency of \$3,770.86 reported last year, thus showing that the Ordinary Fund is burdened with a debt of \$9,531.25. Although this statement is very discouraging, yet it ought to be noticed that the deficiency is due not to the Church's contributing less than formerly to the support of the College, but to the great and inevitable increase in the Expenditure. Without entering into details,—which are presented in the Financial Statement,—to account for the increased Expenditure, it may be well to state that the interest on the loan and advances amounted to \$500, and the expenses connected with Lighting and Heating the College to \$2,514.55. This last may be somewhat reduced by purchasing fuel at a cheaper rate, now that the amount required is known, and also by putting double Windows on the Building, which the Board has undertaken to do, and which will, of course, be charged to the Building Fund. Still, it is evident that the large, elegant, and comfortable accommodation enjoyed in the College must be attended with corresponding expense.

The Endowment Fund amounts to \$6,292.10.

The Bursary Fund, derived from all sources, including a balance of \$401.36 in its favour, amounted to \$3,836.66. Of this \$1,287 have been invested, making the whole investment \$3,528. The balance, \$2,558.66, was expended on Bursaries and Scholarships, and other charges on the Fund.

The whole amount subscribed to the Building Fund is about \$122,000. Subscriptions paid to the Building Fund during the year amounted to \$21,047.99. To this may be added a balance of \$175.97 from preceding year, making \$21,223.96. All this, with the exception of \$8,259.49, was expended before May the 1st for the purpose for which it was contributed.

The amounts hitherto received for the Building Fund are the following:—For the financial year 1873-74, \$22,871.81; for 1874-75, \$24,482.72; for 1875-76, \$21,047.99; in all \$68,402.53.

The south east corner of the old College Site has been sold to the Central Church for \$8,500.

A considerable number of Congregations have yet to be visited. The Reverend R. H. Warden has prosecuted his work diligently, and is at present engaged in it. This is required by the necessities of the Fund, and by the wish of the General Assembly that all the Congregations belonging to the constituency of Knox College be canvassed.

From these statements it is evident that everything connected with the College is most encouraging, except the state of the Ordinary Fund. The deficiency in it is no doubt greatly due to the large contributions which have been paid to the Building Fund, and to the financial depression of the Country, which has equally affected contributions to all the other schemes of the Church. Besides, it seems to be difficult for our Congregations to realize the truth that the College cannot now be maintained without larger contributions. Retrenchment is simply impracticable. Perhaps our people in general do not sufficiently value our Theological Seminaries as a part of the Church work, nor perceive their connection with the Church's edification and extension. It must be admitted that we are not educating a sufficient number of Students to supply vacancies occasioned by the infirmity and death of Ministers, and also to carry on our Missionary operations, were it not for the accessions which we are receiving from the Churches in Great Britain and Ireland, and from other Evangelical Churches in this Country, the inadequacy of our supply of Ministers would at once be felt. Without at all undervaluing such accessions, it is easy to see that the regularity and amount of such supply could not be depended on. Besides, it cannot be expected to conduce to the homogeneity of the Church not to furnish agents by whom our Mission work in destitute localities and in Heathen Lands is to be carried on. Thus the efficiency of our Theological Institutions is vitally connected with the whole work of the Church on which its stability, perpetuity and extension are alike dependent.

The College Board cannot at present recommend a special effort to clear off the debt on the Ordinary Fund, while our Congregations are paying their instalments to the Building Fund. But it would be a great matter if the contributions during the present year should be sufficiently large to pay current expenses and interest on the Debt. This, with a very moderate effort on the part of our Ministers, within the constituency of the College, could be easily secured. Adequate and permanent support of the College is evidently to be sought in, at least, partial Endowment. We have a small commencement of such an Endowment already. Were we in possession of the Hall bequest, supplemented from time to time by similar bequests, and also by generous contributions from the wealthier Members of the Church during their life-time, the College would soon be endowed to such an extent as to make our annual demands on the liberality of our people comparatively light. Meanwhile we express the confident expectation that the Congregations will exert themselves, and not allow our Institution, which has done a great work, and which is now in a position to do a much greater work, to languish for want of adequate support.

TORONTO, June, 1876. JOHN J. A. PROUDFOOT, Chairman of College Board of
Knox College.

REPORT OF THE SENATE OF KNOX COLLEGE; SESSION 1875-76.

The Students of the third year of the College were subjected to a written Examination on Hodge's outlines of Theology, pages 408-523.

The Reverend Doctor Proudfoot, during the first half of the Session, delivered thirty-six Lectures on Church Government, and six Lectures on Pastoral Theology to the Students of the second and third years. He also heard and carefully criticised in the Class twenty Expository Discourses, inculcating and applying the homiletical principles taught during the preceding Session.

Doctor Proudfoot regrets that the time allotted to his department of instruction did not admit of his hearing all the expository Discourses of the Students, (seven had

to be deferred,) nor of dealing, as he had contemplated to do, with the writings of the Fathers of the first three centuries of the Ancient Church, in their bearing on the Constitution and Government of the Church.

All the Professors report satisfaction with the deportment and diligence of the Students, and with the interest evinced by them in their studies.

Mr. Taverner, as during several previous Sessions, gave instruction in Elocution to all the Theological Students.

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

The Senate would here note with pleasure that, as also occurred last year, several Students who passed the examinations for entrance on the Knox College Course, have found themselves qualified to join the regular work of the University, and propose to take the Senior Matriculation in that Institution. Their names do not appear in the above list.

Mr. Hamilton reports that the Junior Latin Class read Virgil, *Æneid*, Book II., and the Senior Class, (second and third years,) read Cicero, *Pro. Ligario*, and in *Catalinam*, *Oratio I.*, and also Horace *Odes*, Book III., 1-21.

In both the Senior and Junior Classes a good deal of attention was paid to the Grammar, and exercises were given in Latin Prose Composition.

The number of Students in the Senior Class was five, and in the Junior, thirteen; but of these Mr. Meldrum had to leave, on account of ill-health, at the Christmas Holidays; and Mr. G. D. McKay, also by reason of illness, at the end of February. Mr. Amos did not enter until near the end of the first Term, and Mr. Fishburne until the beginning of the second Term. Mr. Hamilton gives a table of the attendance of the Students, shewing much regularity on the part of all of them.

Mr. Wilson reports that the Senior Greek Class read Homer's *Odyssey*, Book XXI. and Demosthenes *Philippic I.* The progress of this Class was steady, and their attainments nearly equal. The Junior Class read 210 lines of Homer's *Illiad*, and two Chapters of Xenophon's *Anabasis*. Owing to irregularity of proficiency the amount of work done in this Class was less than it might otherwise have been. The Classes met once a week for exercise in Grammar.

Mr. Wilson also speaks favourable of the regular attendance and good attention of the Students in his classes.

The College is indebted to the Reverend Professor Gregg for conducting a Class in Mathematics, which was attended by ten of the literary Students.

It is proper to notice that the Students' Metaphysical and Literary Society prosecuted its work with great zeal during the past Session, and that its public debates, held in the fine Hall of the new College, were all well attended. The Reading-Room in connection with the Society has greatly experienced the benefit of the better accommodation afforded by the new building.

The Report of the Students' Missionary Society is not less interesting than in former years, and shews a great amount of valuable Missionary service rendered in fields which the Church, in her ordinary agencies, is least able to overtake. Last Summer, nine Missionaries were employed by the Society. One of these, from the Graduating Class, was sent to Manitoba, where he still remains. The Society is encouraged by finding its fields, one after another, reaching such a position that they may take their place among the regular stations of the several Presbyteries. The finances of the Society have been affected to some extent by the continued depression in the Lumber Trade,—its operations being largely in the lumbering districts; but indications have not been wanting that the labours of the Missionaries have been blessed to the production of much good.

The Senate would desire to express its conviction of the great importance of this Society, both with regard to its efforts in the various fields occupied by it, and its results as a most valuable agency in developing and cherishing missionary zeal on the part of the rising Ministry of the Church.

The past Session will be memorable as the first of our occupancy of the New College. The new Building has realized all reasonable expectations formed of it; and, it is believed, has greatly improved our facilities for the work of the College, as well as secured a high degree of comfort for the resident Students.

The number of Students boarding in the College has been as high as seventy-two: seventy have resided there during most of the Session. The Building has been filled almost to its utmost capacity; thus entirely justifying the Church in erecting an Edifice of the size of our new College. There are improvements not involving much expense, which, if made, would render the Students' Rooms more comfortable, as well as tend to economy and efficiency in the heating of the building. This matter will, no doubt, be attended to by the College Board, and everything done to render the Building as complete as possible in all its parts and in all its uses.

REPORT OF THE BOARD OF EXAMINERS, WESTERN SECTION.

The Board of Examination desires to submit the following Report of its operations during the year:—

I. STUDENTS ATTENDING UNIVERSITY COLLEGE.

The Board has to do with this class of Students only in so far as they enter into competition for a limited number of Scholarships, offered to those taking a full University Course, and preparing to enter the ministry of the Presbyterian Church in Canada.

The number of Scholarships offered on this occasion was ten; their value ranging from \$60 to \$45.

Twelve Students entered as competitors for these Scholarships; four in the first year of their attendance, three in the second, and five in the third. No Students of the fourth, or graduating, year presented themselves for competition on this occasion.

The Board retains the conviction, so often expressed in previous Reports, that the scheme now in successful operation for many years, is one of great importance in its bearing on the future Ministry of the Church and deserves to be more liberally supported than it has been at any time in the past.

Cooke's Church, and Gould Street Church, Toronto, and St. Andrew's Church, London, have continued to give liberal support to the scheme. It has shared also in the proceeds of the Alexander bequest. Many more, however, of our stronger Congregations, or of wealthy Individuals in the membership of the Church, must contribute to the scheme before the full benefit which it could be to the Church can be realized.

II. STUDENTS IN THE PREPARATORY CLASS OF KNOX COLLEGE.

Seventeen Students presented themselves to the Board in October, with the view of entering the Preparatory Classes in Knox College. They were all Members of the Church in full communion, and they were all certified to the Board by some Presbytery.

It will be observed that the number of Students entering the Preparatory Course of Knox College is greater than it has been for several years. As there is reason to believe that the number entering University College, with a view to the Ministry in the Presbyterian Church, is as large as in former years, the Church may be congratulated on the prospect of a large and valuable addition to the ranks of the Ministry.

All the Students in the Preparatory Course were examined by the Board in Latin and Greek, and most of them also in Mathematics at the close of the Session. The result testified favourably alike to the efficiency of the teaching in this department and to the diligence of the Students. Certificates were presented from the Professors of University College by the Students in the various years, attesting regularity of attendance on the prescribed Classes, and in the case of most, satisfactory acquaintances with the subjects of Study, as brought out by the Terminal Examinations. In the cases in which Students had not succeeded in passing satisfactorily these Examinations, it is recommended that they be re-examined by the Board in October next.

Fourteen Students appeared before the Board in October, seeking admission to the Theological Classes.

The closing Examinations in the Theological Course were conducted as in former years by the Board, an associate Examiner acting in every case with the Professor in the department in which the Examinations took place. These Examinations were, on the whole, highly satisfactory. In only one case was re-examination required in order to enable the Students to obtain the standing of his year; in several instances, the Answers given approached very nearly perfection. The names of the Students who passed in the several years, and of those in addition who gained Scholarships, having been already submitted in the Report of the Senate are not added here.

TORONTO, June, 1876.

JOHN J. A. PROUDFOOT, Chairman.

CHAPTER XVII.

FINANCIAL INVESTIGATION INTO THE MANAGEMENT OF THE EDUCATIONAL DEPOSITORY, DURING THE REVEREND DOCTOR RYERSON'S ADMINISTRATION, 1850-1875, AS REQUESTED BY THE DEPUTY MINISTER OF EDUCATION.

I. THE DEPUTY MINISTER TO THE HONOURABLE ADAM CROOKS, MINISTER OF EDUCATION.

The Deputy Minister would respectfully call the attention of the Honourable the Minister of Education to that part of the following article from *The Globe* newspaper, which he has italicised. It is the old attack on the integrity of the Managers of the Educational Depository revived. The subject should receive the early attention of the Minister, with a view to such an investigation as would vindicate the parties concerned before the public.

"THE PROVINCIAL BOOK STORE." EDITORIAL IN "THE GLOBE" NEWSPAPER OF THE TENTH OF MARCH, 1876.

"We should hope that the days of the Provincial Store in the Normal School Buildings are numbered without the intervention of the Booksellers, either as Individuals, or as an Association. There is absolutely so little that can be said in defence of that concern, viewed either educationally, or economically, that we cannot imagine the Government consenting to its continuance, or the Minister of Education acquiescing in the idea that, in addition to his other duties, he must turn Bookseller, and look after all the petty details of a Huxter's stall.

*"The details of the speculation have never yet been given to the public, but to say that it has paid its own way and cost the Country nothing is making too great a demand upon ordinary credulity. It has been doing the work of an ordinary Bookshop and a fancyware Store, and it has been doing that work in a poor, unsatisfactory manner. The sooner then it is closed up the better. The public would no doubt be pleased to have a searching investigation made into all the pecuniary transactions connected with it for these many years past, with a reliable report based on such investigation. This has never been afforded up to this hour. The balance sheet has never been produced.** But the chief thing is to get quit of the whole concern, and leave Books, like everything else, to be supplied by ordinary competition, and by regular tender, when necessary. We don't wonder that the Booksellers should complain of having a competitor backed by a Provincial Treasury, which can supply the cash and make good all losses."

I never noticed, or heard, of this Editorial of *The Globe* until Doctor Ryerson mentioned it to me to-day,

TORONTO, 18th March, 1876.

J. GEORGE HODGINS, Deputy Minister.

II. NOTE IN REGARD TO THIS LETTER BY THE MINISTER OF EDUCATION IN THE AGENDA BOOK OF THE DEPARTMENT.

I will give this matter careful consideration. I propose, in view of this Letter, but more especially as information for myself, in considering the whole question of the Depository, to instruct some one conversant with accounts and business operations, to examine into the working of the Depository Branch of this Department since the first of January, 1872, and will prepare instructions accordingly.

TORONTO, 20th March, 1876.

ADAM CROOKS, Minister of Education.

* By reference to Chapter XIV. of the Fourth Volume of this Documentary History, it will be seen how entirely devoid of truth is this statement in *The Globe* editorial. As soon as provision was made by the Legislature for the audit of the Accounts of the Education Department in 1855 by the Provincial Auditor: these Accounts for that year, and of each successive year afterwards, were sent in full detail to that officer. At the conclusion of the audit of these Accounts in that year, the Auditor General in a Letter to the Deputy Superintendent of Education (dated the 20th day of February, 1856,) said: "The facility with which you have supplied all further information which I required, not only proves, what I never doubted, the admirable system which pervades the whole of your Department....."

CHAPTER XVIII.

SPECIAL REPORT OF THE MINISTER OF EDUCATION TO THE
LIEUTENANT-GOVERNOR ON THE OPERATIONS OF THE
DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT
OF ONTARIO, FROM 1850 TO 1875, INCLUSIVE.

NOTE.—The Minister of Education having appointed Mr. James Brown, formerly a Banker, and an experienced Accountant, to make a thorough investigation into the accounts and management of the Educational Depository from 1850 to 1875, Mr. Brown presented to the Minister a series of forty-two Statements, with appendices, covering the whole of the financial operations of the Depository for the years mentioned. These Statements the Minister embodied in the following Report to the Lieutenant-Governor:

I beg to transmit for your information and that of the Legislative Assembly, the accompanying Special Report on the Accounts and Business Operations of the Depository Branch of the Education Department, from the year 1850 to the year 1875, inclusive.

The Financial Operations of the Depository during this period of twenty-six years comprise the following results, videlicet:—

1. Total Legislative Grants expended by the Depository for Books, Maps, Apparatus, Freight, Salaries, and all other Expenses, of the Depository from 1850 to 1875, inclusive ...	\$811,523 72
2. Total value of Books, Maps and Apparatus despatched from the Depository, from 1850 to 1875, inclusive	\$803,067 86
	<hr/>
Difference—being stock to be accounted for, at cost valuation	\$8,455 86
	<hr/>
3. Net value of Stock in the Depository on the 1st of January, 1876, at cost valuation	\$79,509 41
	<hr/>
4. Net profit, therefore, made by the Depository, after paying all of its Expenses, including Salaries and contingencies	\$70,053 55

NOTE.—Thus showing that, after paying all the expenses of the Education Depository, it netted, as a profit to the Province the large sum of over \$70,000.

5. The value of Books, Maps, etcetera, despatched from the Depository during the year 1875	\$62,169 00
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On assuming charge of the Education Department in March, 1876, I deemed it advisable that a Person unconnected with the Department, conversant with Accounts and Business of this nature, should be employed to enquire into and investigate the Financial Operations and Management of the Depository since its establishment in 1850.

The late Chief Superintendent had frequently desired this to be done, but with the exception of the enquiry made by a Sub-Committee of the House of Assembly, in the Session of 1868-9, I am not aware that anything further has been done in this respect. (See page 311 of Volume XXI of this Documentary History.)*

*See also page 162 of the Twenty-second Volume of this Documentary History.

The annexed Schedule contains a summary of the results of this investigation, which was entrusted by me to a fully competent Person, (Mr. James Brown).

Full particulars of the foregoing are set forth in the accompanying Report, Schedules, and Appendices submitted to me by Mr. Brown, and which I trust will afford full information to your Honour and the Legislative Assembly.

The Report, Schedule, and Appendices will show that the working and Financial management of the Depository Branch of the Department have been satisfactorily conducted by the late Chief Superintendent and his Deputy, Doctor Hodgins, with whom, during this whole period, rested the personal oversight of all its transactions.

ADAM CROOKS, Minister of Education.

TORONTO, 12th December, 1876.

CHAPTER XIX.

MR. JAMES BROWN'S REPORT ON THE EDUCATIONAL DEPOSITORY, 1850-1875, TO THE MINISTER OF EDUCATION :

I have the honour to report that, in accordance with your instructions of the 22nd of March, now last past, I have undertaken an examination of the Accounts and Business Operations of the Depository Branch of the Education Department, with the view of furnishing you with full information on the various questions connected therewith. For this purpose, I have examined all Books, Accounts and Papers necessary for obtaining complete information, and my work has been aided by the willing co-operation of Doctor Hodgins, Mr. Marling, and other Officers of the Department. I have thus been enabled to investigate with facility a large amount of work, involving the operations of the Depository from its origin in 1850, through twenty-five years of constantly increasing business, down to the end of the year 1875, and I am now enabled to present in the following Statement, the actual results of these operations.

In conformity with your instructions, I have confined my investigation of the years from 1850 to 1867, inclusive, to the general statistics of the Depository, as the details of those years have already been presented to a Special Committee of the Legislative Assembly during the Session of 1868-69, as will appear in their Report, dated the 1st day of February, 1869. My statements, numbers one and two, refer to the operations of this period.

My examination for the subsequent period, beginning on the 1st day of January, 1868, and ending on the 31st day of December, 1875, involved a detailed and thorough enquiry year by year, and a comparison of the operations of each year with the Public Accounts of the Province in the Treasury Department.

I beg now to submit as the results of my investigations, the several Statements accompanying this Report, together with remarks explanatory thereof:—

EXPLANATORY REMARKS.

Statement Number One.—Shows the account of the Depository Branch with the Provincial Treasury, and is found by me to agree with the Report annexed to this Statement, except as to these few items, videlicet:—On the debit the sum of (for Salaries). \$4,220; also the debit the sum of (for drawbacks), \$2,169.26, and on the credit the sum of (for sundries), \$1,565.11. These are more fully explained in the Statement. The balance of cash at the end of the year, (\$186.25), agrees with the Treasury Account.

Statement Number Two.—Shows the result of the operations for the whole period of seventeen years, closed by stock taken at the end of 1867, and transferred to 1868, thus exhibiting as profit during this period the sum of \$28,124.22.

I can testify to the correctness of the Accounts, and the accurate system upon which they are kept. I was thus enabled to examine the intricate accounts during the period of seventeen years, and ascertain this result with the greatest ease.

Statement Number Three.—Shows the total annual Receipts and Expenditures of the period of eight years from 1868 to 1875, inclusive, the details for each year will be found set forth in the further statements herewith, also numerically arranged.

Statement Number Four.—Shows the total transactions for each year during the same period, and with the introduction of the Stock Accounts also shows the profit on these operations during the whole period, of eight years, being the sum of \$42,929.33. Statements Numbers Five to Twelve, show the operations for each of the years from 1868 to 1875, inclusive and the result at the end of each year, after crediting the amount of stock on hand, and charging the expenses of management.

Statements with the odd Numbers, Thirteen to Twenty-Seven, show the current Accounts of each year between the Treasury Department and the Depository Branch of the Education Department, as taken from the Books of the latter, and compared with the Public Accounts to which they refer, with which I find them in strict accord, except in the following particulars, videlicet:—

1. In 1870 a discrepancy appears of \$3.46. This occurred through the refund by the Customs of that amount, on a Cheque issued for Duties, which was found to be in excess to that extent of the sum required.

2. In 1871, the Inspector of the County of Frontenac deposited at Kingston, to the credit of the Provincial Treasurer, the sum of \$62 on Superannuated Teachers' Account, which was passed (on advice thereof) by the Education Office to the credit of that account, and to the debit of the Treasury, as a deposit, in which account it remained as an item in the general aggregate of the year's deposits, amounting as per statement Number Twenty, to the sum of \$35,512.65, whereas the Public Accounts acknowledged but \$35,450.65, showing the discrepancy of \$62. From some delay, this sum did not appear in the accounts of the Treasury until the following year.

3. In 1872, a refund of \$64 Superannuated Teachers' money was made to Mr. A. McIntyre by the Treasury, on a requisition from the Education Office, which was treated by the Treasury Department as a deduction from the Revenue of that year on Superannuated Teachers' account, the result of which was to overbalance the previous deposit of \$62 by the sum of \$2.

4. In the year 1873, a discrepancy of 2 cents appears between the documents which I traced to a typographical error.

With these few exceptions, the accounts between the two Departments are in perfect accord.

Statements with the even numbers of Fourteen to Twenty-eight show the current Cash Accounts of each year, between the Education Department proper, and the Depository Branch, and are collateral to the previous statements bearing the intervening odd numbers, and present the internal cash transactions of the Department for the same years.

In considering these statements, it will be understood that the Depository System of the Department is a cash one, there being no credit taken, or given, in any of its transactions. Under the Regulations, every dollar received by the Department is considered as Public Revenue, and deposited daily to the credit of the Treasury Department.

All the more important Accounts of the Depository have, since 1869, been paid by the Treasury Department upon Accounts properly examined and certified by the Accountant of the Education Department.

Statements Numbers Thirty to Thirty-eight represent the Stock Accounts for the years 1868 to 1875, based upon inventories taken each year during this term, and reduced to a cash standard by appropriate discounts shown upon each Statement.

Number Thirty-Nine contains the rough notes and original Memoranda furnished me by the several Officers of the Department in the course of my enquiry, and which assisted me in the preparation of the several Statements referred to.

Number Forty is a Memorandum showing the whole working routine of the Depository Branch.

Number Forty-One contains a complete collection of all the Forms and Papers used by the Depository Branch in its current operations.

Number Forty-Two includes a series of questions proposed by a Committee of the Council of Public Instruction on the supply of Depository books etcetera, with replies thereto; all of which have relation to the subject upon which I have been instructed by you to report.

JAMES BROWN, JR.

TORONTO, 26th May, 1876.

NUMBER ONE.

with the Provincial Treasury, for the years 1850 to 1867 (both inclusive).

CREDITOR.

EXPENDITURE.			
		\$ cts.	\$ cts.
1850 to 1867....	By amounts remitted to Receiver General, as shown by the Books of the Depository and confirmed by the Report of the Legislative Assembly of 1869, referred to		66,378 69
	By Expenditure for the said Term for Books, Maps, etcetera, Imported	271,869 52	
	By Expenditure for purchases in Montreal	3,990 06	
	By Expenditure for Articles manufactured in Toronto.....	93,146 88	
	Total	369,006 46	
	For Freights, Agency, Packing, Printing, Insurance, Salaries and expenses to be added.	73,600 19	
	Total amount as confirmed by "Report".....		442,606 65
1857. September.	By amount of a credit given to the Normal School Act for 50 per cent. Rebate from the charge for a supply of Apparatus originally entered as a sale at full prices	778 28	
	By amount refunded to Mount Forest	24 00	
1867. June.....	By amount refunded to Office Contingencies for a supply of School Registers, charged to that Account in April	762 83	
	Additional amount at credit of Account.....		1,505 11
	Total amount at credit of Account.....		\$510,550 45
1867. December 31	By Balance transferred to Account for 1868.....		186 25
			\$510,736 70

GENERAL STATEMENT
OF THE OPERATIONS OF THE DEPOSITORY BRANCH OF THE EDUCATION
DEBTOR.

		\$ cts	\$ cts.
1850 to 1867	To Expenditure during the Term as follows :—		
	Paid for Books, Maps, etcetera, imported	271,869 52	
	Paid for purchases in Montreal	3,990 06	
	Paid for manufactures in Toronto	93,146 88	
	Total	\$369,006 46	
	Paid for freights, Agency, Packing, Printing, Insurance, Salaries and Expenses	73,600 19	
	Total amount of expenditure		442,606 65
	To allowance to the Normal School account for Rebate of 50 per cent. on Apparatus originally charged at full prices	778 28	
	To allowance for Refund to Mount Forest	24 00	
	To allowance to Office Contingencies Account on School Registers charged to that Account in April, but included in sales and deliveries account.....	762 83	
			1,565 11
	Total amount to debit of the Account.....		\$444,171 76
	Net profit on the operations of the Depository for the term, merged in stock.....		28,124 22
			\$172,295 98

STATEMENT
GENERAL SUMMARY OF THE ANNUAL RECEIPTS AND EXPENDITURE OF THE DE
Sales and Deliveries of Books, Maps, etcetera, and cost of management,

YEARS.	Receipts from the Treasury.	Expenditure by the Depository.	Cash Receipts on Sales	Deposits to credit of the Treasury.	SALES	
					Sold at half price.	
	\$ cts.	\$ cts.	\$ cts	\$ cts	\$ cts.	\$ cts.
1868.....	32,166 25	32,166 25	19,705 26	19,705 26	15,171 94	
1869.....	36,068 57	36,068 57	20,562 31	20,562 31	14,565 52	
1870.....	36,897 38	36,897 38	22,279 00	22,279 00	16,102 97½	
1871.....	39,924 02	39,924 02	24,770 76	24,770 76	16,688 22½	
1872.....	49,402 03	49,402 03	33,824 28	33,824 28	23,343 61½	
1873.....	57,558 98	57,558 98	30,379 00	30,379 00	23,368 43½	
1874.....	58,420 48	58,402 88 and 17 60 }	33,507 37	33,507 37	24,984 29	
1875.....	57,962 32	56,931 85 and 1,030 47 }	36,307 99	36,307 99	25,862 29	
Totals	\$368,400 03	\$368,400 03	\$221,335 97	\$221,335 97	\$160,087 29	

NOTE.—Mr. Brown here inserts in his Report a series of separate Financial Statements 5-28—Twenty Nine. These twenty-three Financial Statements may be seen on the Appendix Statements Number Twenty Eight, inserted herewith.

NUMBER TWO.

EDUCATIONAL DEPARTMENT for the years 1850 to 1867 (both inclusive).

CREDITOR.

		\$	cts.	\$	cts.
1850 to 1860	By Books, etcetera, sold subject to 50 per cent. Rebate	123,298	97		
	By Maps, Prizes, etcetera sold, subject to 50 per cent. Rebate.....	213,993	78		
	Total amount sold subject to rebate.....	337,292	75		
	By Text Books, etcetera, sold at full prices.....	82,182	59		
	Total amount of sales computed at full prices.....			419,475	34
	By Discounts, Drawbacks, etcetera, allowed at sundry times, and on settlements for purchases at Paris Exposition.....			2,169	26
1867	Total amount at credit of the Account.....			\$421,644	60
December 31	By Stock on hand at close of the term:—				
	Text Books at cash values.....	2,567	26		
	Maps, Apparatus, etcetera, at cash value.....	24,555	86		
	Libraries, etcetera, at cash value.....	14,775	79		
	Prize Stock, etcetera, at cash value.....	10,893	38		
	Total.....	52,792	29		
	Less payments thereon payable in 1868.....	2,140	91		
	Net cash value of Stock on hand.....			50,651	38
				\$472,295	98

NUMBER THREE.

EDUCATIONAL DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT, together with the annual report for the whole term, extending from the year 1868 to 1875, (both inclusive).

SALES AND DELIVERIES OF BOOKS, MAPS, ETCETERA.			COST OF MANAGEMENT.		
Sold, subject to 100% Grant.	Sold at net prices.	Gross amounts sold.	Amount of Salaries.	Amount of Contingencies.	Total Amounts.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
15,171 94	4,533 32	34,877 20	3,303 50	1,807 58	5,111 08
14,505 52	5,996 79	35,127 83	2,919 50	1,514 63	4,434 13
16,102 97½	6,176 02½	38,381 97½	3,066 00	1,904 97	4,970 97
16,688 22½	8,082 53½	41,458 98½	3,403 75	1,360 74	4,764 49
23,343 61½	10,480 66½	57,167 89½	3,658 75	1,897 49	5,556 24
23,368 43½	7,010 56½	53,747 43½	4,824 16	2,339 06	7,163 22
24,984 29	8,523 08	58,491 66	4,855 00	3,268 90	8,123 90
25,862 29	10,445 70	62,170 28	4,855 00	2,483 99	7,338 99
\$160,087 29	\$61,248 68	\$381,423 26	\$30,885 66	\$16,577 36	\$47,463 02

three for each of the years 1869 to 1875 inclusive—which he afterward summarised in Statement to the Journals of the House of Assembly for 1876. The substance of them is embodied in 10—xxviii

NUMBER FOUR.—GENERAL

OF THE OPERATIONS OF THE DEPOSITORY BRANCH OF THE EDUCATION

DEBTOR.

		\$	cts.	\$	cts.						
1868, January 1.....	To Stock on hand this day, as follows :— Text Books at cash value Maps, Apparatus, etcetera at cash value..... Libraries, etcetera at cash value..... Prize Stock at cash value										
	Total.....		\$52,792		29						
	Less payments included in subsequent Expenditures										
	Net cash value of Stock at date.....		2,140		91						
	To Expenditure during the following years.....			\$50,651	38						
		For Purchases.	For Charges.	For Management.	Gross annual outlay.						
		\$	cts.	\$	cts.						
December 31st, 1868.		24,749	28	2,305	86	5,111	08	32,166	25		
December 31st, 1869.		29,430	89	2,203	55	4,434	13	36,068	57		
December 31st, 1870.		28,963	08	2,963	33	4,970	97	36,897	38		
December 31st, 1871.		33,112	61	2,046	92	4,764	49	39,924	02		
December 31st, 1872.		41,321	33	2,524	46	5,556	24	49,402	03		
December 31st, 1873.		46,640	09	3,755	67	7,163	22	57,558	98		
December 31st, 1874.		47,158	58	3,120	40	8,123	90	58,402	88		
December 31st, 1875.		46,217	24	3,375	62	7,338	99	56,931	85		
Total Expenditure ..		\$297,593	10	\$22,295	84	\$47,463	02		\$367,351	96	
December 31st, 1875.	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
1868.....	net profit on this year's (1868) operations							4,750	21		
1869.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1869) operations							7,013	01		
1870.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1870) operations							3,698	26½		
1871.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1871) operations							5,937	67½		
1872.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1872) operations							4,702	16½		
1873.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1873) operations							4,574	33½		
1874.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1874) operations							4,199	34		
1875.....	To net profit on the operations of the Depository as exhibited in the annual Statements, videlicet:										
	net profit on this year's (1875) operations							8,054	33		
	Total net profit during the term.....									42,929	33
										\$460,932	67

SUMMARY

DEPARTMENT during the years 1868 to 1875 (both inclusive).

CREDITOR.

		\$	cts.	\$	cts.
1875, December 31st.	By proceeds of Sales effected during the following years under the following classification:—				
	Cash received on Sales and deposited to the credit of the Treasury.				
	Legislative Apportionment of 100 per cent. on sales to Trustees.				
	Gross Annual Sales at Catalogue Prices.				
	\$ cts.	\$	cts.	\$	cts.
1868.....	19,705 26	15,171	94	34,877	20
1869.....	20,562 31	14,565	52	35,127	83
1870.....	22,279 00	16,102	97½	38,381	97½
1871.....	24,770 76	16,688	22½	41,458	98½
1872.....	33,824 28	23,343	61½	57,167	89½
1873.....	30,379 00	23,368	43½	53,747	43½
1874.....	33,507 37	24,984	29	58,491	66
1875.....	36,307 99	25,862	29	62,170	28
Totals.....	\$221,335 97	\$160,087 29		\$381,473 26	
	Gross amount of Sales for the term			\$381,423 26	
1875, December 31st.	By Stock on hand at the close of the term, per inventories taken at cash values—				
	Text Books		\$	cts.	
	Maps, Apparatus, etcetera.....		9,461	50	
	Libraries and Prizes.....		38,175	92	
	Total cash value of Stock		45,790	49	
			93,427	91	
	Deduct payments subsequently made and included in Expenditures		13,918	50	
	Net cash value of Stock at date.....				79,509 41
					\$460,932 67

NOTE.—Here follows, in Mr. Brown's Report, a series of "Annual Statements," Education Department, with Profit and Loss Account." They are not inserted here 1875, both inclusive. The Statements themselves may be seen in the Appendix to the

GENERAL SUMMARY, THE FOREGOING ANNUAL STATEMENTS OF THE OPERATIONS
DEBTOR PROFIT AND LOSS ACCOUNT, FOR THE

1850 to 1867.	To Expenditure as per Statement, Number 2.....	}	\$144,171 76
	Total amount at debit of the account		
1868.	To Total Expenditure as per Statement, Number 5.....		27,055 17
1868.	To Total Cost of management per same Number.....		5,111 08
1869.	To Total Expenditure as per Statement, Number 6.....		31,634 44
1869.	To Total Cost of management per same Number.....		4,434 13
1870.	To Total Expenditure as per Statement, Number 7.....		31,926 41
1870.	To Total Cost of management per same Number.....		4,970 97
1871.	To Total Expenditure as per Statement, Number 8.....		35,159 53
1871.	To Total Cost of management per same Number.....		4,764 49
1872.	To Total Expenditure as per Statement, Number 9.....		43,845 79
1872.	To Total Cost of management per same Number.....		5,556 24
1873.	To Total Expenditure as per Statement, Number 10.....		50,395 76
1873.	To Total Cost of management per same Number.....		7,163 22
1874.	To Total Expenditure as per Statement, Number 11.....		50,278 98
1874.	To Total Cost of management per same Number.....		8,123 90
1875.	To Total Expenditure as per Statement, Number 12.....		49,592 86
1875.	To Total Cost of management per same Number.....		7,338 99
	Total Expenditure during the Term.....		\$811,523 72
	Grand Total Profits made during the said time as per Statement herewith		71,053 55
			\$882,577 27

DEBTOR. STATEMENT NUM
THE DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT

		\$ cts.	\$ cts.
1868.			
January 1..	To balance of Cash on hand this day.....	186 25	
	Less cancelled remittance returned in April.....	20 00	
			166 25
February....	To Treasury Warrant received.....	5,000 00	
March.....	To Treasury Warrant received.....	3,000 00	
April.....	To Treasury Warrant received.....	4,000 00	
May.....	To Treasury Warrant received.....	4,000 00	
May.....	To Treasury Warrant received.....	1,200 00	
June.....	To Treasury Warrant received.....	6,000 00	
August.....	To Treasury Warrant received.....	6,000 00	
September...	To Treasury Warrant received.....	1,500 00	
November..	To Treasury Warrant received.....	1,300 00	
	As charged in the Public Accounts to Education. Page 40.....		32,000 00
			\$32,166 25

Audited, and found correct.

(Numbers Five to Twelve inclusive) of the Operations of the Depository Branch of the with as they are fully summarized in the following Schedule of them, from 1850 to Journals of the House of Assembly for 1876.

OF THE DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT, WITH FULL YEARS 1850 TO 1875, (BOTH INCLUSIVE.) CREDITOR.

1850 to 1867.	By Sales, Discounts and Drawbacks as per Statement, Number 2, amount.....	\$421,644 60
1868.	By Cash Sales as per Statement, Number 5.....	19,705 26
1868.	By Deliveries on Legislative grant.....	15,171 94
1869.	By Cash Sales as per Statement, Number 6.....	20,562 31
1869.	By Deliveries on Legislative grant.....	14,565 52
1870.	By Cash Sales as per Statement, Number 7.....	22,279 00
1870.	By Deliveries on Legislative grant.....	16,102 97½
1871.	By Cash Sales as per Statement, Number 8.....	24,770 76
1871.	By Deliveries on Legislative grant.....	16,688 22½
1872.	By Cash Sales as per Statement, Number 9.....	33,824 28
1872.	By Deliveries on Legislative grant.....	23,343 61½
1873.	By Cash Sales as per Statement, Number 10.....	30,379 00
1873.	By Deliveries on Legislative grant.....	23,368 43½
1874.	By Cash Sales as per Statemens, Number 11.....	33,507 37
1874.	By Deliveries on Legislative grant.....	24,984 29
1875.	By Cash Sales as per Statement, Number 12.....	36,307 99
1875.	By Deliveries on Legislative grant.....	25,862 29
	Total Sales during the Term.....	\$803,067 86
	Stock on hand, at the close of the Term, as per Inventories taken at cost.....	79,509 41
		\$882,577 27

BER THIRTEEN.

IN ACCOUNT WITH THE PROVINCIAL TREASURY, 1868.

CREDITOR.

		\$ cts.	\$ cts.
1868.			
January 31..	By Gross Expenditure during the Month.....	2,181 21	
February 28.	By Gross Expenditure during the Month.....	2,521 96	
March 31...	By Gross Expenditure during the Month.....	4,138 89	
April 30....	By Gross Expenditure during the Month.....	6,809 88	
May 31.....	By Gross Expenditure during the Month.....	5,025 88	
June 30.....	By Gross Expenditure during the Month.....	2,191 17	
July 31.....	By Gross Expenditure during the Month.....	6,034 52	
August 31..	By Gross Expenditure during the Month.....	1,235 82	
September 30	By Gross Expenditure during the Month.....	701 76	
October 31.	By Gross Expenditure during the Month.....	940 10	
November 30	By Gross Expenditure during the Month.....	444 76	
December 31	By Gross Expenditure during the Month.....	30 30	
		32,166 25	
	The foregoing Expenditures for the years being classed under the following heads :—		
	Paid for books, etcetera, imported.....	16,009 60	
	Paid for books, etcetera, bought in Montreal.....	1,162 81	
	Paid for books, etcetera, bought in Toronto.....	5,470 54	
			22,642 95
	Paid expenses previous to delivery at Department :—		
	England.....	857 41	
	Toronto.....	709 37	
	Paid Customs.....	739 11	
	Salaries.....	3,303 50	
	Toronto Contingencies.....	1,807 58	
			7,416 97
	Charged Museum account in 1867, but transferred to Depository, 1868.....		2,106 33
	Total.....		\$32,166 25

STATEMENT NUM

THE EDUCATION DEPARTMENT.

DEBTOR.

1868.	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts.	\$ cts.
January 31.	To amount received this month		2,703 31
February	To amount received this month		1,825 14
March	To amount received this month		2,830 57
April	To amount received this month		1,807 19
May	To amount received this month		2,088 65
June	To amount received this month		1,959 50
July	To amount received this month		971 81
August	To amount received this month		1,334 00
September	To amount received this month		1,138 39
October	To amount received this month		2,257 75
November	To amount received this month		1,944 29
December 31	To amount received this month		3,881 46
			24,742 06
	The foregoing receipts for the year being classed under the following heads :—		
	On account of Normal and Model Schools	4,127 52	
	On account of Superannuated Teachers	598 00	
	On account of <i>Journal of Education</i>	62 90	
	On account of Office contingencies	54 11	
	On account of Common Schools	16 92	
	On account of Poor Schools	34 00	
	On account of Museums	143 35	
	Total amount of sundries, as above		5,036 80
	On account of Depository		19,705 26
	Total		\$24,742 06

Audited and found correct,

STATEMENT NUM

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART

DEBTOR.

1869.		\$ cts.	\$ cts.
December 31	To payment made by the Treasury during the year, as per Public Accounts, pages 99, 100 and 101. See detailed Statement Number Twenty. For Libraries, Apparatus and Prizes For Salaries	33,149 07 2,919 50	36,068 57
	Total		\$36,068 57

Audited and found correct,

BER FOURTEEN.

CURRENT CASH ACCOUNT FOR 1868.

CREDITOR.

1868.	Amounts deposited to the credit of the Treasury.	—	—
		\$ cts.	\$ cts.
January 31.	By daily deposits during the month.....	2,703 31	
February....	By daily deposits during the month.....	1,825 14	
March.....	By daily deposits during the month.....	2,830 57	
April.....	By daily deposits during the month.....	1,807 19	
May.....	By daily deposits during the month.....	2,088 65	
June.....	By daily deposits during the month.....	1,959 50	
July.....	By daily deposits during the month.....	971 81	
August.....	By daily deposits during the month.....	1,334 00	
September...	By daily deposits during the month.....	1,138 39	
October....	By daily deposits during the month.....	2,257 75	
November...	By daily deposits during the month.....	1,944 29	
December 31	By daily deposits during the month.....	3,881 46	
	Total amounts deposited to credit of the Treasury, as per Public Accounts, Statement Number Two		24,742 06
	Total.....		\$24,742 06

JAMES BROWN, JUN.

BER FIFTEEN.

MENT, in account with the Provincial Treasury, 1869.

CREDITOR.

1869.	—	\$ cts.	\$ cts.
December 31	By expenditure for the year, as follows :—		
	For books, etcetera, imported.....	17,638 34	
	For purchases in Montreal.....	702 99	
	For purchases in Toronto.....	11,089 56	
			29,430 89
	Expenses on stock previous to delivery at Department, including Freight, etcetera		
	Purchases in England.....	758 62	
	Purchases in Toronto.....	529 23	
			1,287 85
	Customs.....		915 70
	Toronto contingencies.....	1,206 43	
	Stationery for Normal Schools	308 20	
			1,514 63
	Salaries		2,919 50
	Total.....		\$36,068 57

JAMES BROWN, JUN.

STATEMENT NUM

THE EDUCATION DEPARTMENT.—

DEBTOR.

1869.	Cash Receipts.	On Account of Depository.	From other Sources.
		\$ cts.	\$ cts.
January 31.	To amount received this month	1,761 33	383 65
February....	To amount received this month	1,705 93	420 18
March.....	To amount received this month	2,974 16	385 00
April.....	To amount received this month	1,706 84	455 90
May	To amount received this month	755 97	349 83
June	To amount received this month	2,188 63	338 00
July	To amount received this month	996 49	} 363 85
August.....	To amount received this month	985 96	
September..	To amount received this month	649 42	355 60
October	To amount received this month	1,029 75	584 87
November ..	To amount received this month	1,637 05	506 78
December ..	To amount received this month	4,170 78	270 10
		\$20,562 31	\$4,413 76
	The foregoing Receipts during the year being classed under the following heads :		
	On account of Normal and Model Schools	3,916 92	
	On account of Superannuated Teachers.....	389 12	
	On account of <i>Journal of Education</i>	46 20	
	On account of Office contingencies	61 52	
	Total as above		4,413 76
	On account of Depository.....		20,562 31
	Total.....		\$24,976 07

STATEMENT NUM

DEBTOR.

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART

		\$ cts.	\$ cts.
1870			
December 31	To payments made by the Treasury during the year, as per Public Accounts :—		
	Page 48, Statement number twenty-three.....	32,414 11	
	Page 47, for salaries.....	3,066 00	
	Page 47, for contingencies.....	1,417 27	36,897 38
	Total.....		\$36,897 38

Audited and found correct

BER SIXTEEN.

Current Cash Account for 1869.

CREDITOR.

1869.	Amounts deposited to the Credit of the Treasury.	—	—
		\$ cts.	\$ cts.
January 31..	By daily deposits during the month	2,144 98	
February....	By daily deposits during the month	2,126 11	
March.....	By daily deposits during the month	3,359 16	
April.....	By daily deposits during the month	2,162 74	
May.....	By daily deposits during the month	1,105 80	
June.....	By daily deposits during the month	2,526 63	
July.....	By daily deposits during the month	983 97	
August.....	By daily deposits during the month	1,362 33	
September..	By daily deposits during the month	1,005 02	
October....	By daily deposits during the month	1,614 62	
November..	By daily deposits during the month	2,143 83	
December..	By daily deposits during the month	4,440 88	
	Total amount deposited to the credit of the Treasury, as per Public Accounts	24,976 07	\$24,976 07
	Total		\$24,976 07

BER SEVENTEEN.

MENT, in account with the Provincial Treasury, 1870.

CREDITOR.

—	—	\$ cts.	\$ cts.
1870			
December 31	By expenditure during the year, as follows:—		
	Paid for books, etcetera, imported	21,227 71	
	Paid for books purchased in Montreal	647 50	
	Paid for books purchased in Toronto.....	7,087 87	
	Paid expenses on stock previous to delivery at De- partment—		28,963 08
	Purchases in England.....	459 39	
	Purchases in Toronto	892 20	
	Customs.....	1,611 74	1,351 59
	Salaries.. ..	3,066 00	
	Toronto contingencies.....	1,904 97	
	Total		6,582 71
	Total		\$36,897 38

STATEMENT NUM

DEBTOR.

THE EDUCATION DEPARTMENT.—

1870	Cash Receipts.	On Account of Depository.	From other Sources.
		\$ cts.	\$ cts.
January 31..	To amount received this month.....	1,745 44	404 00
February....	To amount received this month.....	2,069 70	418 63
March.....	To amount received this month.....	2,596 17	370 22
April.....	To amount received this month.....	2,129 10	446 20
May.....	To amount received this month.....	663 66	592 13
June.....	To amount received this month.....	2,064 17	165 00
July.....	To amount received this month.....	988 82	4 00
August.....	To amount received this month.....	1,342 90	} 846 20
September..	To amount received this month.....	760 61	
October.....	To amount received this month.....	2,056 41	321 90
November...	To amount received this month.....	1,547 10	726 35
December...	To amount received this month.....	4,314 92	79 00
	Total.....	22,279 00	4,373 63
	The foregoing receipts for the year being classed under the following heads:—		
	On account of Normal and Model Schools.....	3,952 40	
	On account of Superannuated Teachers.....	329 00	
	On account of <i>Journal of Education</i>	23 76	
	On account of Office contingencies.....	54 47	
	On account of Museum.....	14 00	
	Total amount as above.....		4,373 63
	On account of Depository, as above.....		22,279 00
	Total.....		\$26,652 63

Audited and found correct.

STATEMENT NUM

DEBTOR.

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART

		\$ cts.	\$ cts.
1871.			
December 31	To payments by the Treasury during the year, as per Public Accounts:—		
	Page 118, Statement Number 21.....	34,949 02	
	Page 63, Statement Number 12.....	3,403 75	
	Page 63, Statement Number 12.....	1,571 25	
			39,924 02
	Total.....		\$39,924 02

Audited, and found correct,

BER EIGHTEEN.

Current Cash Account for 1870.

CREDITOR.

1870	Amounts deposited to Credit of Treasury.	—	—
		\$	cts.
January 31..	By daily deposits during the month.....	2,149	44
February....	By daily deposits during the month.....	2,488	33
March	By daily deposits during the month.....	2,966	39
April.....	By daily deposits during the month.....	2,575	30
May	By daily deposits during the month.....	1,255	79
June	By daily deposits during the month.....	2,229	17
July.....	By daily deposits during the month.....	992	82
August.....	By daily deposits during the month.....	} 2,949	71
September..	By daily deposits during the month.....		
October.....	By daily deposits during the month.....	2,378	31
November..	By daily deposits during the month.....	2,273	45
December...	By daily deposits during the month.....	4,393	92
	Total deposited to credit of the Treasury.....	\$26,652	63
	As per Public Accounts Number one, page 1.....	\$26,649	17
	Amount returned by Customs for Duties overpaid.....	3	46
			\$26,652 63
	Total		\$26,652 63

JAMES BROWN, JUN.

BER NINETEEN.

MENT, in account with the Provincial Treasury, 1871.

CREDITOR

—	—	\$	cts.	\$	cts.
1871.					
December 31	By expenditure during the year as follows :—				
	Paid for books, etcetera, imported.....	20,644	48		
	Paid for books, etcetera, purchased in Montreal.....	2,961	85		
	Paid for books, etcetera, purchased in Toronto.....	9,506	28		
				33,112	61
	Paid expenses on stock previous to delivery at department—				
	Purchases in England.....	358	17		
	Purchases in Toronto.....	592	72		
				950	89
	Customs.....	1,096	03		
	Salaries.....	3,401	75		
	Toronto contingencies	1,360	74		
				5,860	52
	Total.....			\$39,924	02

JAMES BROWN, JR.

STATEMENT NUM

DEBTOR.

THE EDUCATION DEPARTMENT.—

1871.	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts	\$ cts.
January	To amount received this month.....	2,416 95	835 40
February....	To amount received this month.....	2,188 11	753 00
March.....	To amount received this month.....	2,394 12	763 55
April.....	To amount received this month.....	2,495 11	833 84
May.....	To amount received this month.....	1,027 60	699 81
June.....	To amount received this month.....	1,698 12	694 34
July.....	To amount received this month.....	1,141 15	401 90
August.....	To amount received this month.....	1,739 78	} 3,504 41
September..	To amount received this month.....	1,319 82	
October....	To amount received this month.....	1,138 99	543 46
November..	To amount received this month.....	2,384 81	1,002 92
December...	To amount received this month.....	4,826 20	709 26
		<u>\$24,770 76</u>	<u>10,741 89</u>
	The foregoing Receipts for the year being classed under the following heads :—		
	On account of Normal and Model Schools.....	4,990 00	
	On account of Superannuated Teachers.....	5,429 00	
	On account of Superannuated per contra.....	62 00	
	On account of <i>Journal of Education</i>	180 56	
	On account of Museum.....	7 94	
	On account of Office contingencies.....	72 39	
	Total, as above.....		10,741 89
	On account of Depository, as above.....		24,770 76
	Total.....		<u>\$35,512 65</u>

Audited and found correct,

STATEMENT NUM

DEBTOR.

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART

1872		\$ cts.	\$ cts.
December 31	To payments by the Treasury during the year, as per Public Accounts :—		
	Page 134, Statement No. 22.....	43,446 08	
	Page 7, Statement No. 12.....	3,658 75	
	Page 7, Statement No. 12.....	2,297 20	
			\$49,402 03
	Total.....		<u>\$49,402 00</u>

Audited and found correct

BER TWENTY.

Current Cash Account for 1871.

CREDITOR.

1871.	Amounts deposited to the credit of the Treasury.	—	—
		\$ cts.	\$ cts.
January	By daily deposits during the month.....	3,252 35	
February ...	By daily deposits during the month.....	2,941 11	
March.....	By daily deposits during the month.....	3,157 67	
April.	By daily deposits during the month.....	3,328 95	
May	By daily deposits during the month.....	1,727 41	
June	By daily deposits during the month.....	2,392 46	
July	By daily deposits during the month.....	1,543 05	
August	By daily deposits during the month.....	} 6,564 01	
September..	By daily deposits during the month.....		
October	By daily deposits during the month.....	1,682 45	
November ..	By daily deposits during the month.....	3,387 73	
December...	By daily deposits during the month.....	5,535 46	
			\$35,512 65
	Total acknowledged in Public Accounts, per Statement Number One, page 8.....	35,450 65	
	Amount deposited in Kingston in August, on Superannuated Teachers' account.....	62 00	
		35,512 65	
	Total.....		\$35,512 65

JAMES BROWN, JUN.

BER TWENTY-ONE.

MENT in account with the Provincial Treasury, 1872.

CREDITOR.

1872	—	\$ cts.	\$ cts.
December 31	By expenditure during the year, as follows :		
	Paid for books, etcetera, imported.....	29,909 77	
	Paid for books, etcetera, purchased in Montreal and Halifax.....	1,098 95	
	Paid for books, etcetera, purchased in Toronto and Halifax.....	19,312 61	
			\$41,321 33
	Expenses on stock previous to delivery :—		
	Purchases in England.....	426 71	
	Purchases in Toronto.....	842 25	
			1,268 96
	Customs.....	1,255 50	
	Salaries.....	3,658 75	
	Toronto Contingencies.....	1,897 49	
			6,811 74
	Total.....		\$49,402 03

JAMES BROWN, JUN.

STATEMENT NUM

DEBTOR.

THE EDUCATION DEPARTMENT OF ONT

1872	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts.	\$ cts.
January	To amount received this month.....	4,026 53	1,674 99
February....	To amount received this month.....	3,394 20	1,831 50
March.....	To amount received this month.....	4,567 21	2,467 65
April.....	To amount received this month.....	2,364 24	2,397 50
May.....	To amount received this month.....	3,107 62	1,167 85
June.....	To amount received this month.....	3,583 14	477 84
July.....	To amount received this month.....	1,634 16	272 29
August.....	To amount received this month.....	1,501 42	2,764 16
September..	To amount received this month.....	987 79	2,348 98
October.....	To amount received this month.....	1,413 83	2,264 35
November..	To amount received this month.....	2,079 46	1,067 87
December...	To amount received this month.....	5,164 68	1,240 32
		\$33,824 28	\$19,975 30
	The foregoing receipts for the year being classed under the following heads:—		
	On account of Normal and Model Schools.....	8,501 41	
	On account of Superannuated Teachers.....	11,083 11	
	On account of Superannuated discrepancy in this account.....	2 00	
	On account of <i>Journal of Education</i>	464 93	
	On account of Museum.....	3 97	
	On account of Office contingencies.....	119 28	
	Total as above.....		19,975 30
	On account of Depository, as above.....		33,824 28
	Total.....		\$53,799 58

Audited and found correct,

STATEMENT NUM

THE DEPOSITORY BRANCH OF THE DEPART

DEBTOR.

1873.		\$ cts.	\$ cts.
December 31	To payments by the Treasury during the year, as per Public Accounts—		
	Page 79, Statement Number 13.....	49,934 60	
	Page 73, Statement Number 13.....	4,824 16	
	Page 73, Statement Number 14.....	2,800 22	
			57,558 98
	Total.....		\$57,558 98

Audited and found correct,

BER TWENTY-TWO.

ARIO.—Current Cash Account for 1872.

CREDITOR

1872	Amounts deposited to the credit of the Treasury.	—	—
		\$ cts.	\$ cts.
January	By daily deposits during this month	5,701 52	
February	By daily deposits during this month	5,425 70	
March	By daily deposits during this month	7,034 86	
April	By daily deposits during this month	4,761 74	
May	By daily deposits during this month	4,275 47	
June	By daily deposits during this month	4,060 98	
July	By daily deposits during this month	1,906 45	
August	By daily deposits during this month	4,265 58	
September	By daily deposits during this month	3,336 77	
October	By daily deposits during this month	3,678 18	
November	By daily deposits during this month	3,147 33	
December	By daily deposits during this month	6,405 00	
	Total of deposits, as per books		53,799 58
	Total, as per Public Accounts, page 10	53,797 58	
	Difference between accounts	2 00	
		53,799 58	
	Total		\$53,799 58

JAMES BROWN, JR.

BER TWENTY-THREE.

MENT in account with the Provincial Treasury, 1873.

CREDITOR.

1873.	—	\$ cts.	\$ cts.
December 31	By expenditure during the year as follows:		
	Paid for Books, etcetera, imported	23,920 82	
	Paid for Books, etcetera, purchased in Montreal.	370 49	
	Paid for Books, etcetera, purchased in Toronto	22,348 78	
	Expenses on goods previous to delivery:—		46,640 09
	United States and England	940 78	
	Purchases in Montreal	52 41	
	Purchases in Toronto	661 13	
	Customs		1,654 32
	Salaries		2,101 35
	Toronto Contingencies		4,824 16
			2,339 06
	Total		\$57,558 98

JAMES BROWN, JUN.

STATEMENT NUM

THE EDUCATION DEPARTMENT OF ONTARIO.—

DEBTOR.

1873.	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts.	\$ cts.
January	To amount received this month	2,409 33	1,387 03
February	To amount received this month	2,622 76	2,414 24
March	To amount received this month	3,129 59	2,846 77
April	To amount received this month	3,066 09	2,541 08
May	To amount received this month	1,395 22	1,276 78
June	To amount received this month	2,708 95	693 78
July	To amount received this month	1,746 70	552 66
August and September	To amount received these months	3,352 74	5,218 35
October	To amount received this month	2,251 78	1,882 48
November	To amount received this month	2,422 22	1,044 78
December	To amount received this month	4,773 62	1,243 28
		<u>30,379 00</u>	<u>21,101 23</u>
	The foregoing receipts for the year being classed under the following heads:—		
	On account of Normal and Model Schools	8,894 25	
	On account of Superannuated Teachers	11,990 73	
	On account of <i>Journal of Education</i>	90 13	
	On account of Museum	1 00	
	On account of Office Contingencies	125 12	
	Total, as above		21,101 23
	Total Depository, as above		30,379 00
	Total		<u>\$51,480 23</u>

Audited and found correct,

BER TWENTY-FOUR.

Current Cash Account for 1873.

CREDITOR.

1873.	Amounts deposited to the credit of the Treasury.	—	—
		\$ cts.	\$ cts.
January	By daily deposits during the month	4,296 36	
February ...	By daily deposits during the month	5,037 00	
March	By daily deposits during the month	5,976 36	
April	By daily deposits during the month	5,607 17	
May	By daily deposits during the month	2,672 00	
June	By daily deposits during the month	3,402 73	
July	By daily deposits during the month	2,299 36	
August and September	By daily deposits during these months	8,571 09	
October	By daily deposits during the month	4,134 26	
November ..	By daily deposits during the month	3,467 00	
December ..	By daily deposits during the month	6,016 88	
	Total deposits, as per Public Accounts, page 10, State ment Number One	51,480 21	
	Differencé in accounts	02	51,480 23
	Total		\$51,480 23

JAMES BROWN, JUN,

STATEMENT NUM

DEBTOR

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART

1874.		\$ cts.	\$ cts.
December 31	To payments by the Treasury during the year, as per Public Accounts—		
	Pages 54 and 56 for Libraries.....	49,978 28	
	Page 56 for Salaries.....	4,855 00	
	Page 57 for Contingencies.....	3,587 20	58,420 48
	Total.....		\$58,420 48

Audited and found correct

STATEMENT NUM

DEBTOR

THE EDUCATION DEPARTMENT OF ONTARIO —

1874	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts.	\$ cts.
January 31..	To amount received this month.....	3,274 13	1,662 68
February ...	To amount received this month.....	3,003 02	2,404 34
March.....	To amount received this month.....	3,342 08	2,738 78
April.....	To amount received this month.....	2,369 23	1,992 11
May & June.	To amount received these months.....	6,205 65	2,893 41
July & Aug.	To amount received these months.....	3,335 27	2,754 95
September..	To amount received this month.....	1,722 38	2,120 75
October.....	To amount received this month.....	1,244 86	1,830 93
Nov. & Dec.	To amount received these months.....	9,010 75	3,401 99
		33,507 37	21,799 94
	The foregoing receipts for the year being classed under the following heads, videlicet :		
	On account of petty balance from 1873.....	02	
	On account of Normal and Model Schools.....	8,627 00	
	On account of Superannuated Teachers.....	12,976 75	
	On account of <i>Journal of Education</i>	74 14	
	On account of Office contingencies.....	122 03	
	Total, as above.....		21,799 94
	On account of Depository as above.....		33,507 37
	Total.....		\$55,307 31

Audited and found correct.

BER TWENTY-FIVE.

MENT in account with the Provincial Treasury, 1874.

CREDITOR

1874.		\$ cts.	\$ cfs.
December 31	By expenditure during the year as follows :		
	Paid for books, etcetera, imported.....	24,633 53	
	Paid for books, etcetera, purchased in Montreal.....	1,581 83	
	Paid for books, etcetera, purchased in Toronto.....	20,943 22	47,158 58
	Expenses on stock previous to delivery :		
	Purchases in the United States and England.....	922 54	
	Purchases in Toronto.....	800 15	1,722 69
	Customs.....	1,397 71	
	Salaries.....	4,855 00	
	Toronto Contingencies.....	3,268 90	9,521 61
	By allowance on account of Books purchased as follows:		59,402 88
	To Trustees, School Section Number Eleven, Caledon	3 63	
	To Trustees, School Section Number Eleven, Markham	13 97	
			17 60
	Total.....		\$58,420 48

JAMES BROWN, JUN.

BER TWENTY-SIX.

Current Cash Account for 1874.

CREDITOR

1874	Amount deposited to the credit of the Treasury.		
		\$ cts.	\$ cts.
January 31..	By daily deposits during the month.....	4,936 81	
February....	By daily deposits during the month.....	5,407 36	
March.....	By daily deposits during the month.....	6,080 86	
April.....	By daily deposits during the month.....	4,361 34	
May & June.	By daily deposits during these months.....	9,099 06	
July & Aug.	By daily deposits during these months.....	6,090 22	
September..	By daily deposits during the month.....	3,843 13	
October....	By daily deposits during the month.....	3,075 79	
Nov. & Dec..	By daily deposits during these months.....	12,412 74	
	Total amount deposited to the credit of the Treasury..	55,307 31	
	As per Public Accounts, Page 10, Statement Number One.....		55,307 31
	Total.....		\$55,307 31

JAMES BROWN, JUN.

STATEMENT NUMBER

DEBTOR.

THE DEPOSITORY BRANCH OF THE EDUCATION DEPARTMENT

1875.	Payments by the Treasury.	\$ cts.	\$ cts.
December 31	To payments made during the year, as per General Statement, from the Treasury Office.....	50,085 34	
	To payments for Salaries.....	4,855 00	
	To payment of Office Contingencies	3,021 98	
			57,962 32
	Total		\$57,962 32

Audited and found correct,

STATEMENT NUMBER

DEBTOR.

THE EDUCATION DEPARTMENT OF ONTARIO.—

1875.	Cash Receipts.	On account of Depository.	From other sources.
		\$ cts.	\$ cts.
January	To amount received this month.....	3,452 59	1,919 70
February....	To amount received this month.....	3,919 07	1,801 36
March.....	To amount received this month.....	3,347 37	2,778 45
April.....	To amount received this month.....	2,089 54	1,993 53
May	To amount received this month.....	3,310 08	1,475 06
June	To amount received this month.....	3,530 10	960 00
July and August..	To amount received these months.....	2,900 74	2,196 89
September..	To amount received this month.....	2,241 74	3,246 73
October....	To amount received this month.....	2,267 82	1,607 56
November..	To amount received this month.....	3,725 78	1,635 28
December...	To amount received this month.....	5,523 16	1,885 70
		\$36,307 99	\$21,500 26
	The foregoing Receipts for the year being classed under the following heads :—		
	Normal and Model Schools	8,354 00	
	Superannuated Teachers.....	12,824 18	
	Journal of Education	148 36	
	Office Contingencies	173 72	
	Total as above		21,500 26
	Depository, as above		36,307 99
	Total		\$57,808 25

Audited and found correct,

TWENTY-SEVEN.

MENT in account with the Provincial Treasury, 1875.

CREDITOR.

1875.	Expenditure during the year.	\$ cts.	\$ cts.	
December 31	By amount paid for Books, etcetera, imported	20,491 68	46,217 24	
	By amount paid for Books purchased in Montreal....	1,697 60		
	By amount paid for Books purchased in Toronto.....	24,027 96		
	By amount paid for charges on goods from United States and England	1,178 59	3,375 62	
	By amount paid for charges on goods from Toronto and Montreal.....	621 89		
	By amount paid for Customs Duties	1,575 14		
	Paid for Salaries	4,855 00	7,338 99	
	Paid for Office Contingencies.....	2,483 99		
				56,931 85
		By amount allowed to School Trustees and charged to Depository Account, for apportionment of 100% on Books, etcetera, purchased by them from the Trade.....		1,030 47
		Total		\$57,962 32

JAMES BROWN, JUN.

TWENTY-EIGHT.

Current Cash Account for 1875.

CREDITOR.

1875.	Amounts deposited to the credit of the Treasurer.	—	—
		\$ cts.	\$ cts.
January	By daily deposits during the month.....	5,372 29	57,808 25
February....	By daily deposits during the month.....	5,720 43	
March.....	By daily deposits during the month.....	6,125 82	
April.....	By daily deposits during the month.....	4,083 07	
May.....	By daily deposits during the month.....	4,785 14	
June.....	By daily deposits during the month.....	4,490 10	
July and August..	By daily deposits during these months	5,097 63	
September..	By daily deposits during the month.....	5,488 47	
October	By daily deposits during the month.....	3,875 38	
November...	By daily deposits during the month.....	5,361 06	
December ..	By daily deposits during the month.....	7,408 86	
	Total .....			$57,808 25

JAMES BROWN, JUN.

STATEMENT NUM

THE DEPOSITORY BRANCH OF THE EDUCATION DEPART
for the whole term, from

DEBTOR.

		\$ cts.
1850 to 1867	To grant from Government received by the Depository, as per Statement Number One.....	253,518 48
1850 to 1867	To additional grant for salaries.....	4,220 00
1868	To expenditure through the Treasury this year.....	24,749 28
1868	To expenditure through the Treasury this year.....	2,305 89
1869	To expenditure through the Treasury this year.....	29,430 89
1869	To expenditure through the Treasury this year.....	2,203 55
1870	To expenditure through the Treasury this year.....	28,963 08
1870	To expenditure through the Treasury this year.....	2,963 33
1871	To expenditure through the Treasury this year.....	33,112 61
1871	To expenditure through the Treasury this year.....	2,046 92
1872	To expenditure through the Treasury this year.....	41,321 33
1872	To expenditure through the Treasury this year.....	2,524 46
1873	To expenditure through the Treasury this year.....	46,640 09
1873	To expenditure through the Treasury this year.....	3,755 67
1874	To expenditure through the Treasury this year.....	47,158 18
1874	To expenditure through the Treasury this year.....	3,120 40
1875	To expenditure through the Treasury this year.....	46,217 24
1875	To expenditure through the Treasury this year.....	3,375 62
		\$577,627 42
1875	To amount overpaid to the Treasury.....	38,820 90
	Total	\$616,448 32

BER TWENTY-NINE.

MENT in account with the Provincial Treasury, summarized
1850 to 1875 (both inclusive.

CREDITOR.

		\$ cts.
1850 to 1867	By amounts remitted to Receiver-General, as shown by Statement Number One.....	66,378 69
1850 to 1867	By amount of legislative Grant through Depository	168,646 37
1868	By amount deposited to credit Treasury.....	19,705 26
1868	By amount of Legislative Grant through above.....	15,171 94
1869	By amount deposited, as above.....	20,562 31
1869	By amount of Legislative Grant, as above.....	14,565 52
1870	By amount deposited, as above.....	22,279 00
1870	By amount of legislative Grant, as above.....	16,102 97½
1871	By amount deposited, as above.....	24,770 76
1871	By amount of Legislative Grant, as above.....	16,688 22½
1872	By amount deposited, as above.....	33,824 28
1872	By amount of Legislative Grant, as above.....	23,343 61½
1873	By amount deposited, as above.....	30,379 00
1873	By amount of Legislative Grant, as above.....	23,368 43½
1874	By amount deposited, as above.....	33,507 37
1874	By amount of Legislative Grant, as above.....	24,984 29
1875	By amount deposited, as above.....	36,307 99
1775	By amount of Legislative Grant, as above.....	25,862 29
Total.....		\$616,448 32

TABLE IV.—Showing the Number and Classification of Public Library and Prize Books sent out from the Educational Depository of the Ontario Education Department, from 1853 to 1874 inclusive.

Number of Volumes sent out during the 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	21,922	4,158	1,602	287	906	526	234	940	132	192	807	2,694	1,141	2,917	9,178	.....	208	.....	21,922
1854	66,711	10,633	5,532	1,030	2,172	1,351	636	4,780	629	321	1,452	3,764	4,350	6,393	19,307	.....	578	.....	66,711
1855	28,659	5,475	2,053	318	558	663	200	1,808	207	76	1,452	3,361	2,926	3,081	6,049	.....	432	.....	28,659
1856	13,669	2,498	652	118	397	287	77	660	55	31	418	1,523	1,019	1,844	3,832	.....	258	.....	13,669
1857	29,834	5,295	1,763	321	632	817	195	1,729	134	67	1,257	2,391	2,253	3,516	9,219	.....	244	2,557	32,390
1858	7,587	1,567	503	86	152	98	61	276	27	2	186	713	843	744	2,245	.....	84	8,045	15,632
1859	9,308	1,670	551	136	209	192	130	432	87	18	300	1,169	714	1,127	2,401	.....	172	12,089	21,397
1860	9,072	1,561	475	144	223	200	100	526	61	17	339	852	797	1,115	2,520	.....	142	20,194	29,266
1861	6,458	1,273	302	59	101	72	64	223	36	2	172	601	601	880	1,706	.....	117	26,931	33,419
1862	5,999	927	244	45	99	43	75	211	45	24	165	412	661	830	1,706	.....	112	29,760	35,359
1863	6,274	707	304	42	97	80	28	282	26	6	202	547	652	864	2,286	.....	112	32,890	39,164
1864	3,361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1,198	.....	57	33,381	36,742
1865	3,882	611	168	20	62	53	53	131	3	.....	110	328	534	553	1,225	.....	58	44,601	48,483
1866	6,856	1,144	217	56	125	81	55	282	26	19	291	652	776	864	1,971	.....	148	58,871	65,727
1867	5,426	1,003	125	20	78	65	15	189	7	.....	118	524	595	650	1,971	.....	66	64,103	69,529
1868	6,573	1,106	214	39	86	51	36	195	26	.....	132	554	979	736	2,211	150	52	54,715	61,288
1869	6,428	1,148	268	51	96	91	56	198	18	19	162	499	1,172	882	1,237	491	60	61,055	61,055
1870	5,024	865	162	28	68	64	36	156	14	.....	159	367	527	610	1,542	374	52	60,855	65,679
1871	4,825	830	152	12	46	41	35	145	18	1	149	366	581	524	1,591	297	37	60,420	65,245
1872	6,015	866	235	49	90	64	57	188	18	.....	132	540	850	566	1,671	306	323	63,721	69,736
1873	5,367	771	176	32	78	74	59	164	23	.....	178	420	734	409	1,727	171	357	71,557	76,924
1874	7,167	1,004	175	27	133	97	100	73	9	.....	136	639	777	705	2,271	550	471	67,498	74,655
Totals...	266,046	45,664	16,013	2,931	6,455	5,048	2,328	13,722	1,608	795	10,187	25,237	23,931	30,181	75,413	2,399	4,134	766,645	1,032,691

Volumes sent to the Mechanics' Institutes and Sunday Schools.....

Grand Total Library and Prize Books despatched up to 31st December, 1874.....

20,362

\$1,053,053

STATEMENT NUMBER THIRTY-NINE.

ROUTINE IN THE DEPARTMENT IN REGARD TO THE EDUCATIONAL DEPOSITORY.

From the Report of the Committee of the House of Assembly, in 1869, and from the Memorandum of the Deputy Superintendent laid before the House of Assembly, with the Chief Superintendent's Return on the subject, the following passages explain the system of routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows:—

“Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no Funds can by any possibility be received without being checked by the proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

“They find that all Moneys received by the Department are regularly deposited to the credit of the Government, with the exception of Moneys intended to be disbursed in the purchase of articles outside of the institution [Trustees' School Seals merely], and that all Expenditures are made by cheque, properly countersigned by the different heads of the Department to which they respectively belong.

“They find that a perfect system of registration of every Communication received by the Department is maintained, by means of which the several Officers, to whose Department the Communication has reference, are immediately apprized of the contents, and Answers are promptly returned to the same.

“Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera, is very considerable, which is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department.”*

2. The Memorandum of the Deputy Superintendent states that all orders for England or the United States for Books and Requisites are prepared by him for approval by the Chief Superintendent. Requisitions for articles to be manufactured in the City are supervised by him for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisition to the Stationery Office, and all orders for printing to the Queen's Printer, for the Department and Normal School, are made in the same manner].

All Contracts, Agreements, Bills and Invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the Sales Paper, and approved by him before being sent off by post.

The selling prices of all Library and Prize Books, and all other School Requisites received from England and elsewhere, are under the general scale of prices approved by the Chief Superintendent, as determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of Books for local School Libraries and Prizes, after revision by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character and number of the Books selected are in accordance with the order and wishes of the Municipal Council, or High, Public, or Separate, School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of Library and Prize Books entirely to the Department. 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 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 incident to the case.

* See page 30 of the Twenty-Second Volume of this Documentary History.

NOTE.—Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each Clerk having anything to do with an order affixes his initials to it, indicating that part of it for which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect, or omission, is readily traced. In a year's transaction, involving the sending out about \$50,000 worth of material to the Schools, not more than from six to eight cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found, that the fault, or oversight, has been with the parties themselves.

IV. MEMORANDUM IN REGARD TO DEPOSITORY STOCK OF 1876 FOR THE DEPUTY MINISTER.

The Stock Book for 1876 has just been completed. I have examined every item and made a reduction in the prices of articles that are depreciated in value, for example, I have taken off so much as 50 per cent. on some of the old Maps, 20 per cent. to 50 per cent. on Text Books, and from 10 per cent. to 20 per cent. on all the Library and Prize Books.

The full amount taken off the selling price of stock on hand on the 31st of December, 1876, is \$21,030.86. Of course, with this large amount of reduction in prices, the Stock Book for 1876 will not show the profits made during that year, it is, however, easily explained. In 1875, we only deducted \$12,025.17. We exceeded that amount in 1876 by \$9,005.69, which we may assume to be the profit made in 1876.

THE DEPOSITORY STOCK FOR 1876 IS AS FOLLOWS:

Library and Prize Books	\$54,581 69
Maps and Apparatus	36,811 92
Text Books	8,646 41
	<hr/>
	\$100,040 02
	<hr/>

PAID FOR IN 1877.

Maps, Apparatus, etcetera	\$6,796 00
Library, Prizes, etcetera	11,889 62
Text Books	1,476 00
	<hr/>
Total paid for in 1877	\$20,161 62
Add 12½ per cent.	2,520 20
	<hr/>
	\$22,681 82
	<hr/>
	\$77,358 20
Add goods sent to Japan and Washington in exchange, and not paid for	\$1,783 00
	<hr/>
Total amount of Stock on hand on the 31st of December, 1876	\$79,141 20

Although the Stock Book for 1876 shows that we have \$79,141.20 worth of material on hand, (less goods sent to Japan and Washington, unpaid for,) it does not exhibit the actual value of our working Stock. The following items should be deducted, in

order to show the value of Stock for sale in the Depository on the 31st of December, 1876:

Goods sent to Japan and Washington	\$1,783 00
Lithographic Stones of Maps and Globes	2,000 00
Books in the Council Room	2,500 00
Sample Prize and Library Books passed by Central Committee of the Council of Public Instruction, but reserved for the New Catalogue	2,583 30
Books in Committee Room, (not examined)	373 44
Raised Maps, Apparatus, etcetera, in Show Cases of the Museum for Exhibition, say	5,000 00
	\$14,239 74

Therefore, the actual value of articles that we had for sale in December, 1876, was \$64,902.46, while the value of articles sent out in 1876 was \$60,834.00.

From this it will be seen that we nearly turn over our whole stock once a year; this, in a business where large quantities are manufactured, in order to get them at lower rates, shows unusually good business management. We never order less than 1,000 Maps at a time, frequently these are completed near the end of the year, and of course, increase the amount of stock when included. Our Stock of Maps in sheets, Honour Rolls, etcetera, in December, 1876, cost over \$5,000.00, and there is no way of reducing the order for this Stock, as we must order in quantities, or pay higher prices. When we first commenced publishing Maps we only took 250 at a time and had to pay for the use of the Lithographic Stones, interest on capital, etcetera, which cost us over 25 per cent. more than we now pay for the same Maps.

Net value of Stock, 1876, \$79,141.20.

After the following have been deducted from Stock:

Text Books	\$2,905 02
Maps, etcetera,	11,021 45
Libraries and Prizes	7,104 39
	\$21,030 86

TORONTO, January, 1877.

S. P. MAY, Superintendent of the Depository.

CHAPTER XX.

PROCEEDINGS OF THE EDUCATION DEPARTMENT IN REGARD TO THE EDUCATIONAL DEPOSITORY, 1876.

I. THE MINISTER OF EDUCATION TO THE LIEUTENANT-GOVERNOR.

The Undersigned begs respectively to submit for the consideration of His Honour the Lieutenant-Governor-in-Council the following with respect to the Depository of the Education Department namely:—

The Consolidated School Act, 37th Victoria, Chapter 27, Section 31, Sub-section 29, authorized the payment out of any monies appropriated by the Legislature of one-half the cost of any Prize, or Library, Books sanctioned by the Council of Public Instruction for Public Schools and High Schools, which might be purchased by the Municipal, or School, Corporations from any Bookseller, or other parties, instead of at the Educational Depository.

The Chief Superintendent had been also authorized out of Monies provided by the Legislature to grant aid in the purchase of Prize and Library Books, Maps and Apparatus to an amount equal to that contributed and expended from local sources for the same object, and the Depository had been established through which this was being carried into effect.

The extension by the Act of 1874 of this principle of aid to Prize and Library Books purchased elsewhere has given rise to the question as to the relative terms on which the Booksellers and the Department should supply these Books. The late Chief Superintendent in July, 1874, prepared a Case to submit to the Chief Justice of Ontario for his opinion, in order to determine this question. The points involved were, (1), what was to be deemed the cost of Books procured from Booksellers, or other parties, and, (2), the proper cost of Books from the Depository. No opinion was, however, expressed by the Chief Justice [as the case was withdrawn by direction of the Attorney-General].

The Act of 1874 left it optional with Municipal and School Corporations to purchase Prize and Library Books from the Depository, or elsewhere, and, if this could be done with equal advantages, the effect would be to protect these Corporations in the quality and price of the Books through the competition of the Depository being continued would insure the Schools always obtaining these Books at fair prices.

Purchasers from the Booksellers are by the Act placed under the supervision of the Department, and there are proper safeguards as to the Cost, the Edition, and Binding of the Books. It is in the interest of the Schools that the fullest effect should be given to this provision of the Act, which established mutual competition between the Depository and the Book trade.

The Booksellers, however, represent that this effect has been frustrated by the Department, firstly, in requiring too formal a procedure in obtaining payment of the Accounts for Books supplied through them, and secondly, in having reduced the price of Books in the Depository so as to represent eighteen cents to the shilling Sterling cost instead of nineteen or twenty cents, which was formerly the charge.

The Undersigned proposes to simplify the routine for payment, and, as to the price, the Undersigned, upon consideration of all the circumstances which are fully discussed in the different Documents before the Undersigned, has come to the conclusion that the cost of Books furnished by the Depository nearly represents nineteen cents to the shilling Sterling.

The Undersigned would, therefore, respectfully recommend your Honour-in-Council to approve of the annexed Regulation herewith submitted to that effect.

TORONTO, 20th November, 1876.

ADAM CROOKS, Minister of Education

II. COPY OF AN ORDER-IN-COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, ON THE 24TH DAY OF NOVEMBER, A.D., 1876.

Upon the Report and recommendation of the Honourable the Minister of Education, dated the 20th of November, 1876, the Committee of Council advise that the annexed Regulation, with respect to the Depository Branch of the Education Department be approved of by Your Honour.

Certified,

TORONTO, 24th November, 1876. J. G. SCOTT, Clerk, Executive Council, Ontario.

III. REGULATION WITH RESPECT TO THE DEPOSITORY BRANCH.

The price of Prize and Library Books purchased by Municipal, or School, Corporations from the Depository, in respect of which aid is granted out of Monies voted by the Legislature shall be based upon Nineteen (19) cents to the one shilling Sterling, in respect of all Prize and Library Books placed in Depository Stock since the 1st of January, 1877.

TORONTO, January, 1877.

ADAM CROOKS, Minister.

CHAPTER XXI.

SEMI-OFFICIAL PERSONAL CORRESPONDENCE OF THE REVEREND DOCTOR RYERSON, AFTER HIS RETIREMENT FROM OFFICE IN 1876.

Soon after the Reverend Doctor Ryerson Retired from Office he left Canada for England so as to obtain material there for his projected History of the United Empire Loyalists. He had requested me to write to him while there, so as to keep him in touch with Canadian affairs. On referring in one of his letters to the length of time I had been his Assistant in the Education Office, he said:—

“Had we been enabled to work together, as in former years, we would have done great things for our Country, and I could have died in the harness with you. But it was not to be so. . . . I have no doubt it will be seen that the hand of God is in this, as it has been in all our work together for more than thirty years.”

Your ever affectionate friend,

LONDON, December 12th, 1876.

EGERTON RYERSON.

NOTE.—Having, in one of my letters to Doctor Ryerson, stated that Mr. Crooks often expressed regret that, in some cases he had to deal with, he had not the experienced Chief Superintendent to refer to, Doctor Ryerson wrote a strong Letter of encouragement to the new Minister. Mr. Crooks was greatly pleased to receive this Letter, and, in response wrote to Doctor Ryerson as follows:—

I have to thank you very much for your kind Letter of the 16th ultimo, and for your expressions of sympathy and friendship. I was never before in my whole career so oppressed with weighty responsibility, than when the duty was cast on me of endeavouring to fill the position of Minister of Education, and there have been times since, when I felt that I would be unable to cope with the difficulties which seemed to surround me. The more experience I gained the more I understood how securely you had laid the foundation of our System, and built upon it from time to time until it preserved the essential characteristic of a natural one. I have spoken of your labours, as having resulted in our now being able with pride to point to our Public Schools, managed and supported by the people in their several localities and free to all, as affording a satisfactory Elementary Education to every child in the Province. While in our High Schools, we possess the means for Secondary Education, beyond those in any of the States of the Union and even in Scotland.

We were fortunate in understanding the different points and in having almost to our hand the means of making our educational Exhibit in Philadelphia a success. From the opening week of the Exhibition until its close, there was but one opinion expressed by strangers and our own people, that we had best understood the idea, and practically carried out, of an Educational Exhibition. Amongst the many, the Honourable the Premier of Quebec, and Lieutenant-Governor Tilley of New Brunswick expressed to me their gratification for what our Department had done for Canada.

The Quebec Legislature has, in consequence, just voted \$15,000 as the beginning of an Educational Museum, and we have been asked to leave the Glass Cases and other arrangements of ours in the Exhibition Building,—where it is intended to establish a United States Natural History Educational Museum. I have recommended the retention of the Depository and its maintenance in efficiency, but at the same time have facilitated such competition as the Booksellers may be able to make. I have had all the financial operations of the Depository put into the shape of a Report since the examination of its affairs of Mr. Brown, the Accountant. The Central Committee had put it into shape for submission to the House. The Members will readily under-

stand from this how careful and advantageous to the Schools, the Depository management has been. I have everything one can desire in Doctor Hodgins, Mr. Marling, Doctor May and the Officials of the Department, and I am sure nothing but the greatest cordiality will continue to prevail. I do not propose to introduce any changes in principles, but there are some improvements to be made in the machinery of the Law. In fact you have conquered all the difficult questions, in which Legislation is necessary. I intend, amongst other amendments, to facilitate the formation of Township School Trustee Boards, by leaving it to a majority of the School Sections both to "form" the Board, or to "return" to the Section System. The public sentiment is growing in favour of the views on this subject, which I find in your Report, were so ably urged by yourself.

My hands are very full, and it will not be until the Session of the Legislature is over, that I will be able to write to you again. I would be glad to know if I can be of any service to you in the meantime. Believe me, with much respect.

Sincerely yours,

TORONTO, December 11th, 1876.

ADAM CROOKS.

NOTE. In addition to a letter of acknowledgement to Mr. Crooks, Doctor Ryerson wrote to me the following Letter:—

I yesterday, (Christmas Day,) received from Mr. Crooks a long Letter, containing everything that could gratify my feelings and fill me with humble gratitude to God for his goodness, and the success of the past,—my work having passed through the crucible of the severe inquiry, and is pronounced good in every respect. Mr. Crooks concludes his Letter by desiring to know if he can be of any service to me.

In the course of his Letter he says, "I have everything one can desire in Doctor Hodgins, Mr. Marling, Doctor May and the Officials of the Department."

Wishing you all the richest blessings of the New Year, I remain, as ever, Yours most affectionately,

TORONTO, 26th December, 1876.

EGERTON RYERSON.

CHAPTER XXII.

THE PROVINCE OF ONTARIO AT THE CENTENNIAL EXHIBITION, PHILADELPHIA, 1876.

PAPERS RELATING TO THE EDUCATIONAL EXHIBIT AT THE CENTENNIAL EXHIBITION.

I have already, in Chapter Three of this Volume, given a detailed account of the setting up at the Centennial Exhibition of Philadelphia in June, 1876, of our Educational Exhibit and the satisfactory results which followed our efforts to make that Exhibit as complete and effective as possible. Not only was our Exhibit very highly spoken of by the Educationists who had assembled at Philadelphia from various Countries, but the Judges, who had been appointed to examine and report officially upon the various national educational Exhibits, made a most gratifying Report and Award on the Exhibit which had been sent from the Province of Ontario.

With a view to give the fullest information as the educational doings and resources of this Province the Honourable Adam Crooks, Minister of

Education, prepared for the Exhibition the following elaborate Sketch of the System of Education in Ontario, including the Public and High Schools and the Collegiate Institutes.

SKETCH OF THE EDUCATIONAL INSTITUTIONS OF ONTARIO BY THE HONOURABLE ADAM CROOKS, LL.D., MINISTER OF EDUCATION.

The following sketch of the Educational Institutions, of Ontario was prepared for the Exhibition by the Minister of Education, and was sent to its Director General.

Education is one of the subjects within the exclusive jurisdiction of the Provinces which compose the Confederation of Canada.

The System of Education comprises the following:—

- I. The Public and High Schools under the control of the Education Department.
- II. The Schools, Colleges and University provincially endowed, and subject to the control of the Provincial Government.
- III. Institutions for special classes of citizens, maintained and managed by the Provincial Government.
- IV. Institutions and Societies partly aided by, or under Governmental supervision.
- V. Schools, Colleges and Universities not under Provincial control.
- VI. Institutions partly Educational, or Reformatory.

I. Public and High Schools.

The Education Department is entrusted with the control of the Public and High Schools of the Province. The Department, at the last Session of the Legislature of Ontario, underwent an important change in ceasing to be under the control of a Board, or Council, of Public Instruction, with a Chief Superintendent, and is now composed of a Committee of the Executive Council of the Province, presided over by one of their number, as Minister of Education, and holding office with the other Members of the Executive Council, subject to responsibility to the Legislative Assembly, according to the principles of the British Constitution.

The Schools under the administration of the Education Department comprise—(1) Public, (or Primary,) Schools; (2) Separate, (or denominational,) Schools; and (3) High, (or secondary,) Schools.

The Province of Ontario possesses a system of Municipal, or local self-government, which is uniform throughout the Province, and while symmetrical in its arrangement, is practical, and rests upon the free action of the Ratepayers in each Municipality. The organization comprises the (1), minor Municipal Corporations, consisting of Townships, being rural districts, of an area of eight or ten square miles, with a population of from three to six thousand; (2) Villages with a population of over seven hundred and fifty; and (3) Towns with a population of over two thousand. Such of these are comprised within a larger district, termed a County, constitute, (4), the County Municipality, which is under the government of a Council composed of the heads of the different minor Municipalities in such Counties as have already been constituted in the Province. (5) Cities are established from the growth of Towns, when their population exceeds fifteen thousand, and their Municipal jurisdiction is akin to that of Counties and Towns combined.

The functions of each Municipality are commensurate with their respective localities. This Municipal organization has been readily adapted to the requirements of a popular or National System of Education.

The Reverend Doctor Ryerson, who, in February, retired from the office of Chief Superintendent of Education, after thirty-three years of able service and devotion in founding and developing the Ontario System of Public Instruction, thus describes the facilities afforded to educational progress by this municipal system, in an address delivered in the year 1851:

"It is in Upper Canada, (now Ontario,) 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."

In each minor Municipality, such as a Township, local School Corporations for the Township, or for a Section thereof, are established, and these are governed by Trustees elected by the Ratepayers, who are liable for the support of the Public Schools in their respective localities. The Trustees appoint the Teacher, who must possess the qualifications required by the Department. They arrange and pay the Salary; purchase the School Site (which may be acquired compulsorily); build the School-house, and levy Rates for all funds which, in their judgment, are required for Public School purposes; or may, at their option, require the Corporation of the Municipality to levy the required amount of Rates instead. The Trustees can establish a Circulation Library, and may borrow, with the consent of the Municipal Council, money for School purposes. The Trustees are under the obligation to provide adequate School Accommodation, as defined by the Regulations of the Education Department, and sufficient for all children of School age within the School division; to employ the required number of qualified Teachers; to permit the children of all residents, between the ages of five and twenty-one, to attend School free of all charge; they are bound to keep the Schools open the whole year, and to send to the Inspectors and the Department the Accounts and Reports required by the Law and Regulations; they must also take a Census of the children between the ages of five and sixteen years inclusive, and especially those between seven and twelve years of age, and in case any of the latter have not been under instruction for four months in the year at least, they must notify the parents, and can impose a rate of One dollar per month for each child in case the neglect continues, or may lay a complaint before a Justice of the Peace, who has power to fine, and, in default, imprison for the offence. Similar powers and obligations reside with the Boards of School Trustees in Cities, Towns and Villages, but these only raise the sums required for School purposes by Requisition, according to their own Estimate, upon the Council of the Municipality, which is bound to raise the required amount by Rate. The Council of the County Municipality is entrusted with additional specific duties in respect of the Townships within the County, the most important being to levy by Rate an amount equal to the Legislative Grant for education, both amounts being solely devoted in aid of Teachers' Salaries. The County Council also appoints Inspectors, possessing the qualifications required by the General Regulations of the Department; pays one-half of their Salaries, the other half being paid out of Provincial funds; and appoints a County Board for the examination of Second and Third-class Teachers. The School Board of each City possesses similar powers, and of Towns and incorporated Villages some of them. No Teacher can be engaged by the Trustees unless he holds a Certificate acquired after examination according to the General Regulations of the Department, which involve his passing a satisfactory examination upon questions prepared by the Central Committee of Examiners appointed by the Department, and the classification is according to the result of his Answering. First-class Certificates can, however, only be obtained by Candidates from the Education Department, or Minister of Education, after passing a satisfactory examination by such a Central Committee.

The County, City and Town Councils, in appointing Inspectors, are limited to such Teachers as hold the highest grade of Certificate.

The Inspector's duties are to inspect every School at least twice in each year, apportion the Legislative Grant and County equivalent to each School, act as Chairman of the Examining Board of his district, investigate, confirm, or set aside the rural School Elections, call Meetings of Ratepayers, decide disputes; 'suspend Teachers' Certificates for cause; give report on the state of the Schools to the Department, and generally to see that the Law and Regulations are observed.

The Examiners appointed by the County, or City, Council must possess qualifications prescribed by the Regulations, and their functions are to examine Candidates within their localities for Second and Third-class Certificates, on Examination Papers prepared by the Central Committee of Examiners.

The Central Committee of Examiners is appointed by the Department from the High and Public School Inspectors, with a Professor in the Provincial University to act as Chairman.

Separate Schools apply to Protestant and Coloured persons as well as to Roman Catholics; but this exception to the general Public School System is chiefly confined to Roman Catholics who desire to establish Separate Schools where their supporters are sufficiently numerous to support one. The principle is, that any Roman Catholic Ratepayer can elect to support a Separate School, and, upon giving the prescribed notice, he is exempted from the Public School Rates. They are governed by Trustees elected by their Supporters, and a Corporation with powers similar to the other School Trustees. Their Teachers are required to possess proper Certificates of Qualification, and their Schools share in the Legislative Grant in proportion to their attendance, and they are also subject to inspection by the Education Department.

The prescribed Course of Study for the Public School involves Reading, Spelling and Etymology, Writing, Arithmetic, Geography, Drawing, Music and Object Lessons for all the Classes, (being from one to six inclusive), and requiring 21½ hours of Study per week. Grammar and Composition begin in the second Class; Chemistry and Botany in the fourth; General History and Literature, Natural History and Physiology, in the fourth class; while in the fifth and sixth classes, Civil Government, Natural Philosophy, Algebra, Geometry, Mensuration and Book-keeping are also prescribed subjects of study. The following Table shows the

The following are the statistics of the Public Schools of Ontario for the year 1875: Number of Schools reported as kept open 4,834. The number of Pupils between the ages of 5 and 16, attending the Schools, was 450,805. The School population was 501,083. The number reported as not attending any School is 10,809. The average attendance, namely, being the average daily attendance, divided by the legal teaching days of the year, was 198,574. The number of Teachers are 6,018—2,645 being males, and 3,378 females. The following are the qualifications of the different Teachers with Provincial Certificates:

First Class	236
Second Class	1,088
Old County Board First Class Certificates	411
Old County Board Second Class Certificates	163
Old County Board Third Class Certificates	29
New County Board Third Class Certificates	3,552
Interim Certificates	539

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, and of female Teachers \$267. The Separate Schools are included in the above statement. The number of Roman Catholic Separate Schools is 156, and of Pupils 22,673.

The High Schools, like the Public Schools, are open to Pupils of both sexes who can pass an Entrance Examination chiefly in the Fourth Class work of the Public Schools. The High Schools are intended to furnish a higher English, or a Classical Course with modern languages, so that the Pupils may be fitted to pass the Matriculation Examination in the University, or to enter business. High Schools which have four Masters at least, and an average of 60 male Classical Pupils, are called Collegiate Institutes. There is a Legislative Grant in aid of these Schools, which, supplemented with the County Grant,—equal to half the Legislative aid—is to be expended only upon Teachers' Salaries. There is a further allowance out of Provincial funds, based on the efficiency of the Schools as tested by the results of the Annual Examination and by the average attendance of the Pupils. The County Council can establish High Schools with the consent of the Provincial Government, and they are subject to the supervision of the Education Department by its Inspectors. The Head Masters are required to be Graduates in Arts of British, or Colonial, Universities, of proved efficiency as Teachers, and to possess a Certificate to that effect from the Department.

Each High School is under the government of Trustees who are appointed by the County Council, or in case of a City, or Town, separated from a County, by their Councils respectively.

The Trustees appoint the Teachers possessing the qualifications required by the Regulations, and they also provide for the requisite School Accommodation, Furniture and Apparatus, and are empowered to call upon the Municipal Council of their respective districts for such funds as they annually require. The High Schools are under the General Regulations and Programme of Study prescribed by the Department, and are subject to its inspection, and their Trustees must report thereto.

The Programme of Study in the High Schools prescribes, English Language, Mathematics, Modern Languages, Ancient Languages, Physical Science, History and Geography, Book-keeping, Writing, Drawing and Music; each School being divided into a Lower and Upper School, and specific subjects are prescribed for the Lower and Upper Schools, respectively. The Trustees are at liberty to decide, (subject to the approval of the High School Inspectors), according to circumstances, 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.

In the year 1875 the following was the condition of the High Schools:—The number of Schools, 108; number of Pupils, 8,342.

The Education Department is entrusted with the full central authority for making General Regulations for the efficiency of the Public and High Schools, and to that end prescribed Text-books, Library and Prize Books, Programme and subjects of Study for the different Schools, and for the examination and classification of Public School Teachers, the qualification of High and Public School Inspectors, appoints the Central Committee of Examiners, and Teachers of the Normal and Model Schools, apportsions the Legislative Grants, and generally controls all matters relating to the Public and High Schools.

For the better supply of trained Teachers, two Normal Schools have been established—one at Toronto, and the other recently at Ottawa. Two Model Schools for Boys and Girls are attached to the Normal School at Toronto, to aid in the practical training of Normal School Students. During the year 1875, 47 male and 51 female Students obtained Provincial Certificates at Toronto, the new School at Ottawa being only in the first year of its operation. The total number of Students admitted to the Normal School, Toronto, up to the end of the year 1875, being the 52nd Session, was 7,543,—3,790 being male, 3,753 being female. In the year 1875 the sum of \$3,239,271 was raised for the support of the Schools, being in part derived from the following sources:

	\$	cts.
From the County Municipal Assessment	758,467	00
The Trustees' School Assessment	1,547,125	00
The Legislative Grant and other receipts	1,059,862	00
Total.....	\$3,365,454	00

Out of these funds the amount paid for Teachers' Salaries is \$1,758,100; for Apparatus, Prize Books and Libraries, \$53,800; for Site and Building of School Houses, \$702,330; Rents and Repairs to same, \$148,454; for School Books, Stationery and Expenses, \$330,394.

For High Schools the total Expenditure in 1875 was \$332,413. The total Receipts amounted to \$348,018, derived from the following sources: Legislative Grant, \$76,042; Municipal Grant, \$160,223; Pupils' Fees, \$17,990; and other sources, \$79,601. This shows an increase over the preceding year of \$49,507. Out of the Receipts, the amount paid for Salaries of Masters was \$184,752; for Building, Rents and Repairs, \$76,586; Books and Expenses, \$66,600; Apparatus and Libraries, \$4,073.

II. *Schools, Colleges and University Provincially endowed, and subject to the control of the Provincial Government.*

These Institutions come next in order. They are exclusively Provincial, being supported by Provincial Funds and subject to the General control of the Government, but possessing their own Councils, or governing bodies, and are not within the jurisdiction of the Education Department—as such.

Upper Canada College was founded in 1828, upon the model of the great Public Schools of England, and was endowed with a large Grant of Public Lands, from which it now derives an annual income of \$15,000, in addition to its Building and Grounds in the City of Toronto. Its Pupils number about 300, and it aims at preparing them for Matriculation in the Provincial University, and for different professions and pursuits. It is governed by a Committee of the Senate of the Provincial University, under Statutes passed by it from time to time; but such Statutes are subject to the approval of the Lieutenant-Governor of the Province. The Curriculum extends over a six years' Course of Study in the same number of Forms, and embraces Greek, Latin, Mathematics, French, German, English, Grammar, Literature and Composition, History and Geography, (both ancient and modern), Natural Philosophy, Experimental Chemistry,

Physiology, Biblical knowledge, the usual Commercial branches, Drawing, Music, Gymnastics, Fencing and Drill exercises.

In other Forms, known as the Lower and Upper, modern Commercial and Scientific training can be obtained. The Examinations in each Form are quarterly. Scholarships may be established by the different County Councils, while four Exhibitions have been founded out of the University funds, each Exhibition being the result of a Competitive Examination, and tenable for one year, in the fifth and sixth Forms. Its staff of Teachers comprises the following:—2 Classical Masters, 2 Mathematical Masters, 4 English Masters, Drawing Master, Gymnastics and Drill Master. This School and the High Schools already referred to, constitute the principal feeders of the Provincial University.

The corporate designation of the University is that of the University of Toronto. It was originally established by Royal Charter, and endowed with a Grant of Public Lands in 1828. The annual Income from this Endowment now exceeds \$55,000. The Institution was inaugurated and opened for Students in 1843: The governing body now consists of the Senate. The Convocation, composed of all the Graduates, elect the Chancellor and fifteen Members of the Senate, the Provincial Government nominating nine. The Senate has power to confer Degrees, (but not honorary Degrees) in the several faculties of Arts, Law and Medicine, and Certificates in Engineering and Agriculture, after the different examinations prescribed in the Curriculum, and subject to its provisions for attendance upon Lectures in University College, or other affiliated Schools, or Colleges. The Senate can also provide for local Examinations, and may recommend to the Lieutenant-Governor-in-Council the establishment of Professorships in any department of knowledge, Science, or Art, in University College.

The functions of the University comprise the examination of Candidates for standing, Scholarships, and Degrees in the several Faculties. It prescribes the Curriculum of Study, and appoints the Examiners, and conducts the respective Examinations; it also maintains a Library and Museum.

The work of instruction is performed by University College through its Professors and Lecturers. This College and the University are maintained out of the common Endowment of the Provincial University, which is administered by the Bursar's Department, under the control of the Lieutenant-Governor-in-Council. University College is governed by a Council composed of the President and Professors. The following Chairs have been established in the College, namely: Classical Literature, Logic and Rhetoric, Mathematics and Natural Philosophy, Chemistry and Experimental Philosophy, History and English Literature, Mineralogy and Geology, Metaphysics and Ethics, Meteorology and Natural History, and Lectureships on Oriental Literature, in German and French, Italian and Spanish.

The Course of Instruction follows that prescribed by the Curriculum of the University of Toronto, and involves four academic years, each consisting of two Terms.

The Students are required to pass a Matriculation Examination for entrance to the College, and also to the University, before being entitled to be recognised as regular Students; and the Examinations prescribed in the College are at the expiration of each Term, while the Examinations for standing in the University of Toronto are required to be annual. Students who are not matriculated may attend Lectures in the different departments.

Besides University College, which forms part of the Provincial University system supported by the Provincial Endowment, there are several Institutions which, maintained from private sources, are affiliated to the University, and are entitled to send up to its Examinations Students who have conformed to the prescribed Curriculum. Amongst such may be mentioned the Canadian Literary Institute at Woodstock, and the Toronto School of Medicine; but these properly belong to another class, and need not be further considered here.

Since the opening of the University in the year 1843, the number of Students who matriculated up to the end of the year 1875, is as follows:—In Law, 116; in Medicine,

336; in Arts, 918; in Civil Engineering, 33; and in Agriculture, 20; or the total number of 1,423.

The number of Degrees conferred in the several Faculties is also as follows:—In Law, 118; in Medicine, 328; and in Arts, 728; or the total number of 1,174.

Scholarships in the different Faculties are annually awarded upon the result of the Examinations in the University. There are thirty-nine in the Faculty of Arts alone, in sums of \$120 and \$80 respectively.

Since the year 1840 the aggregate number of Scholarships awarded in that Faculty is 721.

The seat of the University and University College is in the City of Toronto, where they occupy their own Building, which is of Norman Architecture, specially designed for their purposes, and situate in spacious Grounds. The cost of the Building alone exceeded \$350,000.

III. *Provincial Institutions for Special Classes maintained and managed by the Provincial Government.*

The Legislature of the Province has established several Institutions of a specific character, and maintains them by Annual Grants out of the Provincial Revenue.

In 1870 the Institution for the Education of the Deaf and Dumb was established in the Town of Belleville. Such Pupils as are unable to be maintained by their Parents, or Guardians are clothed, boarded and educated free of charge. The Course of Study comprises the usual English education, namely: History; Geography; Arithmetic, Writing and Drawing, also Articulation. The Boys learn the following trades: Carpentering, Cabinet-making and Shoe-making, and knowledge of the Farm and Garden. The Girls are taught Sewing, Knitting and general Domestic work. The number of Pupils is more than 210.

In 1871 the Institution for the Blind was established in the Town of Brantford. Its object is the instruction of blind Pupils of sound intellect in the ordinary branches of an English education, in Vocal and Instrumental Music, and in certain Mechanical Arts within the reach of the Blind. No Pupils can be admitted excepting for the purpose of instruction; and all over the age of twenty-one are excluded except under special circumstances, and only for a single season as probationary. Admission is refused to the aged, infirm, or to imbeciles. Pupils unable to pay are boarded and taught gratuitously.

The chief expense of the maintenance of the Institution is borne by the Provincial Treasury.

The number of Pupils during its last session exceeded 140.

The School of Practical Science was established in 1873, and Buildings secured where Lectures of a practical character are given on Chemistry, Geology, and Physics; and Classes are instructed in Linear, Construction, and Free Hand Drawing.

In 1874, the School of Agriculture at Guelph was opened. Its objects are (1st), to teach the practice and theory of Husbandry to young men engaged in Agriculture, or intending to so engage; and (2ndly), to conduct experiments of general interest to Agriculture. The Farm in connection with the Institution consists of 550 acres.

The regular Course comprises two years, and instruction is given in Agriculture, Horticulture, Natural Science, including Chemistry, Veterinary Surgery, Anatomy, and Physiology. The Buildings provide accommodation for 50.

The sum required annually for the maintenance of these Institutions amounts to \$85,000.

IV. *Institutions and Societies partly aided by or under Governmental Supervision.*

Mechanics' Institutes may be established as Corporations under a general Act, for providing a Library and Evening Classes. Each is entitled to receive from the Legislature an Annual Grant of \$400, conditional upon the local contribution being at least \$200, and upon being subjected to Government inspection.

These exist in almost every Town in the Province, and 15 Institutions are reported last year to have held Evening Classes, with an attendance amounting to 772, for instruction in English Grammar and Composition, Arithmetic, Geometry, and Mensuration, Penmanship, Book-keeping, Practical Mechanics, Chemistry, Geometrical and Decorative Drawing, and Free Hand Drawing.

Several Societies, partly educational, are also annually aided out of the Provincial Treasury, such as the Agricultural and Arts Associations, the Ontario Society of Artists, the Canadian Institute, and the Entomological Society.

V. Schools, Colleges, and Universities not of a Provincial Character.

Causes of a social and denominational character have given origin to several Schools, Colleges, and Universities which, maintained by their special supporters, are taking part in the work of education in the Province. Of these, few are to be found in the rural districts, and the number in all does not much exceed 200. But Schools of a private nature, and some of a superior order, are to be found in the Cities and larger Towns. These together number 27, with some 8,000 Pupils, and 570 Teachers.

Of a social, or denominational, origin, may be mentioned: Episcopalian—Trinity College School, Port Hope; Bishop Hellmuth's College, London, for Boys; Bishop Hellmuth's Ladies' College; Bishop Strachan's Girls' School, Toronto; Church of England Ladies' School of Ottawa; while the Wesleyans have established a Female College at Hamilton, and the Ontario Ladies' Collège, Whitby; as well as an Institute for Boys at Dundas; the Methodist Episcopalians have a Ladies' College at Belleville; the Presbyterians a Ladies' College at Ottawa and at Brantford; the Roman Catholic Body have several Institutions under their exclusive charge, such as Saint Michael's College, Toronto; La Salle Institute, Toronto; Loretto and Saint Joseph's Convents, Toronto; and Assumption College, Sandwich.

From many of the Schools just mentioned, some of the Pupils proceed to the Denominational Colleges and Universities to be next mentioned, and some to the Provincial University.

Under Denominational control, the following Colleges and Universities are to be noticed:—

(1) The University of Victoria College, Cobourg, which obtained University powers in 1841, to confer degrees in the several faculties which comprise Arts and Science, Theology, Law and Medicine. The Senate is the Governing Body, and the College is chiefly supported by an Income derived from an Endowment of about \$100,000, contributed by voluntary subscriptions.

(2) University and Queen's College, at Kingston, under the control of the Presbyterian Church of Canada, formerly in connection with the Church of Scotland.

This College was incorporated by Royal Letters Patent in 1841, and endowed with University powers. Its Income is derived from an Endowment Fund of about \$100,000. Its teaching work is confined to the faculties of Arts and Theology. Since the opening of the College, 871 Students have been enrolled, and 526 Degrees conferred.

(3) The University of Trinity College was established for the instruction of Members of the Church of England, and obtained a Royal Charter in 1852, which empowered it to confer Degrees in Divinity, Law, Arts and Medicine. It is supported by an Endowment obtained from subscription in England and in Canada, and is governed by a Convocation, consisting of the Chancellor, the Provost and Professors, and persons of the standing of Master of Arts or of any Degree in Divinity Law, or Medicine. Subscription is required to the effect that the Student is a Member of the Church of England, but is not required from any Candidate who is not a Member of the Church of England.

(4) Albert University was established at Belleville by the Methodist Episcopal Church in 1857, and obtained University powers in 1871. It is under the government of a Senate which confers Degrees in Arts, Law, Music, Theology and Engineering.

(5) The Ottawa College is under the direction of the Roman Catholic Body, and obtained University powers in 1866.

Denominational Institutions of a like character to the preceding have been established by other Religious Bodies, but without acquiring University powers, their main object being for the education of youths for the Ministry in their respective Churches.

The Presbyterian Church in Canada established Knox's College, in 1844. The course is chiefly Theological, and the College now owns and occupies a commodious Edifice in Toronto. It has acquired a considerable Endowment from private subscriptions.

Huron College, situated at London, is of like character in connection with the Church of England. It was founded in the year 1863, and acquired its Building and Endowment by private subscriptions chiefly obtained in England. It is purely a Theological College, and pledged to the maintenance of the principles of the Church of England known as Evangelical.

The Canadian Literary Institute, at Woodstock, while affiliated with the University of Toronto, in connection with its Course of Instruction in Arts and Science possesses a Theological department for the training of Ministers in connection with the Baptist Church.

The foregoing is an enumeration of most of the Institutions whose origin may be traced to social, or Denominational, causes.

In connection with professional pursuits, the Law Society of Ontario maintains a Law School, in which Lectures are delivered to Students, and upon an examination being held, Scholarships may be awarded upon the result.

For instruction in Medicine the following Schools exist:—

The Toronto School of Medicine, affiliated to the University of Toronto; the Medical Department of the University of Trinity College; the Royal College of Physicians and Surgeons at Kingston; there is besides a Veterinary College in Toronto.

VI. *Institutions partly Educational, or Reformatory.*

In addition to the Institutions properly educational, there are others whose objects are of some such character, and which are striving for the amelioration and reformation of those classes which come within the scope of their operation. Of these may be noticed those directly maintained out of the Provincial funds, and controlled by a Department of the Government. In the Provincial Reformatory, Penetanguishene, there are 173 boys, who have been committed to it on being tried for criminal offences. Part of their time is given to instruction, and part to training in various industries, and the general results of the treatment have proved favourable.

The Central Prison was established by the Province in 1873, for the purpose of reforming ordinary offenders whose sentences were of limited duration. The prison has been constructed at an expense of about \$420,000, and is probably one of the best prisons, in all respects, to be found on the Continent. The short experience of its effects shows that the influences are of a beneficial and reforming character. Offenders consigned to it are free from the contaminating associations to be found in the ordinary Gaols of the Province, and being instructed in various Trades, leave the Prison better fitted for earning an honest living in the future.

The Public Schools are unable to reach the class of neglected children which are to be found in Cities and the larger Towns, and Boys and Girls' Homes have been established by individuals and Societies to meet this want. They care for, educate and train a large number of such children, and their efforts are aided out of the Provincial Treasury according to the number who are cared for in each institution.

Finally, while religious instruction in the Public Schools is optional with Trustees, Teachers, Parents and Pupils, the Sunday Schools, existing in the Province exceeded in 1875, 3,900, with 236,600 Scholars, and 222,700 Teachers.

Relying upon these popular and national agencies, and those which special considerations have developed, the Province of Ontario is steadily pursuing a career of progress, material, moral and intellectual.

While the foregoing presents some indication of the efforts of the Province in striving to become a civilized and well-ordered community, its people understand that their future progress, welfare and happiness mainly depend upon the continued efficiency and improvement of these educational agencies under their free constitutional system of government.

TORONTO, April, 1876.

ADAM CROOKS, Minister of Education.

REPORT OF THE ONTARIO EDUCATIONAL COMMISSIONER TO THE CANADIAN COMMISSIONER'S AT PHILADELPHIA ON THE ONTARIO EDUCATIONAL EXHIBIT.

I. LETTER FROM THE DEPUTY MINISTER OF EDUCATION FOR ONTARIO, TO THE HONOURABLE LETELLIER DE ST. JUST, CHAIRMAN OF THE CANADIAN COMMISSIONERS AT THE CENTENNIAL INTERNATIONAL EXHIBITION, REQUESTING HIM TO BRING OUR EXHIBIT UNDER THE NOTICE OF THE EDUCATIONAL JUDGES.

I have the honour to state, that the Education Department of Ontario, has, as you are aware, sent to the International Exhibition, now being held at Philadelphia, a very large collection of School Apparatus, Maps, Charts, Models of School-houses, Photographs of Public and High Schools in the Province, Reports, as well as numerous other articles of interest and value, illustrative of the growth and extent of the Educational System of Ontario.

A very large proportion of the Educational Appliances has been manufactured in the Province, under the direction of the Department, expressly for use in the Public and High Schools. The Legislature has liberally provided a Grant, by means of which the Department can supply these articles to the Schools at one half of the cost price, and also for the supply on the same terms, of suitable Prize and Library Books,—samples of which are included in our Educational Exhibit here.

The question has, I understand, been raised as to the expediency of allowing the articles which I have named, to be entered for competition with other similar products of mechanical skill, or intellectual labour.

The ground taken, so far as I can learn, is, that the entire Educational Exhibition of Ontario is a Government one, and, therefore, that none of the articles exhibited are eligible for competition with those of private individuals. I shall not venture to discuss a question so entirely within the Province of the Canadian Commissioners to deal with, I trust, however, that you will kindly bring under the notice of the proper Authorities, and press upon their attention, the extent and great practical value of the Ontario Educational Exhibit. It would be grateful, I am sure, to the Honourable Mr. Crooks, Minister of Education, the Government of Ontario, and the Reverend Doctor Ryerson, late Chief Superintendent of Education, to know that their unceasing efforts to promote the educational advancement of the people of Ontario, had met with due recognition at the hands of those so competent to form a correct judgment in the matter.

PHILADELPHIA, 24th July, 1876.

J. GEORGE HODGINS.

Educational Commissioner for Ontario.

II. LETTER FROM THE DEPUTY MINISTER OF EDUCATION FOR ONTARIO, TO MR. JOSEPH PEREAULT, SECRETARY OF THE CANADIAN COMMISSIONERS TO THE CENTENNIAL INTERNATIONAL EXHIBITION, PHILADELPHIA.

I have the honour to state, that I notice in the telegraphic despatches of this morning that Messieurs Danfeldt, Olendorf, Johnson, Tolmadge, and Sickles, have been appointed to make a Report on all the National, State and other collective Exhibits.

You will remember that, on the 24th July, while in Philadelphia, I addressed a Letter on this subject, through you, to the Chief Commissioner from Canada, the Hon-

ourable L. de St. Just. I enclose a copy of that Letter, and will thank you to take an early opportunity of bringing the matter before the five Commissioners named above, so that our Educational Exhibit may be thus formally brought under their notice."

TORONTO, 5th October, 1876.

J. GEORGE HODGINS,
Educational Commissioner for Ontario.

III. LETTER IN REPLY TO THE FOREGOING BY MR. JOSEPH PERRAULT, SECRETARY TO THE CANADIAN COMMISSIONERS.

I beg to inform you that I have this day brought before the Educational Representatives of the United States, the importance of the Ontario Department Exhibit in that specialty.

PHILADELPHIA, 7th October, 1876.

JOSEPH PERRAULT, Secretary.

IV. REPORT BY THE DEPUTY MINISTER OF EDUCATION ON THE EDUCATIONAL APPLIANCES EXHIBITED AT THE CENTENNIAL EXHIBITION BY THE EDUCATION DEPARTMENT OF ONTARIO, FOR THE USE OF THE FIVE JUDGES ON NATIONAL AND COLLECTIVE EXHIBITS.

NOTE.—In addition to bringing the Ontario Education Exhibit before the five Judges of the National and Collective Exhibits. I prepared the following Report on the subject, and subsequently had an interview with the Judges, in which I explained matters not named in my Report:—

The Education Department of Ontario is a branch of the Government, the Honourable the Minister of Education being a Member of the Cabinet, having a seat in the Legislative Assembly of the Province.

COMMITTEE OF THE PROVINCIAL EXECUTIVE COUNCIL ON EDUCATION.

The Honourable Oliver Mowat, M.P.P., Q.C.,

Attorney-General.

The Honourable Adam Crooks, M.P.P., Q.C.,

Provincial Treasurer and Minister of Education.

The Honourable Timothy Blair Pardee, M.P.P., Q.C.,

Commissioner of Crown Lands.

The Honourable Christopher Finlay Fraser, M.P.P., Q.C.,

Commissioner of Public Works.

The Honourable Samuel Casey Wood, M.P.P.,

Provincial Secretary, Commissioner of Agriculture, Immigration, etcetera.

The Department has control of the Public and High Schools and Collegiate Institutes. To it is entrusted the administration of the law regulating these Schools, the payment of Legislative Grant, made annually by the Government, in aid of these Schools. It also prescribes for them approved Text-books, and supplies them through its Educational Depository with Libraries, Maps, Globes, Apparatus, etcetera. In connection with this matter, I append herewith a statement on the Educational Institutions of Ontario, prepared by the Honourable the Minister of Education. (See page —.)

In order to supply our Schools most effectively with these important and necessary adjuncts to our Schools, an Educational Depository was established about twenty-five years ago, from which the Schools are supplied. The function of the Departmental Depository are, to have prepared under its direction specimens of Apparatus, etcetera, for tender, Maps, Charts, Diagrams, and get them manufactured in the Province at the cheapest rate, also to authorize approved Prize and Library Books, and then to supply them at cost price to the Schools.

In addition to supplying these articles at cost price, through the liberality of the Legislature, a sum equal to that sent to the Department by the Trustees is given by it

from a Grant annually voted for that purpose; so that if a School, or Municipality sends any sum above \$5, Books, Apparatus, or other School Appliances to double the amount are sent to the Schools. Thus, for example, a Book published in England at one shilling sterling, is supplied by the Department at nineteen cents, the Trustees pay nine and a half cents, and the amount paid from Government apportionment is nine and a half cents.

This system encourages the establishment of School Libraries and the distribution of Prize Books, and is also an inducement to Municipalities and School Trustees to provide a proper supply of Maps, Globes, School Apparatus, etcetera, for their Schools, the results are that the Depository has already established over 1,400 Libraries, and have sent out more than a million Library and Prize Books; 3,000 Globes; 50,000 Maps, 25,000 sets and pieces of Apparatus, and 300,000 Object Lessons.

The School Apparatus, Maps, Globes, etcetera, displayed at this Centennial Exhibition are samples of the articles supplied to the Public and High Schools and Collegiate Institutes of Ontario through the Depository. We respectfully claim for this Exhibit an international Award for the comparative excellence and cheapness of the articles exhibited, the chief part of which were made in Ontario under the direction of this Department.

Catalogues of the Exhibit, (a copy of which is appended), have been largely distributed among the Visitors here. The effect has been to encourage the establishment of a similar system elsewhere. We understand that at least three other Countries are desirous of establishing similar Depositories for the supply of similar articles to their Schools.

I append herewith the views of experienced Educators on the establishment of the Depository.

I also append herewith a summary list of the classes of articles contained in the Ontario Educational Exhibit:—

1. Historical and Statistical Reports relating to the High and Public Schools under the Department.
2. Reports from other Educational Institutions in Ontario.
3. Large Photographs of Universities, Ladies' Colleges, etcetera.
4. Large Photographs of Public Buildings in Ontario, including Asylums, Public charities, etcetera.
5. Large Photographs of Public and High School Buildings, Education Department, Normal and Model Schools, Collegiate Institutes, High Schools; Union High and Public Schools, and Public Schools.
6. Models of School Buildings constructed under the direction of the Deputy-Minister of Education.
7. School Plans, Interior, Exterior, and Grounds.
8. School Fittings and Furniture, including Desks and Seats, Model Gymnasium, Map Stand, etcetera.
9. School Work—Map Drawing, Drawing from Objects, Drawing from Books, Penmanship, etcetera.
10. Specimens of Drawing from the School of Practical Science, Toronto.
11. School methods and organization—Examination Papers—Registers—Blank Reports—Honour Rolls—Merit Cards, etcetera.
12. Text Books authorized for use in the Public and High Schools.
13. Books for the Examination of Teachers and Books relating to the profession of Teaching.

14-56. A large and varied collection of Apparatus from the Educational Depository and Models and Specimens of Art from the Educational Museum, as detailed in the General Report to the Minister by the Deputy Minister on the Centennial Exhibition.

The names of the Judges in the Department of Education and Science were:—Sir Charles Reed, Bart., England, President; The Honourable Andrew D. White, LL.D., President of Cornell University, Ithaca, New York; D. C. Gilman, LL.D.,

President of Johns Hopkins University, Baltimore; The Honourable J. M. Gregory, LL.D., Illinois; M. René Fouret, France; Colonel John Marin, Spain; Professor J. W. Hoyt, LL.D., Wisconsin, Secretary.

1. The first Award on the Ontario Exhibit was made on the Report of Judges appointed by the United States Centennial Commission to examine and report on the subject of Education and Science.

2. The second Award was made on the report of five Judges appointed to examine and report specially on Collective Exhibits.

3. A third Award of a Gold Medal was made by British Judges appointed by the Canadian Commission.

The first Award is as follows:—

INTERNATIONAL EXHIBITION, PHILADELPHIA, December 16th, 1876.

The United States Centennial Commission has examined the Report of the Judges, and accepted the following reasons, and decreed an Award in conformity therewith:—

I. REPORT ON AWARDS—RELATING TO EDUCATION AND SCIENCE.

Product, Maps, Apparatus, Charts, School-house Models, Pupils' Work, Library, Text and other Books, etcetera.

Name and address of Exhibitor: Department of Public Instruction for the Province of Ontario, Canada.

The undersigned having examined the Product herein described, respectfully recommends the same to the United States Centennial Commission for Award, for the following reasons, videlicet:—

For a quite complete and admirably arranged Exhibition, illustrating the Ontario System of Education and its excellent results; also for the efficiency of an Administration which has gained for the Ontario Department a most honourable distinction among Government Educational agencies.

JOHN W. HOYT, Secretary for the Judge.

A true copy of the record.

FRANCIS S. WALKER, Chief of the Bureau of Awards.

Given by authority of the United States Centennial Commission,

A. T. GOSHORN, Director-General.

The second Award was the result of an examination of our Exhibit by an International Committee of five Gentlemen, appointed by the Centennial Commission to make reports on Collective and National Exhibits.

Immediately on the appointment of this Committee, in October, I, as Educational Commissioner from Ontario, addressed a Letter to the Secretary of the Canadian Commission, requesting him to bring our Ontario Educational Exhibit under the notice of that Commission. I, subsequently, while in Philadelphia, presented to that Committee a summary Report on the character of our Exhibit, and explained to the Members of the Committee several matters connected with the working of our Educational System. The results of the examination and Report of the Committee on our Collective Exhibit are embodied in the following copy of an Award which was made to the Department by the United States Centennial Commission:—

INTERNATIONAL EXHIBITION, PHILADELPHIA, December 16th, 1876.

The United States Centennial Commission has examined the Report of the Judges, and accepted the following reasons, and decreed an Award in conformity therewith.

2. REPORT ON AWARDS—COLLECTIVE EXHIBITS.

The undersigned, having examined the Product herein described, respectfully recommends the same to the United States Centennial Commission for the following reasons, videlicet:—

For a very extensive and attractive Collection, illustrative of the growth and extent of the Educational System of Ontario, including a great variety of Apparatus, Maps, Charts, Models of School-houses, Photographs of School Buildings, and Reports.
C. JUHLIN DANNFELT, Judge.

Award Approved: J. A. JOHNSON, E. OLDENDORFF, T. E. SICKLES, T. W. TALLMADGE, Group Judges.

A true copy of the record,

FRANCIS A. WALKER, Chief of the Bureau of Awards.

Given by authority of the United States Centennial Commission,
December 16th, 1897.

A. T. GOSHORN, Director-General.

3. AWARD OF A GOLD MEDAL BY THE BRITISH JUDGES.

The third Award was that of a Gold Medal, which was made by a Committee of British Judges, appointed by the Ontario Commission to examine and report upon the various Canadian collections.

4. EDUCATION DEPARTMENT AND THE JAPANESE COMMISSION.

In addition to these satisfactory official testimonies as to the great excellence and practical value of the Ontario Educational Exhibit, it was gratifying to know that in acknowledgement of "many courtesies received by the Vice-Minister of Education, Empire of Japan, and the Japanese Commissioners, from the Officers of the Education Department of Ontario," the Commissioners have presented to the Museum of the Education Department, a very handsome "pair of bronze Flower Vases, valued at \$480, American currency."

The Honourable Fugimaro Tanaka, Vice-Minister of Education, also presented the Department with an interesting collection of Object Lessons and School Text Books.

A large exchange of School Material on exhibition at Philadelphia, was effected between the Education Departments of Ontario and Japan. The Imperial Museum of Japan, and the Government Commissioners from Victoria and New South Wales also purchased a large variety of objects of interest from the Ontario collection.

A selection of a great number of objects was also made by the Honourable the United States Commissioner of Education.

Here follows an official list of Exhibitors in the Department of Practical Education and Science, and of those who received Medals and Awards:—

(NOTE.—The list is inserted in the Report of the Deputy Minister, as Centennial Commissioner, to the Minister of Education.)

PROCEEDINGS OF THE EDUCATION DEPARTMENT IN REGARD TO THE CENTENNIAL EXHIBITION.

AWARDS TO THE ONTARIO EDUCATION DEPARTMENT.

The Minister of Education has received from Director-General Goshorn, copies of the Awards which have been made to the Education Department of Ontario.

1. The first Award is made on the Report of Judges appointed by the United States Centennial Commission to examine and report on the subject of Education and Science.
2. The second Award is made on the Report of five Judges appointed to examine and report specially on Collective Exhibits.
3. A third Award of a Gold Medal was made by British Judges appointed by the Canadian Commission who had charge of the entire Canadian Exhibit.

CHAPTER XXIII.

THE ONTARIO EDUCATIONAL COMMISSIONER'S DETAILED REPORTS TO THE MINISTER OF EDUCATION ON THE VARIOUS NATIONAL EXHIBITS AT THE PHILADELPHIA EXHIBITION OF 1876.

While acting as the Ontario Educational Commissioner at Philadelphia in 1876, I was instructed by the Minister of Education to report from time to time on the various National Educational Exhibits at the Centennial Exhibition. I, therefore, in my visits to them, took full and special notes, so as to report the results of my observations to the Minister. I also had a desire to contrast each of these Exhibits with the one which I had selected, and which had been sent to the Exhibition from this Province, and to note the difference,—favourable, or unfavourable,—so that we might profit by the experience which would be thus gained by such a comparison.

The result of this special inquiry and observation I reported from time to time to the Minister of Education, with a view to finally embody it in a fuller Report to him on the subject, together with the opinions of the more noted Educationists of Philadelphia on the character and results of the Exhibition itself.

REPORT OF THE ONTARIO EDUCATIONAL COMMISSIONER TO THE MINISTER OF EDUCATION ON THE NATIONAL EDUCATIONAL EXHIBITS AT THE CENTENNIAL EXHIBITION OF 1876.

I have the honour to present to you the following preliminary Report on the Educational Features of the Centennial Exhibition at Philadelphia.

In order to illustrate the more clearly the position of Ontario at that Exhibition, I think it desirable to refer briefly to the gradual growth of the Educational features of former International Exhibitions.

When it is considered how highly every civilized Nation at the present time regards the diffusion of education amongst the whole body of the people as the chief essential to its well-being, and an evidence of its social and industrial progress, it is surprising to find that in the great Exhibitions of 1851, 1855, and 1862, so little prominence had been given to educational matters.

THE INTERNATIONAL EXHIBITIONS OF 1867 AND 1873.

1. THE PARIS EXHIBITION OF 1867.

It was not until the fourth great National Exhibition, held in Paris in 1867, that the subject of education, as a distinct department, or feature of the exhibition, receiv-

ed formal recognition. By the Imperial Commission under Napoleon III., it had a group assigned to it under the general designation of the "Department of Social Science, Group X, Classes 89 and 90."

In so extensive a "department" there were nearly twelve hundred Exhibitors,—more than one-half of them, as might have been expected at an Exhibition in Paris, were from France; 139 were from Spain; 86 from Austria; 68 from Italy; 53 from Wurtemberg; 43 from Great Britain, (35), and her Colonies, (8); 21 from Belgium; 16 from Prussia; 14 each from Sweden and Denmark, and the remaining 150 from eighteen different nationalities. The number of Prizes awarded was 428, of which France received 278; Italy, 29; Prussia and North Germany, 24; Austria, 22; Spain, 19; Great Britain, 13; Belgium, 10. The remaining 33 were divided among the Exhibitors of thirteen nationalities.

As it is interesting to know what subjects were placed in Classes 89 and 90, Group X, and received prizes, I insert the following list:—

<i>Specifications, Class 89.</i>	<i>Prizes.</i>	<i>Specifications, Class 90.</i>	<i>Prizes.</i>	
Governments and Founders.....	16	Governments.....	3	
Primary Normal Schools.....	1	Classes and Courses for Adults.....	19	
Plans, Furniture, etcetera.....	23	Special Schools and Schools of Design....	14	
Articles for the Infant Schools.....	1	Models and Methods.....	15	
Educational Collections.....	2	Works of Pupils.....	7	
Hygienic and Gymnastic Collections....	4	Works of Pupils.....	7	
Religious Instruction.....	3	Special Secondary Instruction.....	15	
Reading.....	8	Collection of Secondary Instruction....	20	
Writing.....	21	Technical Instruction {	Agriculture.....	9
Arithmetic and Metrical System.....	9		Commerce.....	1
Accounts.....	3		Mechanic Arts.....	22
Grammar.....	4		Marine.....	8
Geography.....	18		Libraries, Societies, etcetera.....	19
Natural History.....	2	Authors of {	Reading Books.....	16
Singing.....	20		Pedagogic Works.....	4
Design.....	7		Classical Works.....	12
Sewing.....	3		Agricultural Works.....	7
Authors of Primary Books.....	14		Industrial Works.....	5
Editors.....	19	Military Works.....	2	
Blind, Deaf Mutes, Idiots.....	32	Editors of special Works.....	18	
Total Prizes.....	212	Total Prizes.....	221	

The Honourable J. W. Hoyt, American Educational Commissioner to the Paris Exhibition of 1867, thus characterizes the Objects exhibited in these two Classes. He says:—

"The Objects themselves numbered many thousands, one entry—as that of a Schoolhouse, for instance,—often including many individual articles collectively shown by the Nation, Society, or individual, making the exhibition. The variety of Objects was only less than their number, extending through the whole range appropriate to the work of education, and affording ground for a discussion of every educational theme, from the material appliances essential to the Infant School up through every grade of Intermediate Schools, general and special, to the scheme of the Royal Academy, or University. In the Park were Schoolhouses, with Furniture, Apparatus, and numberless Appliances, together with several pavilions embracing a multitude of educational Appliances used in Schools of Agriculture and Mechanical industry, and the no less numerous products of the handiwork of the artistic, or scientific skill, of the Pupils. In the Palace were numerous halls, alcoves and attractive corners, filled with Charts, Maps, Atlases, Globes, Orreries, Slates, Copy-books, contrivances to aid in teaching children to read, write, and calculate; Text-books from the Primer up to the Calculus and the Classics; schemes and Reports of the Educational Institutions of every grade and character; copies of Annuals published by Educational Societies, Institutions and States; the implements used in Gymnastic Exercises, and the Appliances requisite to instruction in the arts of Design, Architecture, Painting, and Sculpture. Some of the halls embracing these, and countless other objects equally appropriate to the Educational Department, were very beautifully and effectively set off by Portraits, Busts, and

Statues of distinguished Teachers and Patrons of education in all Countries, as well as by the inscription of the names and living words of such as, by their labours for the diffusion of knowledge among men, have made them immortal."

This collection of Educational Objects awakened the greatest interest among the Teachers in France. Mr. Hoyt, (already quoted,) says, "that over 12,000 of them visited the Exhibition, while, from all parts of the world, zealous men and women came expressly to avail themselves of such facts, principles, and suggestions, and sources of information as the Exhibition afforded."

2. THE VIENNA EXHIBITION OF 1873.

The great success which attended the formal recognition of the subject of Education at the Paris Exhibition, induced the Austrian Imperial Commissioners to give, if possible, still greater prominence to it at the Vienna Exhibition in 1873. Owing to the enlightened foresight and zeal of the Director-General, (Baron Schwarz-Senborn,) now Austrian Minister at Washington, the educational features of that Exhibition were particularly good. On this point, General Eaton, the able United States Commissioner of Education, adds this strong testimony.

"The Programme of the Department of Education at Vienna, produced upon my mind a most forcible impression. The breadth of view, the all comprehending grasp of the subject, worked out with such perfection of detail, gave evidence that a mind of no ordinary calibre had originated this noble conception. It seemed to me as if the man that had worked out the Programme of that vast Exposition had risen above the sphere in which we move, according to the ideal of a grand principle of vision, and had looked down upon Austria, full of love for every being in the entire population, man, woman, or child, and had recognised the necessities of that people and the process by which their interests would be elevated and harmonized, and by which the whole Nation was to be lifted in rank among the kingdoms of the earth. It seemed to me that the Author had brought to this conception, not only this great love for the people and original ability for arrangement, but the experience of the world. That is to say, he had successfully endeavoured to bring the experience of the world, which belonged to such an enterprise, down to the Exposition at Vienna, and had incorporated and expressed that experience there. It seemed the scheme of a great philanthropic Statesman, planning first for the advancement of his own people, but broad enough to include all the people of the world, who were freely invited to come to Vienna and see the great results of civilization. I can never forget the impression made upon me by that magnificent programme, which not even the grand results of the completed design, which it was my good fortune to behold, could obliterate from my memory."

The main features of the Paris Educational Exhibit of 1867, were repeated at Vienna in 1873. The "Group XXVI, Education, Teaching, and Instruction," was divided into Sections and Sub-sections as follows:—

Section I.—Infant and Primary Schools.

- 1st. Sub-section—Exhibitions of various Governments.
- 2nd. Sub-section—Kindergarten.
- 3rd. Sub-section—National and Lower Middle Class Schools, Models, Plans and Material.
- 4th. Sub-section—Teaching by means of Visible Objects, Pictures, Reading and Writing.
- 5th. Sub-section—History and Geography.
- 6th. Sub-section—Natural Science and Physics.
- 7th. Sub-section—Drawing and Calligraphy.
- 8th. Sub-section—Music and Singing.

Section II.—Secondary Instruction at Middle Schools.

- 1st. Sub-division—Drawing and Plans.
- 2nd. Sub-division—Science and Gymnastics.
- 3rd. Sub-division—History, Geography and Literary Instruction.

Section III.—Special Schools, Upper Technical Schools, and Higher University Instruction.

Section IV.—Accessory means of Education and of Instruction—Learned Societies—Societies for the spread of Instruction—Scientific Discoveries—Support and Moral Improvement of the Agricultural Classes of Artizans.

In regard to national representation in the Educational department of the Vienna Exhibition, the Reverend Mr. Fussell, the British Educational Commissioner, in his Report says:

"The chief European nations contributed largely to this Department of the Exhibition. Great Britain alone stood all but aloof*; and her absence was frequently referred to in language of friendly regret. . . . The United States of America was worthily represented. The contributions of British India possessed a peculiar interest, and those of some other Countries were not undeserving of attention.†

"Austria, Sweden and the United States exhibited School-rooms of full size, completely furnished and fitted for immediate occupation. The Educational buildings of Hungary, France, Bavaria, Saxony, Belgium, and Switzerland, were chiefly represented by the Plans, Drawings and Models.

"The most remarkable Model exhibited was one of an admirable Establishment, or Depository, recently created by the City of Paris, for issuing to its Schools once a quarter—or in urgent cases more frequently—everything in the shape of Educational furniture, Books, Apparatus and materials, all of the most approved description, and in great part manufactured on the premises."‡

The Honourable J. W. Hoyt, who was also American Education Commissioner to Austria, (as he was to France in 1867,) thus refers to the absence of an English Educational Exhibit at Vienna: "It is surprising that no effort was made by the British Government to insure a fair illustration of the means now in operation for the enlightenment of the too long neglected masses."

Speaking of the British India Exhibit, however, he says: "It is certainly remarkable that the far-off and less civilized British India should have quite surpassed the United Kingdom in a representation of education at Vienna. To do this required but little effort, however, and was certainly accomplished—the Indian Government sending more than four times as many contributions, and such as better represented the condition and progress of education."

In order to make this summary of the educational features of the Vienna Exhibition the more complete for the purpose of comparison with those of the succeeding Exhibition at Philadelphia, I have availed myself of a condensed sketch on the subject, in General Eaton's Report for 1873. The criticisms in this sketch are chiefly taken from German sources, and are, therefore, the more valuable, as the German Educationists are generally regarded as competent critics in all matters relating to Schools and School administration.

EDUCATIONAL EXHIBIT OF THE UNITED STATES AT VIENNA.

In regard to the American Educational Exhibition, a Writer in the *Freie Pädagogische Blätter*, of June 21st, 1873, says:

"I have travelled a great deal and have seen many rural School-houses, have taught in several myself, but such a School-room as this I have never before seen anywhere. It is almost provoking to see how the Americans produce something so beautiful from such a cheap and simple material (wood), and then to remember how insufficient our School-houses are, which often are erected at a considerable expense. The Americans are very practical in the erection of their School-houses, and are masters in combining the beautiful with the useful. This School-room is calculated for forty-eight children; and how roomy, how airy! It does an old Teacher's heart good to see this, and he

* So, at the Philadelphia Exhibition, Mr. Whiting, an English Correspondent, and a Writer of considerable repute, speaking of Ontario, says:—"Her school exhibit is not only better than of any State in this Country, but it is the only thing which redeems the British School Exhibit, and I have written this home.

† Mr. Fussell says:—"The specimens contributed from India were especially interesting, as serving to illustrate the character of the work accomplished by the native Schools, and the Appliances in use among them."

‡ This description of the Paris Depository applies to that for Ontario in almost every particular, only that in Ontario there is no restriction as to the periods of supply. A sketch of this Depository will be given towards the close of this report.

sighs, 'Alas, if this were so everywhere!' * * The only fault to be found with the American School Benches is that there is no difference in size and in the relative position of their different parts. * * * The Physical Geography is excellently represented on large Maps, to the great honour of M. Guyot, whose name they bear. * * * In the Text Books, which lie about on the Desks, we were particularly pleased with the good thick paper, something which our own 'blotting paper Text Book Publishers might make note of.'"

General Eaton adds:

"This Writer also expresses his admiration of the coloured Natural History Charts, the Charts showing the different colours, 'something new to the German Schools,' and the Calculating Machine; but confesses his surprise that America, the home of machinery, in its rural Schools does not exhibit a single Physical Instrument, not even a Thermometer."

THE EDUCATIONAL EXHIBIT OF GREAT BRITAIN AT VIENNA.

"The English Educational Exhibition," the *Freie Pädagogische Blätter* says, "Is even less than unassuming, and really offers next to nothing. A series of Maps intended as aids for instruction in Natural Sciences, some Geographical Maps, and particularly a Geological map of Queensland are highly commended. A Mineralogical collection is considered worthy of mention; also, an exhibition of Bibles printed in all the different languages of the World.

NOTE.—Here follow other sketches of the Educational Exhibits of various Countries at the Vienna Exhibition, which are not inserted here, but they will be found in the elaborate Report to the Minister which it is proposed that I shall prepare on the General Educational Features of the Centennial Exhibition of 1876.

THE CENTENNIAL EXHIBITION AT PHILADELPHIA, 1876.

At the Vienna Exposition, (as I have already stated), the United States occupied a prominent and deservedly high place. Canada did nothing of material value educationally at any of the former Exhibitions, except sending some School Reports and Educational Periodicals from the Province of Quebec.* Naturally enough, therefore, she is not thought of by the Austrian Commissioners. It was, therefore, felt that the United States alone represented North America in the matter of education. The Austrian Director-General accordingly wrote to the United States Commissioners, "urging in the strongest terms not to omit a full representation of American education, whatever else might be omitted." He said:—"The Exhibition of it made at Paris in 1867 so interested Europe that he was called upon by the people of Austria and Hungary from all quarters not to fail to have a good thorough representation of the American System there."

This appeal was effectual, and "285 separate educational Entries from the United States were made at Vienna in Group XXVI. For this display, "48 educational Diplomas and Medals were distributed, while only 30 were given to the United States for its exhibition in all other groups."

I have already intimated the high opinion which the distinguished Director-General of the Vienna Exhibition, (now Austrian Minister at Washington,) had formed of the American Educational Exhibit there. The Americans themselves felt the grave responsibility which rested upon them to make the Educational features of their Exhibition a great success. The Honourable J. P. Wickersham, the enlightened Superintendent of Public Instruction in the State of Pennsylvania, felt the full weight of this responsibility, and at a Meeting of distinguished Educators held at Washington in January, 1875, on this subject he said:—

"A Gentleman prominently connected with the management of the Centennial, writes me within a few days: 'The Educational Department of the Exhibition is, in

* The Honourable P. J. O. Chauveau, LL.D., Q.C., late Minister of Education for the Province of Quebec, in his new work, *De l'Instruction Publique au Canada*, thus refers to the educational exhibit from Canada at the Exhibition of 1862 and 1867:—

"A l'Exposition de Londres, en 1862, et à celle de Paris, en 1867, le Département de l'Instruction Publique envoya des collections des rapports des deux journaux, des livres prouvés pour les écoles, des sèges et papitres en usage, etc. Une médaille de bronze à Londres, et une médaille d'argent à Paris, furent accordées au surintendant, principalement pour le rédaction des deux recueils pédagogiques." Page 152.

my humble judgment, one of the most important to be presented by our Government.' This is the universal sentiment. We have been boasting of our Systems of Free Schools so long, that our people have come to think them the best in the whole world. They will demand their full representation. Failure here, will, I am satisfied, bring severe censure down upon the heads of the Centennial management, and prove deeply injurious to the School interests of the Country. More strangers, too, from foreign Countries, will visit the Exposition for the purpose of witnessing our School Work, and acquainting themselves with our School Systems, than for any other object, possibly than for all other objects put together. The American School-house at the great French Exposition is said to have attracted more attention than all else from America on exhibition. The test will be a severe one. I admit; but there is now no shrinking from it. Germany, Austria, Switerland, France, England, Belgium, and Holland will come, doubtless, prepared to submit their Systems of Public Instruction to a comparison with our own, and we must be ready to meet them with the best we have. It was easy to say at Paris, at London, at Vienna, that we left our best at home; but at Philadelphia we will be at home. . . . The Exposition must be a full, fair, and systematic representation of American Education. No possible credit can come to us by filling our space mechanically with the ten thousand articles that may be offered. The whole display must be representative, it must be somewhat of an organism, with its several parts nicely adjusted, if not closely related, to one another. In the selection and management of material, I take it, will be found the most difficult and delicate duty of the Central Commission; but, with a fair field in which to work, and a reasonable amount of money with which to pay expenses, a presentation of the leading features of American Education can be made that will be an honour to the Country, and a wonder to the older Nations that may come across the water to compete with us."*

When, however, it had been first decided by the American people to hold a grand International Exhibition in the United States in honour of their Centennial, energetic steps were taken in that Country early in 1874, so as to secure, at that important gathering, a fitting representation of the educational enterprise and growth of the Republic. A Meeting of representative Educationists was convened at Washington by General Eaton, the United States Commissioner of Education, in the month of January, 1874, at which a series of recommendations were issued to the Educationists of "each State and Territory in the Union," inviting them to co-operate in this important matter, and suggesting the best way in which they could most effectively do so. In January, 1875, another Meeting on the same subject, (to which I have already referred,) was convened at Washington to appoint an Executive Committee to co-operate with the Centennial Commission in this matter.

In this Province nothing, however, was done towards taking part in the Exhibition until the Autumn of 1875. Some hesitation was felt when the question was considered as to how we ought, without discredit to ourselves, to enter into a competition with other and more advanced Countries, especially the United States, in a subject requiring so many years, and such favourable opportunities for development. It was, however, thought desirable that while efforts in almost all other departments were being energetically put forth by the people of Ontario, in response to the friendly invitation of our neighbours, the Education Department should endeavour to contribute something which might show that satisfactory progress had been made in our Educational System during the first twenty-five years of its existence, as well as in our material industries. It was due also to the Legislature and people of Ontario that this opportunity should not be lost for comparing the working of our popular System of Education with that of older communities, circumstanced somewhat like our own, and so justify the Legislature and the people in their efforts and liberal expenditure for this important cause.

Before his retirement from office, the Reverend Doctor Ryerson, late Chief Superintendent of Education, at the request of the Government, authorized me to prepare a scheme in detail, (which I did,) of the proposed Ontario Educational Exhibit. He

* I have designedly given prominence here to the unusual efforts put forth by the Educationists in the United States to make their educational display at the Centennial Exhibition a "great success." Having done so, I was anxious that our Educational Exhibit should compare as favourably as possible with the best of those from any of the United States. This, it is gratifying to know, was acknowledged by their own experienced experts, and also by those from other countries represented at the Exhibition.

also issued a Circular, based upon that scheme,* to the Inspectors and School Trustees of Ontario, in November, 1875, urging them, (and suggesting means by which they could do so,) to contribute specimens of Pupils' work, and Photographs of their School Buildings, to the Centennial Exhibition at Philadelphia, which was to be held in May of the following year.

The number of the contributions received from the various Schools to the Exhibition were sufficient to illustrate the nature and progress of the Pupils in their work, and the style and character of the School-house in our Cities, Towns, and Villages.

THE EDUCATIONAL EXHIBITS OF THE VARIOUS STATES AND COUNTRIES AT PHILADELPHIA

In order to present the more striking view of the Educational features of the Exhibition at Philadelphia, as a whole, I have, in my Preliminary Report to the Minister of Education, referred to the more important features, by way of contrast to the Educational collections of the various educating Countries, as represented at Paris and Vienna.

It is due to these Countries to say that, in referring to them, I have taken their Educational Exhibits in the order, as it appeared to me, of the comparative merit of their respective Exhibits. This was necessary in order to judge of the quality, extent and variety of each Country's Exhibit. With this view I classified these National Educational Exhibits as follows:—

- | | |
|---|-------------------------------------|
| 1. The State of Pennsylvania. | 10. The State of Ohio. |
| 2. The Kingdom of Sweden. | 11. The State of New Jersey. |
| 3. The Empire of Russia. | 12. The Kingdom of the Netherlands. |
| 4. The Swiss Confederation. | 13. The State of Connecticut. |
| 5. The Kingdom of Belgium. | 14. The State of Rhode Island. |
| 6. The Empire of Japan. | 15. The State of New Hampshire. |
| 7. The United States (Bureau of Education). | 16. The State of Maine. |
| 8. The Republic of France. | 17. The Empire of Brazil. |
| 9. The State of Massachusetts. | 18. The Kingdom of Norway. |
| | 19. Miscellaneous.† |

THE EDUCATIONAL EXHIBITS OF THE VARIOUS UNITED STATES.

Of all the United States Educational Exhibits that made by the State of Pennsylvania, was by far the most extensive and systematically arranged of all the School Exhibits at Philadelphia. It just lacked, however, what the Ontario Exhibit had in such variety, in order to make it the most complete, as it was the most extensive of the educational collections at the Centennial. The skill and energy which the State Superintendent of Public Instruction, (the Honourable J. Wickersham,) evinced in collecting and arranging the material placed in the "Educational Hall" of his State, was remarkable. Every educational interest in Pennsylvania seemed to have had a fitting representation in the niches, or alcoves, of the "Hall;" while the whole Exhibit, taken together, presented an admirable bird's-eye view, or *coup d'œil*, of the material results and progress of education in the State.

That such was intended to have been the character of the entire American Educational Exhibit is clear from the observations on the subject made at public meetings by the able United States Commissioner of Education, (General Eaton), by the Honourable

* See page 70 of the Twenty-seventh Volume of this Documentary History, and Chapter 47 of this Volume.

†Under the head of "Miscellaneous," I have grouped the various Countries which either made no educational contribution to the Centennial, or one so very meagre as to call for no comment. These were Spain, Portugal, Denmark, Germany, Austria, Italy, Bavaria, Wurtemberg, Saxony, Greece, Great Britain and Ireland, the Australian Colonies, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, British Columbia, Jamaica, etcetera. The absence of any educational exhibit from the British Isles was a surprise, as was also none from the Maritime Provinces of the Dominion.

Mr. Wickersham himself, as well as by other noted American Educationists. Had the views of these Gentlemen prevailed, "the American Educational Exhibit," would, as a whole, have been, as Mr. Wickersham expresses it, in his last Report, "the grandest and most interesting American feature of the great display."

The American people had the strongest incentive to realize this hope of their own countrymen, and the expectation of strangers. Not only had they won a highly honourable educational position at Vienna, in the very centre of monarchical Europe in 1873, but enlightened European Statesmen and Educationists had, in most complimentary terms, referred to the fact that it was to the United State they looked with so much interest for examples of the highest development in America of Systems of Public Instruction. This was the view expressed by the Austrian Minister at Washington, Baron Von Schwarz-Senborn, Director-General of the Vienna Exposition of 1873, Austrian Commissioner at the International Exhibition of London in 1851 and 1862, and of Paris in 1855 and 1867 and also by M. Kippeau, also a well known writer on Education.

The leading American Educationists quite understood what was expected of them by foreign Nations. This, Mr. Wickersham, as their mouthpiece, thus expressed it in an Address on the subject, he said:

"Thousands of distinguished citizens from abroad will visit Philadelphia next year (1876), for the sole purpose of studying our systems of public education. These systems are everywhere recognized as the only salt that can save institutions like ours. They are the centre of our national life. In them is found the chief source of the strength of the Republic.

"With a view to make the American Centennial Educational Exhibition a credit to the Republic, it was originally designed to place it in the Main Building, within an area of 2,000 feet. Delays and other causes prevented this desirable plan from being carried out."

The consequence of this delay in preparing for a full Educational Exhibit of the various States, was; that no State made a full representation of educational interests, and many States were not represented at all. The Exhibit as made was broken up into fragments, and located, some in one place and some in another, in the different Buildings about the Grounds.

I mention these facts to show the great difficulties experienced by the Americans themselves in giving their Educational Exhibits that prominence at the "Centennial" which they so justly and eminently deserved; and also to show how unselfish they were in giving so admirable a position in the Main Building to our own and other foreign School Exhibits.

EXHIBIT OF THE UNITED STATES BUREAU OF EDUCATION.

There was one section of the comprehensive United States Exhibit, which was worthy of note,—that of the United States Bureau of Education. In the skillful hands of the indefatigable Commissioner of Education, General Eaton, this portion of the Exhibit was rendered most interesting and instructive. It consisted of two parts; first, that which illustrated the subject generally, so far as it dealt with a national interest,—although in the hands of each State Government; and secondly, that which gave a practical illustration of the efforts of the United States Government to educate the Indians, and otherwise to ameliorate their social condition.

This second part of General Eaton's Exhibit was both novel and curious; and to any one who sympathized with the fast-disappearing Red man, it was impressive. It consisted of practical and interesting illustrations of what the United States is now doing towards bringing the civilizing influences of Christian Education to bear upon the Indian tribes. General Eaton kindly devoted some time in explaining to me the various details of the system, or scheme, of Indian education, in which he felt so deep an interest. He pointed out from the various illustrations and examples in the collection, how remarkably successful had been the efforts of the Government as far as they

had gone, in demonstrating the entire feasibility of bringing the Indian Tribes under the potent influences of the semi-domestic and Christian home-like influences of the various Mission Schools in active operation among them.

As to the nature of the Exhibit, a correspondent of the *New York Tribune* in speaking of it, says:—

“The Schools of the Indian Territory have made a very creditable display. They have sent photographs of their School-houses, prominent Teachers, and representative Pupils, and exhibit specimens of Text-books, Chirography, Needlework, Drawing, etcetera. The wonderful progress which even some of the wilder tribes of Indians have made in a few years’ residence in the Indian Territory, as shown in this Exhibit, demonstrates the wisdom of an Indian policy that removes the savages from the demoralizing influences of frontier settlements, and places them under direct, civilizing influences. The Modocs, even, who a few years ago, from their fastnesses in the lava beds, defied the power of the United States, and spread terror throughout a whole region, are now rapidly learning the arts of civilization, and their Schools make a very creditable display in the Centennial Exhibition.”

Mr. A. Tolman Smith, a noted American Educationist, in referring to this interesting portion of the Commissioner’s Exhibit, writes to the *New England Journal of Education* as follows:—

“Of its many subjects presented in the Exhibit of Education in the United States Government Building, none attracted more attention than that of Indian Education—never so suggestive, never so imperious is its demands upon our solemn consideration as at this moment.

“There are two cases, illustrating Indian education, one contains a comprehensive exhibit of their implements, their industries, ornaments, superstitions, dress, domestic life, photographed with unerring exactness—the second case represents the results of Indian education, under the fostering care of Christian intelligence. Thus you have the history in brief of the aborigines of America; a far-reaching, eloquent, imperishable record.

“In the same case are specimens of the handiwork of Pupils. You may hold in your hand a bit of patch-work sewn by an Apache Girl, nine years old; a year ago, the women of her Tribe, knew no finer art than the fashioning of skins with strings of sinew, and bone needles pushed in and out after the manner of an awl. The patch-work, like nearly all the primary sewing, was done without the thimble, one implement at a time being as much as they can master; so, it is first the needle, then the thimble, still step by step, as in the old days of arrow-heads and bone needles. But the little Apache’s patch-work is by no means the present limit of sewing. In the same case are aprons, skirts, quilts, etcetera, by Modocs, Dakotas, Choctaws, Creeks, and Cherokees. Instinctly, as you view them, your thoughts run over to the needlework album in the Massachusetts Exhibit, and the two simple works assume a subtle relation to the coming brotherhood of races.

“The general conduct of the ‘Manual Labour Schools’ can be understood by an account of the Tallahassee School. This Institution has a fine Farm adjoining; both sexes are admitted to its care, and while receiving the same class instruction, are at once initiated into their appropriate industries. The Girls are trained in Sewing, House-work, the management of the Dairy, etcetera; the Boys work the Farm, and acquire the management of ordinary Tools. This industrial training, joined with the direct development of the purely mental faculties, is in vital relation to all the future of these transforming races.

“Without this, education for them would be merely a revolution of mental condition, the substitution of discontent for apathy, of effete thoughts for savage activities. This training simply directs these activities into channels adapted to civilized, intelligent life. Thus said ‘Running Chief’ of the Pawnees: ‘Following the Plow will give me that active exercise which I used to get on the hunt.

“The Exhibit of the direct results of the School-room training in these cases follows the general course. The most advanced Studies represented in Examination Papers are Geography, History, English Composition, Book-keeping, and Algebra. The Papers I examined gave a fair percentage of correct work. The report of an oral examination in Grammatical analysis, conducted in a very rigid manner, showed 95 per cent. of correct Answers. The group of Manual-labour Schools, of which Tallahassee has been taken as the representative, has only a twenty-five years’ record; thus it appears that, as yet, time hardly enters as a factor in the results.

“We ought not to close a notice of the Indian Exhibit without a moment’s attention to its most impressive feature. Upon the walls assigned to the geological-survey section is a series of photographs, representing the untamed savage of the plains, in

his varied haunts and costumes. In the midst of the Indian education cases is a series, representing Pupils and Graduates, and Parents who have caught only the reflected influence of training. The countenances, the attitudes, are transformed; the savage has become a man. No one can escape the eloquent, forcible lesson conveyed in these contrasted pictures of Indian humanity."

PROGRESS OF EDUCATION IN THE UNITED STATES.

It may be interesting in this connection to give the following brief historical sketch of the condition and progress of education in the United States as a whole. In his opening Address at the Meeting of the National Educational Association in Baltimore, July, 1876, the President, Mr. Phelps, said:—

"Prior to 1776 but nine Colleges had been established, and not more than five of these, we are told, were in a really efficient condition. Now more than four hundred Institutions bearing the titles of 'College' and 'University' are distributed throughout forty of the States and Territories, with nearly 57,000 Students and 3,700 Professors and Teachers. Then little was done for the higher education of women. Now there are 209 Female Seminaries, with 23,445 Students and 2,285 Teachers. Then, says a Writer in the *New England Journal of Education* for June, 1876, professional Schools were almost unknown. The Candidate for the honours of the Law, the dignities of the Ministry and generally speaking, for the toils of Medical practice, was obliged to pursue his studies under private Tutors. Now there are 322 professional Schools of the various classes, excluding Teachers' Seminaries, with 23,280 Students and 2,490 Instructors. Then Normal Schools had no existence on this Continent. Now 124 are reported in the United States alone, with 24,405 Students and 966 Instructors. Then there were no Commercial Colleges; now 127 are in operation, with 25,892 Students and 577 Teachers. Then secondary and preparatory Schools had scarcely a name by which to live; now 1,122 are said to exist, affording instruction to 100,593 Pupils, and giving employment to 6,163 Teachers. The Kindergarten, that last and best of educational inventions, is a very recent importation. In 1874 we were blessed with fifty-five of these human nurseries, with 1,636 Pupils and 125 Teachers.

"Thirty-seven States and eleven Territories report the School Population at more than thirteen millions, or more than four times the total population of the Country in 1776. Then the School enrolment was, of course, unknown. Now it amounts to the respectable figures of 8,000,000. Then the Schools were scattered, and their number was correspondingly restricted. Now they are estimated to number 150,000, and as employing 250,000 Teachers. The total income of the Public Schools is given at \$82,000,000; their expenditure at \$75,000,000, and the value of their property at \$165,000,000. The number of illiterates by the Census of 1870, above the age of ten years, was, in round numbers 5,500,000,—nearly one-half of which were adults."

MISCELLANEOUS EDUCATIONAL EXHIBITS AT PHILADELPHIA.

The Educational Exhibits from various Countries other than those already named were rather meagre and disproportionate to the comparative importance of the Countries themselves, that I can do no more than briefly to refer to them in one group. They included Spain, Portugal, Denmark, Egypt, Argentine, Chili, Hawaii, Morocco, and much to my surprise, our Maritime Provinces and the British Colonies. I have, however, endeavoured to make up for this deficiency, by giving, if possible, in my detailed Report to the Minister of Education, fuller information in regard to the educational statistics of these Countries. Our people will thus be enabled in that Report to get a complete bird's-eye view of the educational condition of the various Countries which were in any department represented at the Centennial Exhibition. I have sought, with much additional labour, to obtain from every available source the fullest and latest information in regard to the state of education in these and (I may also say in regard to) the other Countries and States to which this Special Report refers.

1. SPAIN.—The General Exhibit of Spain in the main Building was effectively arranged. It consisted chiefly of ecclesiastical ornaments and decorations in gold, silver, bronze, wood, silk, linen, glass and earthenware of rich Moorish patterns. Over the handsome entrance to the Spanish Department were two pictures interesting to

North American Visitors, one representing Columbus before his patroness, Queen Isabella, and the King—the other an allegorical picture representing Spain drawing aside a curtain and exhibiting America to the gaze of the world.

In her own National Building, near St. George's Hall, Spain had a small Educational Exhibit consisting of the following objects and articles, thus summarized by the Honourable Mr. Wickersham:—

"1. Of a large number of architectural drawings and models. A large wall space is occupied with fine plaster casts designed for drawing models, exemplifying different styles of architecture.

"2. Of several thousand Volumes of Books exhibited by the Director General of Public Instruction. These embrace Text-books for all grades of Schools and many works on the History and Resources of Spain. There are Books relating to Medicine, Science, Art, Philosophy and Literature. In the Collection were several works relating to Education; among others the "Principles of Education and Practical Pedagogy," by Doctor Mariona Carderera, Madrid.

"3. The only School Apparatus exhibited were the Dones de Froebel, some Geometrical Models, Alphabetical Blocks in a frame, a spelling Chart, and a variety of Maps and Globes.

"4. Of Scholars' work there is little beyond a few specimens of Geometrical drawing and designing,—among the rest St. Thomas College, Barcelona. Several Normal and other Schools had Exhibits of designs, Maps and Drawings arranged in portfolios. A School for the Blind at Madrid, sent some School Appliances and Pupils' work."

2. PORTUGAL.—The chief Educational Exhibit from Portugal consisted of a number of Philosophical and Scientific Instruments manufactured by the Students of the Lisbon Industrial Institute, which I examined with a good deal of interest. This Institution received Medals for similar exhibits at London, in 1862, at Paris, in 1867, and at Vienna in 1873. Mr. J. M. Motta, of Lisbon, has also some Electrical Instruments. There were also a number of works on Elementary Instruction and General Literature, Science and Art. The Oporto Industrial Insitute exhibited a number of original and translated Works. Several volumes of Reports, Statistics, Newspapers, and other Periodicals were shown. Mr. Mengo, the present proprietor of the Moré Book-store of Oporto, had a large number of Portuguese Works in the exhibit.

STATE AND PROGRESS OF EDUCATION IN PORTUGAL.

From a voluminous catalogue and Report on the Portuguese Exhibit, kindly sent to me by Senor Lourenco Malheiro, the Royal Commissioner at Philadelphia, I make the following interesting extracts:—

"The administration of affairs relative to Public Instruction, is in charge of a general direction in the Ministry of the Interior. A consulting Board of Public Instruction acts with this Ministry, giving its vote on the works that are submitted to its examination, and consulting on questions of Public Education. The special Military Education is under the direction of the Minister of War, and the Naval Education under that of the Ministry of Marine."

"The Public Instruction is divided into three branches: Higher, Secondary, and Primary, having besides the special instruction of the Fine Arts.

Under the direction of the Ministry of the Interior, of the Public Instruction in Portugal, were as follows:—

1874-1875	777,661\$000*
Estimate for 1875-76	798,614\$000

4. EGYPT.—Although Egypt has of late years made considerable progress in Education, she had very little evidence of it at the Centennial Exhibition. She had, however, a very handsome department there, in the style of an Egyptian Temple, and a very good collection of national objects. The School Exhibit was confined to School Books, printed in Arabic with parallel columns in French and Italian. The School Books and Dictionaries were sent by the Minister of Public Instruction, but in the entire collection there was nothing to indicate life, or spirit, in the cause of Education in Egypt. In addition to the Books there were raised works for the Education of the

* \$1,000 is equal to \$1 081 Canadian Currency.

Blind, curious types, etcetera., from Mr. Ousy, of Cairo. The extensive collection of ancient Manuscripts in Hieroglyphics, as well as in the Coptic, Arabic, and Hebrew Languages, was both curious and interesting. There were some excellent plaster casts of celebrated Egyptian Monuments, Busts, and Statues.

From a valuable paper published in 1875, by the United States Bureau of Education at Washington, on "Public Instruction in Egypt," I make the following extract, which will be found the more interesting from the fact that so little is known in Canada of the educational state of this ancient people.

"Egypt, which, forgotten for centuries has once more become an active member of the family of nations; and in the hands of a man of genius has now risen to a new life.

"This man is Mehemet Ali, to whom Sultan Selim III. intrusted the fortunes of the Country after its evacuation by the French. His first care was to organize the Army on the French model. In order to bring about a thorough and lasting reform not only of the army but of the whole State, Mehemet Ali recognized the necessity of Education, and numerous Schools of all kinds soon began to spring up throughout the whole of Egypt.

5. ARGENTINE REPUBLIC.—Ex-President Sarmiento, now Director-General of Public Instruction, sent a large number of Reports and Text-books to the Centennial Exhibition. The whole collection included School Reports and Statistics, Laws and Decrees relating to Education, and works on Science, Education, Law, Politics, Finance, and History; specimen of Newspapers, works in General Literature; School Books, Guides, Official Documents, etcetera.

6. REPUBLIC OF CHILI.—Next to Brazil, this Country had one of the best general Exhibits of the South American States. The educational features of the Exhibit were unimportant, but, yet they include a very extensive collection of specimen Minerals, as well as a large number of Text-books used in the Schools and Colleges in Chili; Annals of the University, Literary and Scientific Periodicals; and Reviews and miscellaneous Chilian works in general Literature and Science. The collection of Native Woods and Agricultural specimens from the Normal School Farm were highly interesting.

7.—SANDWICH ISLANDS, OR HAWAII.—The School Exhibit of these Islands at the Centennial was confined to a number of good Photographs of native Teachers, Pupils and School Buildings. There were besides specimens of a number of Text-Books printed in the "Kanaka" language some of them compilations, or translations, of United States School Books. The whole Exhibit, although small, was highly interesting, coming as it did from Islands which were, not so many years ago, dark and unenlightened.

8. REPUBLIC OF MEXICO.—The most interesting part of the Mexican display, is that relating to the Historical Remains and Art Antiquities of that curious people the Aztecs. The Mexican pavilion itself is constructed in the Aztec style of Architecture as it existed in times of the Montezumas, before the conquest of Mexico by Cortez. The Exhibit also contained quite a collection of Text-books for Schools, Books on various subjects, Forms and Models, etcetera. In the Official Catalogue of the Exhibition at Philadelphia, seventeen pages are devoted to the department of "Education and Science." It relates chiefly to an account of the state of Education in the Republic, Report of Libraries, description of the Text Books exhibited, account of the Literary Societies in Mexico, Maps and Charts, etcetera.

THE EDUCATIONAL EXHIBITS AT PHILADELPHIA OF QUEBEC AND THE MARITIME PROVINCES.

I was surprised and disappointed that there was not a more complete and satisfactory Educational Exhibit at Philadelphia from Quebec and the Maritime Provinces.

1. PROVINCE OF QUEBEC.—The Educational Exhibit from the Province of Quebec was almost exclusively confined to Models of various Public Buildings, chiefly devoted

to the purpose of Education, mentioned in a late number of the *Journal de L'Instruction Publique*, Quebec.

Referring to the Educational Exhibit from Quebec it says: "In the Canadian Department, the Educational Exhibits of the Province of Ontario, which is not excelled by any other of the same kind, sums up and represents to the eye of the stranger the best part of our Educational System from Vancouver to the Island of Prince Edward; but not one should thence conclude from this exposition of one section of the Country that the other Provinces, Nova Scotia, New Brunswick, and above all Quebec, could not make, if they should undertake the work in earnest, an equally interesting educational exposition. The Government at Toronto placed a sum at the disposal of the Bureau of Public Instruction; for the purposes of the Exhibition, and that explains all.

"We say frankly that the Educational Exposition of our Province, as of several of the States of the American Union, is a failure. Our Exhibit consists only of an Album containing some Photographs of our great Institutions, and in the display of several Models in wood of the Buildings of the same. It is very little, we acknowledge it.

"We will not now undertake to show what we would have been able to do had we taken the matter up in earnest; all those who are concerned in the work of Education in this Province well know that our Colleges, our Convents, and our Academies, can furnish a collection of Books and Apparatus that is not excelled by any like Institutions abroad. The material of our Primary Schools might, perhaps, suffer by a comparison, but, as a whole even this comparison would not be unfavourable to us. It now becomes the duty of the Government and of the Legislature to decide whether the Province of Quebec shall endeavour to make amends for her failure at Philadelphia, by sending an Educational Exhibit worthy of her to Paris in 1878. Educational Expositions have assumed so much importance in our day that a Country which desires to keep a good name must take part in them."

In connection with these remarks on the School Exhibit of Quebec and Ontario, I would direct attention to the opinion expressed by M. Buisson, the French Education Commissioner at Philadelphia, on these same Exhibits. They will be found on pages 25 and 26 of my detailed Report to the Minister of Education on the Exhibition.

From the last Report of the Education Department of Quebec, I gather the following particulars:

"A work of which the Honourable Mr. Chauveau is the Author, furnishes remarkable evidence of the progress of Education in this Province during the last quarter of a century. It is satisfactory to know that this progress is continuous, and it is even more rapid than the increase of the population itself. According to the recently published Report of the Chief Superintendent, we find during the five years from 1871 to 1876 inclusive, there was an augmentation in the number of Pupils attending our various schools, of more than 11 per cent.—the increase of the population being only 8 per cent. The actual number last year was 247,696. The number of Schools under the direction of Commissioners, or Trustees, has increased from 3,790 to 4,030 in the last two years. In the same time the average attendance rose from 171,226 to 193,714. The progress made in the last two years, may be seen in the statement that in 1857 there were 2,573 Commissioners' Schools in operation, against (as already mentioned) 4,030 in 1876."

2. PROVINCE OF NOVA SCOTIA.—The Nova Scotia Educational Exhibit merely consisted of a few Text-Books, School Photographs, and work from the Blind Asylum at Halifax. They were good as far as they went, but did not do justice to the Educational Status of that Province in the Dominion.

"*Total Educational Expenditure*.—Public Schools, \$619,015; Normal and Model Schools, \$8,714; Special Academies, \$55,260; Colleges, \$34,374; total, \$717,374.

The other Provinces of the Dominion had no Educational Exhibit at Philadelphia, although they did well in other respects. Their Educational progress is highly satisfactory and is referred to in my detailed Report to the Minister of Education.

In the Report of the Canadian Commissioner on the International Exhibition, mention is made, in very complimentary terms, of the Lumber Exhibits, or Trophy, contributed by Quebec, New Brunswick, and British Columbia; the Coal Display of Nova Scotia, British Columbia and the Saskatchewan; the "Gold Column" of British Columbia, "representing a mass of gold of the value of \$37,000,000, obtained within the last thirteen years;" the excellent collection and management of the Geological Exhibit of

Canada, illustrated by an admirable special Catalogue, "the very striking display of the Ontario Educational Department, provided by the Honourable Mr. Crooks;" the show of Agricultural Implements which "attracted close attention and cordial praise;" the Machine Tools, spoken of as of high value, on account of "the excellence of their finish the solidity of their parts, and the novelty of their construction." In Agricultural and Dairy products too, the Canadian display was most creditable.

In connection with the Educational Statistics of the several Provinces which I have given in my detailed Report to the Minister of Education, it is gratifying to be able to note the fact that the progress indicated by them is most marked and creditable to the Provinces concerned from last year's Reports in each case:—

I regret that I have not been able to obtain recent educational information from Newfoundland, or Manitoba; but I know that these Provinces are also making progress. The following information in regard to the leading West India Island I have inserted in connection with the North American Provinces:—

COLONY OF JAMAICA.—Schools, 549; aggregate number of pupils on books, 45,756; average attendance of pupils, 26,998; total income, £29,555.

Estimate of the total cost of all the Schools in Jamaica, in 1874, £41,767.

VERY MEAGRE EDUCATIONAL EXHIBITS OF SEVERAL OF THE UNITED STATES.

A few only of the South-Western and Southern States contributed any School Exhibit to the Centennial Exhibition, and those sent were very meagre indeed. Various causes may be assigned for this omission. The principal ones were—1. General apathy of the People. 2. Absence of educational efforts in former years. 3. The unsettled state of the principal Southern States after the Rebellion. These States had but small School Exhibits at the Centennial. I have condensed the account of them for my General Report on the Exhibition for the Minister of Education.

SEVERAL OF THE UNITED STATES WHICH HAD NO SCHOOL EXHIBIT AT THE CENTENNIAL.

Of the thirty-seven States of the American Union, only twelve, or thirteen, (about one-third), made a creditable Educational Exhibit. Seven had a mere representation, respectable, but very small in extent, or variety; while seventeen States had no Educational Exhibit whatever. To these may be added the eleven Territories.

The educational absence of the "Empire," or leading, "State" of the Union, (New York), was quite conspicuous, and was much noticed. The other States which took no educational part in the exhibition, were Vermont, Virginia, (except Hampton Institute and Fisk University, Tennessee, both for coloured people), West Virginia, Minnesota, California, Delaware, North and South Carolina, Georgia, Louisiana (except New Orleans), Mississippi, Alabama, Kansas, Arkansas, Nebraska, Nevada, and Oregon.

SPECIAL EDUCATIONAL EXHIBITS AT THE CENTENNIAL.

I have hitherto referred only to the School, or Educational, Exhibits of various Countries and States, as they were presented at the Centennial. Viewed in another light, however, these same Exhibits, classified under the heads of Scientific, Technical, and Industrial, possessed features of special interest, which were full of instruction to the educational student. The grouping of these Exhibits was undertaken by Mr. S. R. Thompson, a gentleman of intelligence and experience. I have availed myself of his sketch, as it appeared in the *Pennsylvania School Journal*, as follows:—

"The precise field of labour appropriately belonging to each of these classes of Schools is not clearly defined. At the one extreme we have Schools devoted to teaching pure Science in its most abstract form, without any direct reference to its application

to the Industries, or the arts, of life; at the other extreme are the Trade Schools, in which young people are taught the methods and processes of some Art, or Trade, by which they may obtain a livelihood. In the purely Scientific School the knowing faculties are principally cultivated, in the Trade School the activities are more largely called into action.

"The Technical Schools, to some extent, occupy a medium ground between these extremes, and either teach the Sciences with special reference to their application to the development and conduct of the great productive and constructive Industries, or some form of productive or creative activity is used as a means of fixing upon the mind of the Pupil the principles of Science which he is learning from Books or from the living Teacher.

"To study the School displays at the Exhibition with profit, the peculiarities of these different Schools must be borne in mind; since in each case the Student's work will naturally vary with the kind of School. For example, in the School of pure Science, the written examination paper, if fairly done, may be accepted as an indication of the kind of work done; but in an Industrial, or Trade, School, a School for Mechanical Engineers, or for Machinists, an Examination Paper, no matter how well written, would hardly be accepted as the sole indication of the kind of School work done. In this case we look for examples of work done—work in which the hand is concerned as well as the mind.

"To show the results of the study of Science by the Pupils, the usual resort has been to Examination Papers, or to the display of Theses and Technical Papers on Scientific subjects. In some cases original investigations of considerable ingenuity and value, made by Students, are shown. The Exhibition of Drawings of all kinds, by these Schools, is more nearly universal than any other single thing."

NOTE.—In the detailed Report which I have prepared in regard to the Centennial Exhibition, I have inserted in it a large amount of information on the subject of Technical Schools in the United States; also various Institutions in different Countries, relating to establishments of a Scientific, Agricultural, Industrial and Artisan class.

EDUCATION IN COUNTRIES WHICH HAD LITTLE, OR NO SCHOOL, EXHIBIT AT THE CENTENNIAL EXHIBITION.

It is somewhat remarkable that some of the foremost nations in Europe, such as Germany, (including Prussia,) France, Austria, Hungary, Italy, Bavaria, Wurtemburgh, Saxony, Greece, Turkey-in-Europe, Great Britain and Ireland, the Australian Colonies and the Sandwich Islands, had no Educational Exhibit at Philadelphia, although they had generally made a good representation in that department at Vienna, in 1873. These Nations were, at the Centennial, well represented in all of those material things which indicate ingenuity, skill and industry. They there also vindicated their claims to pre-eminence in the higher departments of Art and Science; but, in the special subject of Social Science, (including Education), they presented to the new world no evidence that they attached special importance to the subject itself; or that they had either made any marked progress in this great national interest, or had any information to give to Educationists on this Continent on the subject. This was felt to be an error. To many it indicated a want of that rare foresight and sagacity in the upholders of monarchical institutions which generally characterize European statesmen and public men. The omission surprised, and at the same time, greatly disappointed Educationists on this side of the Atlantic. It was accounted for in various ways, videlicet: (1) The omission was regarded by some as a tacit admission that the European Systems of Popular Education were inferior in practical utility and result to those of the United States; (2) it was by others regarded as a implied admission that the development of the Educational Systems in monarchical Europe was not sufficiently marked to warrant a comparison with those of Republican America; and (3) it was felt by many as an official intimation that Education, as a national interest, was still considered of less importance than that of Trade and Industry. Whatever may have been the cause, the fact itself from the United States and Canadian stand-point, was felt to be significant. It was, therefore, much commented on by the general public, especially by that portion of it which took an interest in education *per se*.

1. While Germany as an Empire sent no national School Exhibit to the Centennial, yet private parties endeavoured to some extent to supply the deficiency. The character of that private Exhibit is so well illustrated by the Honourable Mr. Wickersham, that I give his description of it in preference to my own. He says:

"Famed as Germany is for her Schools and Systems of Schools, she has little at the Centennial Exhibition to justify her claim. Strictly speaking, she has no Educational Exhibit. Models and pictures of School-houses, specimens of School furniture and distinctive School Apparatus, representations of her School Systems and the work of the Pupils in her Schools are, so far as we find out, wholly wanting. To learn what this great European nation can do in an educational way, we are compelled to be satisfied with the Exhibits of some of the great Publishing Houses of Berlin, Leipsic, Stuttgart, etcetera. These display Pamphlets, Books, Atlases, Maps, Globes, Designs, Charts, etcetera, in great variety. Their bookmaking is certainly equal to anything we can do in this Country, and their Atlases, Maps, Globes, Charts, etcetera, are in most respects greatly superior to ours. The shading and colouring of the Maps and Charts, and their Relief Maps and Globes, are finer than anything of the kind we have ever seen. If any one should question our judgment in the matter, let him visit and study the German Exhibit.

"In saying that the Educational Systems and Institutions of Germany are unrepresented, we should have excepted the Polytechnic Institute of Darmstadt. This School has a fine Exhibit, consisting of the usual products of such Institutions. . . . It is enough to say now that Europe is greatly in advance of America in the matter of Technical and Industrial Education, and we should hasten to profit by her experience."

2. REPUBLIC OF FRANCE.—This Country, which had so excellent a representation in Educational matters at Paris in 1867, and at Vienna, in 1873, had no School Exhibit at Philadelphia in 1876. Her national Exhibits in the departments of Civil and Military Engineering were, however, most interesting and valuable in an educational point of view.

3. EMPIRE OF AUSTRIA—Small as was the Prussian Contribution to the Educational Exhibit of Germany, Austria had less. Hers consisted only of a display of some Scientific and Technical works in connection with that of the Austrian Society of Civil Engineers and Architects.

5. THE KINGDOM OF ITALY.—With the exception of a number of Books and publications on Medical, Musical, and other subjects, Italy had no Educational, or Literary, display at Philadelphia. In Art and in some other departments, she, of course, excelled.

NOTE.—For reference to other Countries in Europe having no Educational Exhibit at Philadelphia, see my detailed Report on the Exhibition to the Minister of Education.

STATE AND PROGRESS OF EDUCATION IN GREAT BRITAIN AND IRELAND.

1. ENGLAND.—The last seven years has witnessed a wonderful change in the educational status of England. During these years she has made vigorous strides onward. In her elaborate and comprehensive elementary School Act, she has sought to place her system of public education on a firm and substantial foundation. In doing this, she has recognized two or three important principles, and incorporated them in the School Act. 1st. The inherent right of the child to a good elementary education. 2nd. The duty of the Parent to give it, or to justify his refusal by sufficient reasons or a pecuniary forfeiture. 3rd. The obligation of the general Ratepayer to support the Primary Schools. These principles, which have long prevailed on this Continent, were not conceded without a vigorous struggle in England, but they at length triumphed.*

2. IRELAND.—From the last Report of the Irish National Board of Education, I have made extracts relating to the progress of Education in Ireland, from 1883; for my General Report on the Centennial Exhibition for the Minister of Education.

*For further details in regard to the Educational Systems in Great Britain and Ireland, see my General Report on the Exhibition to the Minister of Education, printed in a separate Volume.

3. SCOTLAND.—I have also made extracts from the present state of Elementary Education in Scotland, from the last Report of the Scottish Board for 1875, for my General Report on the Exhibition.

THE EXHIBITS OF THE AUSTRALIAN COLONIES.

The general Exhibit from the Australian Colonies excited both surprise and pleasure. It was very comprehensive and well arranged. The great product of these Colonies, as indicated by gilt pyramids in their respective courts, was gold. Wool and Grain of various kinds formed the next chief staples. An United States Writer thus sums up the whole Exhibit. He says:

"The Australian Exhibits are chiefly specimens of raw products, views of Scenery and Flowers, and samples of Soils and Minerals. New South Wales has erected in the centre of its space a large trophy, containing specimens of its Coals in blocks; and Queensland exhibits Photographs and drawings of Scenery, specimens of Tin, Copper, Sugar, Arrowroot, Wood, Oils, Timbers, Silks, Natural History, and Botanical preparations. There are also five tons of Copper, and twelve tons of Tin, in various forms, besides Furs, Leather, fine Wools, and specimens of twenty-two different Woods."

1. VICTORIA.—The leading Colony of Victoria had an extensive exhibit of native products in their natural and manufactured state. By means, too, of a large collection of Photographs and other illustrations, a very good idea of the Scenery and other physical characteristics of the Country was obtained. She had, however, no School Exhibit; although by the aid of about thirty Photographs, the character and style of the School-houses erected in various parts of the Country were seen, and incidentally its facilities for Education. The valuable special Reports relating to Victoria, prepared and distributed at the Exhibition, were of much interest to the intelligent Visitor.

2. NEW SOUTH WALES had a very a very large and interesting Exhibit, representing her products of Gold; her inexhaustible mines of Coal, besides Iron, Lead, Tin, Copper, and other Minerals. The extensive exhibits of Wool, Blankets, Shawls, Leather and other products, excited a good deal of interest and attention.

To the able and energetic Executive Commissioner, Mr. Augustus Morris, Visitors to the New South Wales Court were greatly indebted for valuable information in regard to the varied products and extensive exhibit of that Country at Philadelphia.

3. SOUTH AUSTRALIA had also a large collection of Photographs of her Scenery and Farm life, besides specimens of Woods, Grain, Wool, Silk, Minerals. A great variety of stuffed Birds and Animals peculiar to the Country were also exhibited.

4. QUEENSLAND.—The Exhibit from this Country was a repetition to a large extent of that from the other Australian Colonies. It was well arranged, and included coloured photographs of Scenery, Farm life, etcetera.

5. OTHER AUSTRALIAN COLONIES.—West Australia, a penal Colony, had no Exhibit. Tasmania and New Zealand vied with each other and with the other Colonies, to present a creditable Exhibit. None of them, however, attempted an Educational display.

For further particulars and also in regard to the East Indies see my General Report on the Exhibition.

EUROPEAN EDUCATIONAL SYSTEMS AND POLICY.

With a view to afford our people an instructive insight into the Educational Systems and policy of leading European Countries, as viewed from a Canadian and United States standpoint, I have selected for insertion in my General Report to the Minister of Education on the Centennial Exhibition an article on the subject from the recent Report of the Superintendent of Public Instruction for the State of Pennsylvania, the Honourable J. P. Wickershaw, LL.D. I have abridged it from a Chapter in the Report, headed "Facts concerning Foreign Educational Systems and Policy." It will be found to be both a valuable and instructive Paper.

EDUCATIONAL LESSONS TO BE DERIVED FROM THE CENTENNIAL EXHIBITION.

In my preceding reports to the Minister of Education, I have sought to bring out, grouped together, as many striking facts as possible, connected with the condition and progress of Education in the various Countries represented at the Centennial. I have endeavoured to illustrate them by an account of the Educational Exhibits themselves, or by a brief reference to the educational progress of the various Countries which I have given, or by both together. The perusal of this information, and a knowledge of the facts themselves will, I have no doubt, suggest to the thoughtful Reader many valuable lessons applicable to our own educational condition. I have also ventured to point out some of these lessons to be derived from the facts narrated so far as our Country is concerned. But I have thought it desirable before doing so to avail ourselves first of the calm judgment and practical wisdom of our neighbours in drawing similar lessons of wisdom and experience for themselves from the educational teachings of the Exhibition and its more striking features. This I felt to be the more desirable from the fact that a great similarity in many respects exists in the educational condition of our Country and that of some of the United States. With this view, I have selected the remarks on this subject of three, or four, of the leading American Educationists, whose clear views and comprehensive grasp of mind on the subject seemed to me to peculiarly fit them for this duty. Another advantage which it occurred to me we might derive from a knowledge of the views of these gentlemen on this subject, and that was that they embraced a survey of European system and methods from a Canadian and United States' stand-point. Further, that the educational contrasts which they instituted, and the defects which they pointed out in their own systems and methods, as compared with those of others, would convey to us a double lesson, illustrated as it would be by them, from European and American examples and experience.

With a view, however, to impress these practical and important lessons upon our people, I was requested to embody them in the form of a Popular Lecture, and deliver it in various Provincial centres of population. This I did, and was greatly gratified to find that this popular mode of interesting our people in the practical lessons to be derived from the large and important display of Educational Exhibits at Philadelphia was much preferred to a more formal mode of presenting the same facts to the public. The following is a copy of this Address:—

LESSONS FOR CANADIANS, CHIEFLY EDUCATIONAL, DERIVED FROM THE CENTENNIAL EXHIBITION OF 1876.

(A LECTURE DELIVERED BEFORE ONTARIO TEACHERS' ASSOCIATIONS, AND MUNICIPAL COUNCILS.)

On the 10th of May, of last year, there was opened in the City of Philadelphia, one of the grandest Schools of Object Lesson Teaching which any one on this Continent has ever seen.

It was great, in the first place, for the comprehensive and striking Object Lessons in National Life, National Geography, National Resources and National Industry which it taught. Nations and Countries which, to the ordinary learner from the Text Book, were as far off and intangible as the fabled land of El-Dorado, or the garden of the Hesperides, were brought into close view, with a distinctness which surprised and amazed him at the reality. Egypt, China, Japan, Russia, Brazil, and the Indies, were thus before his vision, no less in the persons of the bronzed, and almond-eyed natives of the one, than in the men of strange speech and dusky hue of the others.

Then, in the second place, there were the strange and grotesque productions of native skill and ingenuity, with "the barbaric pearl and gold" of the half-civilized nations of the East, mingled with the refinement and elegance of Europe and America.

Again, there was rarely seen in such close proximity and union, such a varied combination of the characteristics of national life and industry, as were here brought out, with the vivid distinctness of a panorama.

In passing up and down the long avenues of the Main Building, there was one thing which especially struck the eye of every Canadian Visitor, or that of a Briton, and that was the name and national symbols of our mother-land from across the sea, which, in all the industries and pursuits which render her so famous, was so well represented there. Surrounded as she was, with her noble group of Colonies,—Africa Australia, the East and West Indies, and our own Dominion—many of them representing an incipient nationality, and that, too, with all the self-reliance, strength and profusion of material resources which well became the sons and daughters of the foremost Empire in the world. It was an impressive sight, full of significance, which was not lost upon our United States friends, nor upon the Representatives of other Nations, gathered there to witness such a brotherhood of Anglo-Saxon and Celtic freemen clustered around their Imperial Mother. Well might the Queen of such an Empire, like the Roman Matron, Cornelia, point, with a flush of pride, to her noble group of Colonies, in all their glow of youth and manly strength, and say with truth and dignity:—"These indeed are my Jewels,"—the only adornments benefitting the Mother of such a galaxy of youthful Nations.

But, among the sons and daughters of this great Empire, none enkindled a warmer glow of satisfaction at her wonderful growth and progress than did the United States of America. It is true that she had challenged a great international comparison of her own industries and skill, with those of the old and renowned Countries of Europe, whose age was at least ten times that of hers; and whose industrial skill and resources she knew were almost inexhaustible. But she was on her own soil, and that this gave her an immense advantage.

It is no less true that, having given this challenge, every spring of her ambition as a nation, was quickened, that she should not suffer herself to be worsted in a momentous, although peaceful, contest like this which she herself had invited. It was, therefore, the greater pleasure, (which was shared alike by Visitors from the United Kingdom and from all the Colonies) to mark how well this eldest of Britain's Offspring acquitted herself. It was no less a pleasure to witness the vast proportions to which she had grown during the first hundred years of her national existence, and to see evidences on every hand of how fully equipped she was for this great international contest of industry and skill.

Glancing, too, at the numberless foreign Exhibits, which were everywhere so extensive and so prominent, the Visitor began to realize how grand a School it was for him in which to learn impressive lessons in regard to the number, extent, peculiarities, social condition, productions, prowess, science and skill, of nearly every civilized and half-civilized Nation in the world. It was no wonder, therefore, that Visitors to this vast aggregation of the Industries, Commercial Products, and Intellectual Life of the world, should, on their return home, prove to be the pioneers of hundreds and thousands of others who also came back equally delighted and profited by their visit.

Before dealing with the general details of this great gathering of Nations in the New World, I shall glance rapidly at the more important of the national and international Exhibitions which had preceded the one at Philadelphia.

The instinct which impels to a national display of prowess, or skill, and a local competition for honours and distinction in both, has long been characteristic of semi-civilized and civilized communities. The Olympic Games of classic Greece, the Chariot Races of ancient Italy, and the Tournaments of Mediæval times, were followed at

intervals, and in a more practical age, by the great Commercial and Industrial gatherings of Venice, Russia, France, and England, bringing them down—but only as national gatherings of a local kind to the days of the present generation. Thus, the first Individual Show, or "Trade Tournament," was held in Venice in 1208. Subsequently, to facilitate trade between parts of the extensive Russian Empire, a great Fair had long been held at Macariff, and afterwards at Nijni Novgorod. In 1699, an Exhibition was held at Leyden; in 1756, the London Society of Arts offered prizes for specimens of Decorative Manufactures, such as Tapestry, Carpets and Porcelain. The Book Fairs of Leipsic has long been famous; but it was in 1798, and in France, that the germ of a National Exhibition first developed itself. It grew rapidly there, however, until at length, in the thoughtful mind of Prince Albert, it expanded into the greater idea of a grand gathering of Nations, whose contests hereafter, as he had hoped, should be those only which would promote the Acts of Peace and Industry.

Most of us remember the wonderful success at London of that first great International Exhibition of 1851,—the marvellous structure of Sir Joseph Paxton, which arose fairy-like in its proportions, covering twenty acres of land, and lofty enough to enclose within its ample space some of the noble elms of which Hyde Park, (where it was erected), was so justly proud. A recent United States Writer thus recalls the incidents of this memorable forerunner of subsequent International Exhibitions:—

"Novelty and innovation attended the first step of the great movement. The Paxton design of the structure made Architects open their eyes, and yet its origin was humble and practical enough. The Adam of Crystal Palaces, like him of Eden, was a Gardener. When Joseph Paxton raised the Palm-house at Chatsworth, he little suspected that he was raising a structure for the world; that, to borrow a simile from his own vacation, he was setting a bulb which would expand into a shape of as wide note as the domes of Florence and St. Sophia."

The result may be summed up in a few words. Out of 240 competitive Plans, those of Joseph Paxton, the Head Gardener of the Duke of Devonshire was chosen. He himself was knighted by the Queen when he had demonstrated that his fairy-like structure, with its firmanent of glass overhead had a local habitation and a name,—that of the famous Crystal Palace of 1851. The Exhibition itself was amazingly successful. It cost about \$1,500,000; while its receipts during the five months it was kept open were nearly \$2,500,000. The number of admissions was 4,740,000. Out of the surplus \$1,000,000 grew the germ of the famous South Kensington Museum, which to-day stands at the head of the many popular and attractive museums of Europe.*

The remarkable success of the London International Exhibition of 1851, acted as an extraordinary stimulant to that class of popular "Expositions" of industry everywhere, so that National and International Exhibitions soon became an epidemic. The spirited City of Cork led the way in 1852. Dublin and New York followed suit in 1853; Munich in 1854, and Paris in 1855. Then there was a lull, until Manchester, in 1857, inaugurated a grand "Art Exhibition," which created quite a sensation. After a little breathing space, the international mania for "Expositions," as the French designate them, soon broke out again; and Florence in 1861, London in 1862, Amsterdam in 1864, held successful Industrial gatherings, which stirred up such a feeling of emulation and friendly competition on the Continent of Europe, that it was at length decided to sus-

* In speaking of the establishment of South Kensington Museum and of the new movement in favour of Art Education in England, Germany, France, and other Countries, the American *National Quarterly Review* for March, 1877, says:—

"At the first Universal Exposition in London in 1851, England found herself below all other European Countries in the production of manufactures involving taste; and the United States alone stood below her. She immediately put forth the most strenuous efforts to remedy this deficiency. The Government made the most munificent expenditures; they formed a new section in the Privy Council under the name of the Science and Art Department, which had for its object the furtherance of Science and Art applied to Industry. The South Kensington Museum was established in 1852 at an original cost of \$6,000,000, and an annual grant from the Government of \$300,000. This is not only a Museum, but a School, and the head centre of Art Education in England. It gives instruction in Fine Art and Industrial Art, and educates special fitness for Art matters. They also established throughout the Kingdom, in all the important industrial Towns, Art Schools for instruction in Drawing, Modelling, and Designing. These Schools are supported partly by the Government and partly by local authorities and fees. In 1872 they numbered 122, and were attended by 22,845 Students, besides the 765 at South Kensington. They had also 538 evening Classes for instruction in Drawing to Artisans."—(Page 335).

pend the somewhat located class of Exhibitions which had been held there during the previous years, and to call upon Exhibitors from all parts of the civilized world to unite in a grand international gathering worthy of the name at the gay capital of France, in 1867. The call was responded to with enthusiasm on the part of about forty Countries, which were represented by nearly 50,000 Exhibitors. Every conceivable subject, as well as industrial and social interest, as might have been expected, were well represented at this grand Exhibition. They were classified into ten groups—the tenth group was, for the first time, in the history of these international gatherings, added to the list of subjects which had a distinct place assigned to them in the Exhibition. This group included “articles exhibited with the special object of improving the Physical and Moral condition of the People;”—or in other words, the great and most important department of “Social Science,” including Education, first received recognition and an appropriate place among those special subjects of national importance which touch more closely than any other, the moral, social, and intellectual well-being of our race.

I do not mean to say that this subject received no attention whatever at previous international gatherings, especially at the great parent Exhibition at London, in 1851; for it had long formed a topic of earnest interest and discussion at the Social Science Congresses of England, and elsewhere. Nor was it overlooked at Munich, in 1854, at Paris in 1855, or at London in 1862. Far otherwise; but what I do say is this, that it was only treated as a subordinate branch, fit only to be grouped in with other kindred subjects. But it was otherwise at Paris, in 1867. There, to the credit of Napoleon III. and the Members of his Imperial Commission, it was formed into a distinct group. And thus, fitting homage was the first time nationally paid to the great department, or out-growth, of our Christian Civilization, which, under the comprehensive designation of “Education,” deals with interests so momentous to the well-being and enlightenment of Nations, communities, and individuals.

In speaking of this “new departure,” at the Paris Exhibition, Doctor J. W. Hoyt, the Educational Representative of the United States at that Exhibition, says:—

“If Napoleon III. had signalized his eventful career by no other shining act done in the interests of humanity, the Imperial Decree which opened group X, and created ‘the new order of recompenses, with a special view to the amelioration of the moral and physical condition of population,’ should, of itself, place his name on the page of permanent history in letters of light, and insure to his memory the benedictions of mankind.”

And now let us pause and consider for a moment what this act of the Third Napoleon involved. We, on this Continent, from the earliest time of the British Colonial rule, have been taught to regard Education as of inestimable value to a people; in fact that, as the humble hand-maid to religion, it is essential to their growth and prosperity intellectually, morally, and socially. Our fathers, and the fathers of the noble United Empire Loyalists, the heroic founders of this youthful and prosperous Dominion, (who, as we are told, “were themselves, to a remarkable degree, educated in the Schools and Universities of England,”) shortly after they landed on the shores of the New World, established Schools; and six years after their arrival (in 1636), gave £400 to establish Harvard College, as a supplement to the Reverend John Harvard’s benefaction, and private subscriptions which had been collected. Further, as an instance of their touching zeal on behalf of their beloved College, the Colonists of those days gave the rent of the Ferry between Boston and Cambridge, to the College; and once, at least, every family in each of the Colonies gave it twelve British pence, or a peck of corn, or its value on unadulterated wam-pom-peage. More than this, the fathers of our heroic U. E. Loyalists, decreed that every Township of fifty families, should support a Public School; and when they reached the number of one hundred families, that they should support a Grammar School.

To us, therefore, with our loyal and traditional instincts, so alive to the vast importance of Education, it was only a matter of unfeigned surprise, that in the first great international gatherings this important interest did not at once receive due recognition, and be placed in the front rank of subjects to be considered and illustrated. But, when we remember that at that time more than one half of Europe did not recognize Popular Education as a subject of national importance, and that, in other Countries, it was a matter of subordinate interest, we can well understand the vast significance of its formal recognition at the Paris Exhibition of 1867. The Nations had at former Exhibitions slowly learned this important lesson, (and it is one of those momentous truths which the thoughtful and sagacious men who took part in them at once perceived and applied,) that those things which are of real practical utility, and are the products of enlightenment, forethought, and intelligent skill, were, in fact, in the truest sense, the result of the labours of the School-master; that the invention and improvement, which are made in the direction of the amelioration and advancement of the social condition of mankind, do not emanate from ignorant minds and unskilled hands, but are the result of that process of intelligent training and systematic culture which reach the masses of the people through the Schools. On this point, Dr. W. T. Harris, of St. Louis, (afterwards the United States' Commissioner of Education at Washington,) in an address before the Massachusetts State Teachers' Association last December, says:—

"In a nation whose boasted self-government claims to rest on Free-School Education of the masses, doubtless its School Teachers, had a better right to congratulate themselves upon the general result of the Exhibition, and to see exultingly in the vast display, chiefly the result of educated intelligence and skill. They may not be blamed if they saw everywhere the influence of School Education as an essential factor in the quality of versatility everywhere manifested in United States skill. They are doubtless right in tracing the same influence of School Education in the products of skill of foreign Nations.

"From these considerations it is obvious how pertinent have been the studies of our Teachers upon the products of machinery in the Great Exhibition as directly related to the progress of School Education. Wherever there is evidence of versatility of skill in the individual workman, or evidence of high directive power, there is equal evidence of School Education or its equivalent. This correlation of productive industry with Education has been recognized in the most recent of world's Fairs."

Even our own Mother Country, with all of her forethought and sagacity, and her late effort to uplift the masses of the people, intellectually, even she found with dismay, that during the interval of her own pioneer Exhibition of 1851, and that of Paris in 1867, she had been left immeasurably behind in some of those departments of industry in which she had prided herself, and which required in their treatment a superior intelligence, and an enlightened skill on the part of the workman.

Mr. J. Scott Russell, who was one of the British Judges at Paris, in 1867, on his return to England, wrote a Book on this subject, and, in his dedication of it to the Queen, besought Her Majesty to take steps through her Ministers, to arouse the English people from their Educational lethargy. Speaking of the rude awakening England has just received, he said, (writing in 1869):—

"The last 18 years has been a series of events slowly, regularly, and disagreeably, awakening the Nation from a pleasant belief, once a reality, now only a dream. Eighteen years ago there began a series of competitive trials of intelligence and skill between the citizens of the different civilized Nations of the world. The first in London in 1851, was England's great lesson; the second was the Exhibition held in Paris in 1855. Nothing was more striking than the enormous progress Nations had made from the first lesson. . . . England was struck by the amazing superiority of some Continental Nations in the beauty and grace of design which sufficed to convert the rude and nearly worthless material of flint and clay. . . into invaluable works of Art. . . . The lesson which the French and Germans learnt was of another sort. They felt their inferiority. . . . and they argued thus. . . . The way to compete with England, in mechanical power, is to apply higher Science to it. . . . They did so; and in 1855, what we saw was instruc-

tive to the clear-sighted and the thoughtful. . . . but did not alarm the English Manufacturer. . . . Unhappily, therefore, they did not take warning in time. They merely committed the common mistake of despising their rivals. . . . This self-satisfaction was a huge blunder. . . . The progress of the French and Germans was an ominous reality. . . . The third lesson was our own Exhibition of 1862, which was humiliating to us. . . . But the Paris Exhibition of 1867 gave England a final lesson. We were there rudely awakened and thoroughly alarmed. We then learned, not that we were equalled, but that we were beaten—not on some points, but by some nation, or other, on nearly all those points on which we had hitherto prided ourselves.”

In speaking on the same subject, The Honourable Mr. Northrop, in his *Education Abroad*, says:—

“The Universal Exposition of Industry in Paris . . . found a good school for England, and through England for all Europe. The investigations instituted by Parliament and embodied in a Report in regard to the failure of England at the Exhibition were thorough and conclusive. The epitome of that Report was circulated widely in various journals on the Continent of Europe, and reached Turkey, China, and Japan. Perhaps no Report of Parliament attained greater celebrity, or exerted a wider and happier influence. It was accepted as a demonstration of the influence of Education in promoting individual thrift and national prosperity. Even English Reviews and Newspapers, and the largest and most intelligent Manufacturers, were compelled to admit that Britain fared ill in that comparison of the world’s industries at Paris. This was an unwelcome surprise to the Nation. Her superiority to all the world in manufactures has been long assumed as unquestioned. The most keen-sighted and practical British observers admitted the mortifying fact that England was surpassed, either relatively, or absolutely, by her continental rivals. This was true, not in a few, but in many and various branches of Manufacturing and Mechanical industry. There was great unanimity in this view on the part of those English ‘Jurors’ and other Observers, especially appointed to examine and report the results of their observations.”—page 146.

“The evidence of loss of prestige for British manufactures was too clear to be disputed. Leading men and journals at once discussed the cause. There was general unanimity as to the fact itself; and the cause was found to be the absence of Technical and General Education in Great Britain, and the prevalence of both on the continent of Europe”—page 148.

Thus we see that these great international Exhibitions were the first grand levers which were used to uplift the nations to a higher plane of intellectual life, and to demonstrate to them beyond power of controversy—to gainsay the great practical truth which underlies the trite maxim which we all understand, that “knowledge is power” power, which is irresistible—power, which endows delicate, and even complicated machinery, almost with the instincts of life,—power, which, with unerring penetration and force, seizes upon salient points; and, by controlling, turns even opposing forces into obedient servants of a superior will, purpose, and design.

No wonder, then, that when, at former Exhibitions, the practical power of a superior intelligence had demonstrated itself to be a superior reality, even in the material things of every-day life, the representatives and the Official Head of a Nation which had taken the lesson to heart, and had profited by it, should publicly and officially declare that this great branch of social science, (Education,) would receive hereafter that consideration which was due to it as a national interest of the highest moment, and be accorded the status which its supreme importance demanded.

In this group, thus officially recognized by Napoleon the III, there were nearly 1,200 Exhibitors, less than 450 of whom received prizes; but the impetus given to the cause of education and social science was incalculable. As an evidence of this, and of the increased interest in International Exhibitions, I may mention that the covered area of the Paris Exhibition embraced forty Acres of ground, that is, twice the covered area of the London Exhibition of 1851: the number of admissions during the 217 days it was open was over 8,805,000, and its receipts approached \$2,250,000.

The next great Exhibition held was at Vienna, in 1873. It was in all respects a notable success. Speaking of its Educational features, the United States Commissioner,

after referring in high terms to the act of the French Emperor in first giving education a marked prominence in the Exhibition, says:—

“But it was reserved for the Emperor of Austria to give special prominence to this department by honouring it with the rank of a ‘Group,’ [to itself] and by making special efforts to insure such a representation in that Group at Vienna, as would promote the advancement of Education throughout the world.”

In this he was not disappointed, for the result was that the number of Exhibitors at Vienna, in Education alone, was nearly 4,000, as compared with 1,200 at Paris in 1867, while the number of educational awards given was over 1,000. The Exhibition Buildings themselves covered an area of about fifty Acres, and during the 185 days it was open the number of admissions was nearly 7,000,000, while the Receipts were only \$1,032,385.

We come now to the last great International Exhibition, designed to celebrate the Centennial of American independence. It was, on the whole, a much greater success than any of its predecessors. The area covered by the Crystal Palace at the London Exhibition of 1851 was twenty acres; at Paris, forty; at Vienna, fifty; and at Philadelphia, about seventy-four Acres, or an area of half as much more as that of the largest of the European Exhibitions. It was open about 160 days, during which time there were 9,910,996,—that is nearly 10,000,000,—admissions at the gates;—one day alone the number reached the enormous number of 268,653—that is, nearly 300,000—people. The Receipts of the Centennial Exhibition reached the enormous sum of \$3,813,749, or almost \$4,000,000. The cost of the Exhibition was, in round numbers, about \$8,000,000.

Before attempting to draw a few practical lessons of instruction from this wonderful gathering of Nations at Philadelphia, I shall take a rapid glance at the great features of the Exhibition itself. The statistics which I have just given will enable those of you who were there to realize somewhat of the magnitude of that vast sight which it was their loss not to have seen. To those that were there, it will simply serve to recall that wonderful sight, which will long remain imprinted on the memory.

The whole area enclosed for the Exhibition, by a fence three miles in extent, was 236 Acres. The spot chosen was one of the most beautiful and elevated portions of Fairmount Park. Within the enclosure were five immense structures, and about one hundred and fifty others of various sizes. It would be impossible, in this brief paper, to do justice to the magnificent sight which the Exhibition,—its Buildings and Grounds, presented on one of those exquisite mornings in the lovely and “leafy month of June.” Both seemed faultless in their magnitude, elegance, grace, and beauty, as they struck the eye of the beholder in looking on that grand and gay scene for the first time. Not that they were in reality faultless. A critic, were he an Architect, might have found endless faults and violation of professional taste in the individual Buildings, and even in the grounds; but to the general Visitor,—even one of refinement and culture, the impression made was one of gratified surprise and pleasure. Indeed, the general feeling shared in by the ordinary Visitor was, that the sight more than realized even childhood’s dreams of fairy-land. It was a question whether the *coup d’œil* or “bird’s-eye view” of the Grounds and Buildings from the Horticultural Hall, (including the Hall itself), could be easily surpassed,—the construction of all that was lovely, with all that was striking, gay, and picturesque, was marvellous. And then, the vastness of the “material” of the Exhibition—the articles comprising which might be counted by millions while the number of miles required to be traversed in order to see them all, was officially stated to be at least 25. Mr. W. T. Harris, St. Louis, afterwards the United States Commissioner of Education at Washington, in an Address before the State Teachers’ Association, of Massachusetts, in December last, thus speaks of the vastness of the Exhibition:

“The mass of commodities displayed at Philadelphia, on either side of the Avenues, aggregating to hundreds of miles, was simply too vast for the inspection of one

individual. If he managed to get over ten miles of the Exhibit to day, and the same amount to-morrow, he still had the prospect before him of six times as much more, awaiting his attention, and what mortal was strong enough to hold out for half this work? His powers of attention and observation were completely dissipated by the time he had visited the Exhibition for three days. I do not speak of the comparatively few visitors who had seen other National Exhibitions, and had become familiarized with such scenes,—but millions of our fellow-citizens went away from Philadelphia with a new experience, a new conception of the might of the social whole in which they had grown up, and a deeper realization of the purport of the civilized world, whereof our Nation forms only one member. It is true; the collection of industrial products there made was only a merest fragment of the total wealth of this Nation and as other Nations, but the value was symbolic, and the transcendent magnitude of what was there, elevated the thoughts toward the not visible sources that lay beyond.”

I shall not venture to describe this grand Exhibition. In many respects it was indescribable. It had to be seen in all its complete magnitude and greatness in order that it might be realized; but even then, the eye and the mind, and the memory failed to take all in. Its variety and combinations seemed so endless, that the ordinary Visitor became bewildered, and gave it up in a sort of a pleasant despair. Even those who thought they could, and thought they did, master the details of the Exhibition, in ten days or two weeks, came away with a painful sense of the fact that there were hundreds of things which they had not seen; while the impression left on many minds was in reality that of a confused array of beauty and elegance, vastness, and variety, mingled together in a remarkable manner.

I shall not, therefore, venture to describe the Exhibition. I shall content myself with a rapid glance at its salient points as a whole.

The main Building was of course the Mecca to which the feet of all pilgrims first turned. It covered an area of 22 acres, and contained an endless profusion of some of the most valuable and costly things from the Atelier and Workshop, the Loom and the Laboratory, the Printing Press; and I may say in a word, the product of the mind and intellect of the principal civilized Nations of the world. There the oldest nation met the youngest, and exchanged their greetings. Egypt, China, and Japan, with their modern semi-civilization in antique dress, were there side by side with the young and flourishing Colonies of England, and the newest States of the vast Republic, whose first 100 years of existence they had come thousands of miles to celebrate. There too, were evidences of the refinement of France, with examples of the solid excellency of Germany. The decaying vigour of Spain was paralleled by the *effete* youth of some of the South American Countries. Sweden, Holland, and Belgium, no less than Switzerland, Norway, and Denmark, were worthily represented;—while Russia, Austria and Italy, of the old world had their counterparts in Brazil, Canada, and Australia, of the new. It was indeed a wonderful combination; and yet the several tableaux presented a striking series of contrasts, even where you least expected to find them. Take the example of China and Japan. In the popular mind, there is but little difference between these two nations. And yet the difference is remarkable, and it was brought out in strong contrast at Philadelphia.

The Exhibit from Russia was in some respects remarkable,—especially the Educational features of it, which, I may say, surprised everybody. It was expected that in Malachite Platinum, rich Ores from the Ural Mountains, Furs and other productions of that vast Empire, Russia would have excelled; but in the matter of popular Education it was not thought that she had taken any interest. Yet it was far otherwise. After the emancipation of the serfs in Russia by the present Emperor, in 1861, he set himself, with the aid of wise councillors, to lay the foundations broad and deep of a comprehensive scheme of Education. So energetic was the movement, that in a few years about 10,000 Primary Schools were established for the instruction of the masses. We do not require to see far for the causes of this wonderful progress. The final issue of the Crimean war taught the sagacious Russian a terrible lesson. It taught that

proud and self-reliant Nation at Sebastopol, as it did the self confident Austrians at Sadowa, that the physique and courage of the uneducated soldier, when armed with the most deadly weapon, were as nothing when opposed to the skilful fingers and enlightened bravery and forethought of the comparatively educated rank and file of Britain or Prussia.

Prussia, France, and Austria, were nobly represented in the Main Building, in all of those things in which each of them excelled. England and her sister kingdoms, with an enterprising group of Colonies surrounding them, contended with the various States of the Union for supremacy in arts and industries common to both, while the Dominion of Canada did her share with the Mother Country in maintaining a vigorous effort for that supremacy.

And here I would quote the following tribute which General Walker, Chief of the Bureau of Awards, pays to our Mother country. He says:—

“Of all foreign Countries Great Britain was foremost in the completeness and the cordiality with which the invitation of the Centennial Commission was met. . . . In every way, and in every place, the Official Representation of Great Britain at the Centennial of American Independence, whether in the Fairmount Park or at Independence Hall, on July 4th, while the Grandson of Richard Henry Lee read out the Declaration of Independence, and the bands played Yankee Doodle, was thoroughly worthy and dignified. The British Commissioners bore themselves, from first to last, as if they had a warm interest in the success of the Exhibition, and rendered to the Administration a hearty and sympathetic support on every occasion of embarrassment, or difficulty. To say that the conduct of the ‘Mother Country’ was complimentary to the United States, is to say the least thing that could be said. It was more and better. It was honourable to herself, and did honour to the community of nations.”

Again, he says:

“The hearing of the English judges was above all praise. The names of Sir Charles Reed, Sir William Thompson, Doctor John Anderson, Captain Douglas Galton, Mr. Lowthian Bell, Sir Sydney Waterlaw, Sir John Hawkshaw, Major W. H. Noble, and their distinguished Colleagues, were a sufficient guarantee of the ability with which their duties would be performed; but it was not to have been believed that any body of men could so utterly have discharged themselves of all national prejudices, as to enter with such impartiality, such cordiality even, into the examination of the very products in which the United States are pressing England with the severest competition, frankly recognizing every good thing, from whatever source it came, and oftentimes surprising their American Colleagues with the fulness and the heartiness of their commendation of processes and products familiar to us.”

The next great attraction at the Exhibition was the famous Machinery Hall. This vast hall covered fourteen Acres, and was, on the whole, with its wonderful contents, one of the greatest marvels of the Exhibition. The first desire of every intelligent Visitor who entered it was to pay a willing homage to the genius displayed in the construction of the great Corliss Engine—that grand monarch of the Hall, who was enthroned in the midst, and who seemed so endowed with life and power that when he moved the vast Hall was instinct with life and industry, and when he was silent all was stillness and repose.

I can scarcely refrain from referring in this connection to the hydraulic annex. Here, (a Philadelphia paper says), were all kinds of Pumps, Rams, and Blowing Apparatus. There was also a great iron tank supplied with water, from which, in a beautiful sheet of water forty feet in width, a flood came dashing down in the Reservoir. Overhanging the immense tank were a dozen or two of large pipes, connected with steam-pumps, from which streams of water were constantly flowing, while others sent their streams the length of the cave in graceful curves. Here and there the streams bisected each other, forming showers of spray, and immingling and intermingling in beautiful confusion.

The United States Building was the next great object of interest. It contained one of the most remarkable and unique collections of the International Exhibition.*

* For a description of this collection, see page 84 of my General Report on the Exhibition to the Minister of Education, which is printed in a separate Volume.

The Memorial Hall, or Art Gallery, and annexes were indeed an Art world in themselves. The Building, which was a noble one, was erected by the State of Pennsylvania and the City of Philadelphia, at a cost of \$1,500,000, and with the annex covered an area of two Acres. The two together gave nearly 140,000 square feet of wall surface for Paintings, and 25,000 square feet of floor space for Statues.

So bewildering was the array of choice Pictures and Statuary of all kinds, that as an American writer, the Honourable Mr. Wickersham, on the subject says:—"Mere words must fail to give any conception of the fullness and variety of the collections in Memorial Hall and the annex."

I quote from him the following tribute which this Writer pays to the British Exhibit:—

"Among the Nations, Great Britain takes the lead in her display of Paintings. It far surpasses those at the French Exhibitions of 1867, and that at Vienna in 1873. England does not come to sell her wares; but from the Queen to the Commoner, our Motherland takes down these pictures from her walls,—many of them almost priceless value,—incurs the risk of damage in shipment and from handling, and generously loans them to us for half a year."

Two other Buildings and their contents deserve notice. They were the Agricultural Hall and the Woman's Pavilion, both full of innumerable objects of great interest. Of special exhibits there was the French national display of her Public works, a remarkable collection of beautifully furnished Models of Bridges, Viaducts, Aqueducts, Lighthouses, Jetties, Dykes, Canal Locks, Railroad Depôts, government Maps and Charts, etcetera. The other special Exhibits were the Carriage annex, the Kansas and Colorado display, the Glass manufacture Exhibit, etcetera. The other most notable Buildings on the Grounds, were the Judges Hall—a handsome structure in which all the Public Meetings connected with the Exhibition were held—the Photographic Art Gallery, in which the choice Photographic Pictures of various Countries were exhibited—the Shoe and Leather Hall, in which Leather in all its forms and adaptations was displayed—the Pennsylvania Educational Hall for the State collection—the Swedish School-house, the Kindergarten School-house—the British Pavilion, or St. George's Hall, the Japanese Bazaar, New England Log-house, besides Restaurants, and a number of handsome buildings for private, or special, Exhibits.

In this connection I would not omit one of the chief conveniences of the Exhibition. I refer to the Miniature Railway, which conveyed its thousands of passengers per day around the spacious Grounds of the Exhibition.

Of the National Buildings erected on the grounds, St. George's Hall for the British and Canadian Commissioners, in the quaint Elizabethan style, was the most striking; then the German Government Buildings, the French, Spanish and Swedish Buildings, all of them very handsome—the Canada Timber House, and seventeen others,—very neat and picturesque structures for the seventeen American States which were represented at the Exhibition.

Such is a brief and summary sketch of that most interesting and most successful Exhibition at Philadelphia. But yet, I feel that I have given but an imperfect sketch of one of the most wonderful sights of the world's Industry, Skill, Intellect, and Ingenuity which it has been our privilege to behold.

The incidents of that remarkable Exhibition deserve a passing notice.

It is estimated from official data, that in coming and going to that grand gathering, not less than 20,000,000 of passengers were moved,—chiefly on Railroads through the Continent. To this vast multitude no disaster occurred, and scarcely a single life was lost. On one day about 638 passenger trains ran in and out of Philadelphia, with nearly 3,000 Cars and their living freight, and not an accident occurred to any of them. Admitting that unusual care was exercised by the Railway Officials on these Roads, yet so wonderful were these things over-ruled by the good Providence of God, that the fact was the theme of constant remark; and it called forth over and over again

the expression of devout thankfulness for so remarkable an instance of God's protection and preserving care.

Returning again to the Exhibition itself, the question may well be asked by many who were not there. "Well, your sketch of the vastness of the Exhibition may be very true, and the facts which you state may be interesting, but what is the real practical value of such Exhibitions, involving as they do expenditures of millions?" *Cui Bono?* In answer to this reasonable question I will give you the result of the observations of a most experienced man on this subject. I refer to one of the most able and accomplished, the Austrian Minister at Washington, (Baron Van Schwarz Senborn). In an Address on the subject he says:—

I am an old Exposition man. I was appointed by my Government as Commissioner to the Exposition in Leipsic, in 1850. I was Commissioner to London in 1851; then, again in London at the Exposition of 1862. I was at Paris as Commissioner, and class President of the jury at the Exposition of 1855, and assisted also at the Paris Exposition in 1867, lately while I was Deputy Consul General of Austria-Hungary, in Paris, I was called to Vienna by His Majesty, my Emperor, to plan and superintend the Universal Exposition of 1873, in that City. As Director-general of that last Exposition, I was more strongly convinced than ever that universal Expositions are the very best of Schools."

"I have been travelling for thirty years, and I have found that the impression gained in travelling is one of the best means of obtaining an education. I think a universal Exposition is also like a journey; but with this advantage, that you see in a few hours, and at a trifling expense, that which would ordinarily take years of travelling and a great outlay of money to learn.

"A man thirty, or forty, years of age cannot go to School; but he can be instructed by eye-sight, or Object Teaching, such as is afforded by the Exhibitions and other similar means. One of those means I first referred to is travelling. What is travel? Travel is education. You learn many things in travelling by observation. You are taught in that way. Therefore, this is Object-teaching. A great German *savant*, Professor Vircho, made a very interesting and a very accurate remark which applies here. He said that 'Nothing which ever comes through your eyes into your head ever goes out.' And so say I. The impressions which we obtain by the sense of sight, affect the brain and change our views in the most favourable manner. That was the meaning; and the man who has seen many things, who has travelled a great deal, will have his intellectual faculties greatly improved. We observed in Austria, as well as in other parts of Europe, another striking effect of these Exhibitions. They improve in a remarkable way the public taste."

The Honourable B.G. Northrop, State Superintendent Public Instruction, in Connecticut, in speaking of the great benefits of the Centennial Exposition, says:—

"Travel is an important means of education. Personal observation gathers the most striking materials for investigation and reflection. But the Exposition, like an extended panoramic Tour, epitomized to the many, the lessons which a trip around the world amplifies to a few. In a brief time and at a comparatively little expense, it showed many millions of people what it would have cost each one months, if not years, to learn by travel alone. It was also a school of fellowship and good-feeling. The intermingling of our people from the north and south, the east and west, meeting on common ground, forming new social ties, strengthening old associations, kindling patriotic fervour, and fraternizing all, was a timely antidote to the repellant influences of an intense political struggle.

"The intermingling also of Representatives of the great civilized and semi-civilized Nations of the globe, meeting on the common ground of sympathy with the progress of humanity, each nation willing to impart, and anxious to receive, all more, or less, prompted to deeds of national generosity, and all mutually revealing and discovering new traits of excellence, was of incalculable value in disposing the people of the world to international peace." Further he says:

"This Exhibition has broadened the views of millions. It was to them the world in miniature, where they gained new ideas of the achievements of modern civilization. While examining the productions of almost every Nation of the globe, they breathed a cosmopolitan air, a healthful corrective of conceit, narrowness, prejudice, and exclusiveness, enlarging each one's acquaintance and sympathies, and making more real the great brotherhood of the human family."

LESSONS TO BE LEARNT BY CANADIANS FROM THE CENTENNIAL EXHIBITION.

I shall now consider a few lessons which I think we, as Canadians, might profitably learn from this great Exhibition.

Self-Reliance.—The first lesson which we, as a young Country, should learn, is that of *Self-Reliance*. A few years ago we would not have ventured to enter into competition with the United States, or other Nation, in any department of industry, or skill, or even as an Agricultural Country. The success of Canada, however, at the first great International Exhibition at London, in 1851, was not competitive, but the extent and variety of the Mineral and Agricultural resources, which she then displayed, greatly encouraged her to make further efforts to develop these resources. At Paris, in 1855, she again made a creditable display of her ability and resources; but, not at all equal to what she might have done, owing, I think, to the absence of that very quality of self-reliance and enterprise which is so very desirable in a new Country.

Self-respect as a People.—The second lesson which we should learn from this Exhibition is Self-respect—I mean self-respect in its highest sense,—as a people. It has been too much the habit, on the part of some amongst us, to disparage Canada, as Canada, and depreciate ourselves as Canadians. Not that I would for one moment say that, under any circumstances, should we indulge in any undue or idle boasting, or fancy that we were superior to other communities; but that is a very different thing from ourselves regarding and treating our Country and its institutions with honour and respect. There is a tendency, in a land of mixed nationalities like ours, for the lofty Englishman to look with a patronizing air upon Canada; for Scotchmen to carry from the heathery hills and secluded glens of "Auld Scotia," the feeling of national clanship, so far as to isolate himself somewhat in feeling from the land of his adoption, and for Irishmen to bring with them across the sea the strong difference of creed, and social separation which prevail in the green old isle. In the face of these and other adverse influences the native born Canadian has hitherto found it difficult to assert his national manhood, and is too often disposed to depreciate his own Country. It is true that this feeling will gradually disappear when our population becomes more numerous and more homogeneous; but, in the meantime, it has had a depressing effect upon the growth and developing of the right kind of patriotic feeling in regard to the Dominion at a critical stage of its history.

It should therefore be a matter of sincere congratulation, that, in no spirit of boasting, we can refer with unaffected pride to the confessedly high position which this Province, and this Dominion, took, even as competitors, at the recent International Exhibition at Philadelphia. Thus, General Hawley, the President of the United States Centennial Commission, at a public reception of the Ontario School Inspectors and Teachers, said:—

"Canada has done more for the success of the Centennial Exhibition than any eight of the States of the American Union, with the exception of Pennsylvania and New Jersey."

That she did so is attested by the gratifying fact that she secured 564 awards from the American Commission, and 487 from the Canadian Commission—the latter on the award of British Jurors—or 1,051 in all. These facts should make us feel proud of our Country, and tend to develop, all the more steadily and certainly among us, as a people, that feeling of self-respect towards our own Country and its Institutions, which after all lies at the foundation of all genuine patriotism towards Canada, and true loyalty to the Queen.

Pledged to Progress.—The next practical lesson which we should learn, arises naturally out of the two preceding ones. It is conceded by all parties that Canada occupied a very creditable position at the recent Centennial Exhibition—that she developed Industrial, Physical and Mental resources which were a surprise to many, and, I believe, a gratification to all. She has, therefore, voluntarily assumed a position

from which she should never recede. In none of her industrial, any more than her intellectual and mental activities, can she stand still. Canada, therefore, by her recent successes at the Centennial, is pledged to higher achievements, and more substantial progress. She must, therefore, prepare for it. We as a near neighbour, are for 1,000 miles lying alongside of an active, enterprising people, who are sure to keenly scan their relative position at the Exhibition and their defects, and to promptly supply a remedy, where a defect is proved to exist. We must, therefore, be up and doing. We must look closely to our future and to the means by which we may hope to maintain our comparatively high position. In connection with this subject, a fifth lesson suggests itself, and to my mind it is the most serious and important one of all.

Industrial Art and Invention.—Every thoughtful Canadian who visited Machinery Hall, that rich and wonderful collection of the examples and evidences of man's inventive skill, which, under the magic influence of the great Corliss Engine, seemed instinct with life, one would naturally ask himself two questions:—1st. "Among what Nations, and by what processes were these wonderful results brought about,—the evidence of which surround me on every hand and in every variety of form?" 2nd. "What is Canada—what is Ontario—doing to produce similar results?"

In answering the first question, two remarkable and striking facts present themselves.—1st. That the whole of the amazing variety of wonderful and ingenious machines and appliances with which the Hall is filled, (most of them designed to enlighten the burthen of toil, to ameliorate the condition of social life, or to promote the comfort and happiness of mankind in endless ways), was the product of Christian Civilization; and 2nd, That neither China, nor Japan, Egypt, or Turkey,—non-Christian Countries,—contributed anything of value in that direction.

In answering the second question, we admit that Canada in that Hall was represented by many ingenious evidences of industrial skill, but most of them were rather striking adaptations of what already existed, than bold and original inventions; that they were rather ingenious imitations, rather than as a whole, careful elaborations of scientific principles, indications of enlightened forethought and skill. To the casual observer of these facts, the subject may be dismissed by the reflection.—"Oh yes, what you say may be true, but we are a young Country and cannot be expected to compete with older and more advanced Countries." "Canada has done wonderfully well, as all will admit." To this I say no. In these matters a Country with our advantages is never old, or young. In this Department Canada,—and I am among the last to admit it,—is woefully deficient, and is doing very little to ensure progress or practical excellence in the future. I speak advisedly when I say so. I speak from the result of my own careful observation and experience gathered up at the Exhibition. I take you with me so to speak, to the educational work-shops of each Nation, to the Educational Exhibits of the 20 or 30 States and Countries represented there, and examine into the process, as well as subjects of instruction in the Schools of these Countries—the evidences of which are so abundant before us. We see that while the ordinary branches of study are never lost sight of, the subject of Elementary Industrial Training is carefully provided for,—that in various European Countries, as shown by the extracts which I have given from Mr. J. Scott Russell's Book, it occupies a prominent place in all of their Systems of Public Instruction.

The Honourable B. G. Northrop, of Connecticut, speaking on this subject says:—The Paris exposition of 1867 . . . proved a good school for England, and for all Europe. The evidence then presented of the relative decadence of English Manufactures was a surprise to the Nation. . . . Practical observers and even Parliament were compelled to admit the fact. . . . The elaborate Parliamentary Report "on the Causes and the Remedy" . . . led to the expansion of the South Kensington Museum, and the organization of numerous Schools of Art and Industrial Drawing throughout England, as well as the new measures for Popular Education. Nor was the lesson lost upon the United States herself.

Thus the American *National Quarterly Review* for March, 1877, speaking of these industrial Art movements in Europe, says:—

"These movements have been observed by a few thoughtful, practical men in this Country, who in Massachusetts petitioned the Legislature to take action in the matter for that State, and in May, 1870, a law was passed including Drawing among the branches which are required to be taught in the Public Schools, and requiring every City, or Town with over 10,000 inhabitants to provide annually for free instruction in Industrial Drawing. A few years later, or in 1875, a similar law relative to Drawing in Public Schools, was passed in the State of New York."—page 355.

Thus we see that the teaching of the elements of Drawing in these two important States was made obligatory; while in the Educational Exhibits of nearly every one of the States represented, not only was there evidence that Drawing is generally and systematically taught in most of the Schools, but in many of the Cities, the elements of Industrial Art also. Besides, scattered all over the Union, Technical and other Science Schools abound. Doctor Harris, City Superintendent of Schools in St. Louis, to whom I have hitherto referred, speaking on this subject, says:—

"It is worthy of remark that this general introduction of Drawing into the Public Schools is directly traceable to the influence of the previous World's Fairs. The inferiority of English ornament, as discovered in the London Fair, in 1851, led to the foundation of the South Kensington Museum, and ultimately to hundreds of Art-schools to train the taste and skill of its artisans."

While, therefore, our immediate neighbors have profited by the example of other Nations, as illustrated at the World's Fair, we have been, to all intents and purposes idle. Even in our best Schools the teaching of Drawing is the rare exception, not to speak of higher Industrial Art Training. For instance, in our 106 High Schools and Collegiate Institutes the elements of Drawing is only taught in eleven.

Elements of Drawing and Natural History,—Let us at this point stop to inquire what is the national importance which has been attached to the introduction, even compulsorily, in some Countries, such as Germany, the United States, etcetera, of elementary mechanical and industrial drawing in the Primary Schools. Little less important is the introduction of the elements of Natural History and Science in the Schools.

We shall not now stop to inquire into the justice to the Schools generally, or injustice to the individual Pupil, of a system of instruction which would exclude all but the three R's from the primary Course of Study. But it is manifestly unjust to very many Boys who have yet an undeveloped taste for scientific and mechanical pursuits, and a great loss to the interests of the Country to do so. Take the subject of Elementary Science, for instance. Boys are naturally curious and observant; and it is a great misfortune to them early in life not to turn such instincts to practical account and utilize them for the benefit of themselves and others. Thousands of young men would in after life, under God's blessing, be saved from many a snare and temptation were their undeveloped tastes and instincts directed into such simple scientific channels as these while at School. Many an "idle hand" would be saved from the "mischief" to which they are so prone, and many a valuable contribution to scientific research might thus owe its first idea to the stimulated curiosity of a School Boy in many of our rural Sections. That this is the feeling in other Countries may be gathered from the fact that in England, France, and Germany, the ingenuity of Manufacturers has of late been largely directed to the preparation and construction of the numerous Scientific Toys for School purposes which are now so largely used in these Countries. Few persons have any idea of the scientific ability that is devoted to their production. It is also little known the extent to which scientific principles which should be explained at School enter into the construction of even ordinary Toys. The Kite, the Spinning-top, the common Leather-sucker, and others, form the most lucid examples of many of the fundamental principles of Science that have been used for purposes of instruction by the best Teachers, both in their Lectures and their writings. No man ever succeeded more perfectly in making Science popular and simple, both with old and young, than

Sir Michael Faraday, and those who have read his published Lectures will remember that no man ever used scientific Toys more freely as illustrations. Of late years the tendency has been to embody the highest mechanical and scientific knowledge in their construction. Chemistry has been laid under contributions for Serpents' Eggs and other strange devices, while Mechanics have given us various Automata and other amusing objects. The influence of this tendency upon the minds of the youth of the present day can hardly fail to be most beneficial.

Again, in regard to the elements of Natural History, it has long been thought by the most experienced Educators, wise and judicious to cultivate a spirit of local inquiry and observation in Boys and young people in our Schools. In the opinion of many scientific men, (as expressed by Agassiz), it is there the true educational idea of Museums is suggested, and there it should be stimulated and fostered in our Schools in every possible way. There is no reason why in certain localities in Ontario, where Fossils and Minerals are abundant, the Pupils should not be encouraged to make small collections of them for their Schools. Whether the Pupil can sufficiently appreciate the distinction between the specimens he may collect, so as to classify them, is not so material at first. He would naturally separate the different kinds he would collect; and under the direction of the Teacher he could arrange them all nicely on the shelves of the little School Museum. In every locality objects of Natural History, such as Beetles, Insects, Leaves, Flowers, etcetera, might be collected in their seasons on Saturdays, and arranged for the amusement and instruction of both Pupils and Teachers. It is surprising too, how rapidly these small School Collections grow, where the interest of the Pupils in such matters is stimulated and encouraged by an intelligent Teacher, aided by the Trustees. The promise by the latter of such a prize as a Pocket Microscope, a Magnet, a Prism, a Compass, or other Object, would have a wonderful effect upon the industry of a many now undeveloped "Insect hunter," and Leaf, or Wild Flower gatherer, and would lay the foundation possibly, of future fame as a Naturalist, as it certainly would of many a non-existent School Museum, which might be made to develop into the lasting source of great pleasure and profit to the neighbourhood.

Professor Owen, Director of the Natural History Department, British Museum, speaks of "The early love of Nature, especially as manifested by the habits and instincts of Animals, as common to a healthy Boy's nature."

In our Public and High Schools, many of such Boys are found whom it would be wise to gratify their laudable curiosity, and stimulate their zeal for knowledge, as well as their desire for inquiry into the "reason and nature of things."

The Honourable Mr. Northrop of Connecticut, in his *Education Abroad*, speaking of this subject, as it applies to City youths, says:—

"The Pupils who luxuriate in the wealthiest homes of the City, would profit by one year in the Country, with its peculiar work and play, its freer sports and wider range of rambles by the springs and brooks, the rivers and waterfalls, the ponds and lakes, over the hills and plains, through the groves and forests; in observing nature, searching for Wild Flowers and curious Stones, learning to recognize the different Trees by any one of their distinctive marks, etcetera, the Leaf, Flower, Fruit, Form, Bark and Grain, watching the Ant-hills, collecting Butterflies and various Insects, noticing the Birds so as to distinguish them by their Beaks or Claws, their size, form, plumage, flight, or song. Studying nature in any one of these varied forms, each so fitted to charm children, would refresh their minds as well as recreate their bodies, and stimulate that curiosity which is the parent of attention and memory."—(page 136).

National Importance of these Subjects.—The following is the opinion of a Committee of the British House of Commons on the national importance of these subjects:—

"The industrial system of the present age is based on the substitution of Mechanical for Animal power; its development is due, in this Country, to its stores of Coal and Metallic Ores, to our geographical position and temperate climate, and to the unrivalled energy of our population. The acquisition of scientific knowledge has been shown by the witnesses to be only one of the elements of an Industrial Education and of industrial progress. Nearly every witness speaks of the extraordinary rapid progress of Continental Nations in Manufactures, and attributes that rapidity, not to the

model Workshops which are met with in some foreign Countries, and are but an indifferent substitute for our own Factories, and for those which are rising up in every part of the Continent, but, besides other causes, to the scientific training of the Proprietors and Managers in France, Switzerland, Belgium and Germany, and to the elementary instruction which is universal among the working population of Switzerland and Germany."

As to the practical effects of Industrial Training on the inventive genius of a Country, the Honourable Mr. Northrop gives an abundant and most interesting proof. He says:—

"On this subject facts furnish the most convincing arguments. The educational history of Connecticut gives a demonstration of the influence of education in developing inventive talent. . . . "In visiting the Towns of this State, one is struck with the number and kinds of Manufacturing Establishments, and the endless diversity of their fabrics, varying from Pins and Needles, to Car-wheels and Cannons.

"The influence of Public Schools in promoting individual thrift and general prosperity, is well shown by the following statements of General John Eaton, Present United States Commissioner of Education:

"Education, it is well known, favours inventions and improvements in Machinery. Intelligent Mechanics are continually devising improved methods of accomplishing given results. In a very large Lock establishment in Connecticut, where the work is done mostly by the piece, or job, so constant have been improvements in the processes or Machines, that the Workmen have for some years reduced their 'proposals' in the annual contracts, without decreasing and sometimes increasing their wages. Recent improvements in the rapidity of the processes are surprising. In a Cotton Mill, one Carder can now do the work which would require five thousand persons by hand. Six hundred of the old hand Wheels cannot spin as much yarn in a day as one girl can produce by machinery. In Hindostan a man can spin one hank a day; a modern Spinner with his mule can produce 3,000 hanks in the same time. In 1807, Boston and Salem Merchants imported cotton cloth from India; now millions of yards are exported to India and remote parts of Asia."

Let us look at this whole question as it effects ourselves.

"We are a young Country, placed in close proximity to a large and wonderfully progressive and ingenious people. In the good providence of God, we are permitted to construct, on the broad and deep foundations of British liberty, the corner stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Our aim should, therefore, be to make that system commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the Farmer, the Artisan, and the Man of Business. And yet no one who has carefully watched the development of the material resources and manufacturing industries of this Province, but must have been painfully struck with the fact that, while we have liberally provided for the other wants of our people, we have almost entirely neglected making suitable provision in the Schools for training, and then turning to practical account that superior scientific and industrial skill among ourselves which in other Countries contributes so largely and effectively to develop their physical and industrial resources. The remarkable and almost unconscious development among ourselves of the Manufacturing interests of the Country, although depressed or a time, has reached a magnitude and important that it would be suicidal to those interests, (in these days of keen competition with our United States neighbors), and injurious to their proper development, not to provide, without delay, for the production among ourselves of a class of skilled Machinists, Manufacturers, Engineers, Chemists, and others. No one can visit any of the Industrial centres which have sprung up in different parts of the Country, and in our larger Towns, without being struck with their value and importance, and the number and variety of the skilled Labourers employed. Inquiry into the source of supply of this industrial class reveals the fact that, from the youngest Employee up to the Foreman of the works, they are almost entirely indebted to England, Ireland, Scotland, the United States, and other Countries, for that supply." Again,

"Rising up above this mere local view of the question, other broader and more comprehensive ones force themselves upon our attention. Are we not conscious of the extraordinary scientific and industrial progress of the present day? Do we not hope for and predict under God's Providence, a great future for this Country? Have we not in the assertion of our incipient nationality, entered the lists of industrial competition with the United States, and even with England and other Countries, as witness the late Provincial Exhibit at the Centennial Exhibition? And do we not, therefore, require to

make some effective provision for training that class of young men who must in the future take the leading part in that competition. The wonderful progress of the mechanical arts as within the memory of most of us. The marvellous revolution caused by the practical application of steam and telegraphy, (those golden links of Science) to Locomotion, Commerce, Industry and Intercommunication, has so stimulated the inventive genius of man, that we now cease to be astonished at any new discovery; and only await each successive development of Science, still more wonderful than the last, to calmly discuss its merits and advantages. In this active race of competition our Dominion cannot stand still. With all our inventions, we have not yet been able to discover the royal road to learning; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive science and skill. We must, therefore, provide liberally for the patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress.*

Finally, there is one lesson which I trust all who visited the Centennial Exhibition have learned, and that is a stronger and deeper devotion to the beloved Sovereign of that great Empire to which it is our pride and happiness to belong. By this I do not mean to say that our respect and admiration for other Countries, and especially the one in which we were so courteously received, and so cordially welcomed, should be diminished. Indeed, as a matter of fact, I think that feeling of respect has only been deepened by contact with so generous and high-spirited a people, while our views and opinion of other Countries have been expanded and enlightened by a knowledge of their capabilities and resources, and by contact with them in that great cosmopolitan gathering of Nations. But this I do say, that, as the result of a closer and more earnest study of the institutions, the social and political condition of these Countries, we turn to our own with a more professed conviction that there is no single excellence in their forms of Government, or no social, educational, or political privilege which they possess, which we do not even more fully and securely enjoy than they do;—that our British Colonial form of Government—“with all its faults”—(is yet untrammelled by many of the traditional barriers, social forms and hereditary distinctions which exist in Europe,) and that it gives us “ample scope and verge enough” for the fullest enjoyment of personal and political freedom under the restraints of law, and ensures to us all that we can desire with these,—security of life and property. Animated by such feelings, and convinced that they spring from an abiding sense of the security of our institutions, and the genuineness of the guarantees for our political freedom, we can rest satisfied with an insurance that we possess all the elements of national life and prosperity which should make us a happy and contented people.

I have thus sought to do full justice, as far as possible, to the Educational Features of the great International Exhibition at Philadelphia. I have also sought to draw such practical lessons from that Exhibition as appeared to me useful and appropriate.

I have not attempted to deduce any lessons in regard to national, or State School Systems, or progress, from these Educational Exhibits, or from the educational facts which I have given in this Report; nor have I instituted any comparison between the Systems of various Countries, owing to the fact that no general rule on the subject, which might apply to one Country could be made to apply to another, by reason of various political and social causes operating favourably, or otherwise.

In regard to educational progress, that too is controlled by so many causes of a like nature, that we could deduce but few general lessons of any practical value from it. The only questions which it appeared to me we could study at the Exhibition with profit were: (1), the processes of education as there illustrated; (2), the extent to which instruction in the various branches of study was given in the different kinds of Schools, and (3), their combined development in the intellectual and industrial life of the People, or Nation, as illustrated by its industrial products, Sciences, Art and general culture.

Of course, much that was seen at Philadelphia was superficial, if not practically unreal, so far as it related to illustrations of daily School life, progress and process.

*Report of an Inquiry in regard to Schools of Technical Science in the United States, and the United Kingdom. By J. George Hodgins, LL.D., and Alex. T. McHattie, M.D., Toronto, 1871, page 18.

But, nevertheless, there was apparent, on examination of the material of the Exhibits themselves, a sufficient substratum of facts to enable the attentive observer to form a satisfactory estimate of what the Exhibit was designed to show, and what it did in fact illustrate.

What is known as "higher," (or University) Education, received little, or no, prominence except incidentally, at the Exhibition. I have not, therefore, made any but slight reference in this Report to that subject.

In addition to the educational "lessons," from United States and Canadian stand-points, which I have given in this Report, there are two, or three, facts connected with this subject which are worthy of notice, and which convey their lessons.

1st. The marked and highly significant progress which the educational "idea" has made within the last ten, or fifteen, years in various European Countries, and the "new departures," no less remarkable of their kind, which have taken place in Japan, and to some extent in China and Egypt, especially in the educational policy of the Governments of these Countries on this subject.

2nd. The thorough awaking which has taken place among the Industrial Nations of Europe in regard to instruction in Industrial and elementary Science. The earlier International Exhibitions had ruthlessly, exposed the absence of originality of design and skill in its application to Industrial Art in the Exhibits made, especially in those from England. Some of the Continental Nations of Europe profited by the knowledge thus gained; while others, England included, failed to do so; until at length the comparative inferiority of the Industrial Art Exhibits at successive International Expositions demonstrated the necessity of a thorough reform in Art Education. This has at length taken place, and now the Countries concerned are making every effort to recover lost ground and to give to Industrial Art-training its proper place in their Systems of Public Instruction.

3rd. The recognition, as in England, and more, or less, in France, Austria, Russia, and Japan, of the necessity of placing the education of the people on a national basis,—substantial and real,—as in Prussia and the other States of Germany, the United States, and these Provinces—so as, (1), to provide Schools for all classes of the community; (2), to recognize the principal of local taxation for Schools; and (3), to compel Parents to perform their duty, and to afford their children, as of right, a minimum of education at least.

4th. The only other points which I shall notice are (1), the ample provision which has been made of late years for the more abundant supply, by Government authority, of School "material," in the shape of Maps, Charts, Books, Apparatus, etcetera; (2), the necessity imposed upon local School Managers and Trustees to improve the condition of School-houses, and to provide for the application of principles in their construction,—in regard to Heat, Light and Ventilation; and (3), and lastly for the greatly increased facilities which have been provided for the thorough training of Teachers in the duties and details of their profession.

If, in addition to those Lessons, and those which I have ventured to draw from the teachings of the Exhibition, we shall also profit by, the example and proceedings of other Countries, to which I have just referred, we shall not fail of that great educational future which, I trust, is before us, or suffer ourselves to fall behind in the educational race on which we so auspiciously entered at the Centennial Exhibition of 1876.

J. GEORGE HODGINS,

Deputy Minister of Education for Ontario.

Toronto, 10th May, 1877.

CHAPTER XXIV.

PROCEEDINGS OF TEACHERS' ASSOCIATION, 1877.

TEACHERS' ASSOCIATION OF THE UNITED COUNTIES OF LENNOX AND ADDINGTON.

At a special meeting of the Lennox and Addington Teachers' Association held at Napanee in May 1877, in order to meet the Deputy Minister of Education, J. George Hodgins, LL.D., hear his Address and Lecture, and transact other necessary business in connection with an Institute which it was proposed to hold at the same time as an integral part of the Association's work. In order to make the most of the possibilities of the occasion a Departmental Order constituted Friday a legal School Holiday, and the result was seen in the large attendance.

Chemical Experiments, designed to illustrate the detection of one substance in a compound, by the action of another substance, were shown and explained by Mr. Tilley.

Mr. Bowerman then said that before the business of the evening, he would say a few words by way of introduction to a subsequent Exhibition of Calisthenic Exercises by a Class which would be introduced. The idea has been obtained in Oswego while visiting the Schools there about a year ago. They had not yet acquired any marked proficiency but found the exercises helpful in many ways. The movements were made simultaneously by all the members of the Class and consisted of three variations. He recommended Teachers to procure and study "Wytson's Manual of Calisthenics."

The Deputy Minister having arrived, the Public School Inspector, took the Chair and besides the Deputy Minister of Education, there were on the platform Doctor Agnew, P.S.I., of Frontenac, Reverend Mr. Blackstock, Doctor Bristol, and Messieurs Dorland (Head-master, Newburgh High School), Matheson, (Napanee High School,) Tilley, Morden, Bowerman and others.

Mr. Burrows said that he was happy to say that the Association was to-day honoured with the presence of Doctor Hodgins, who had spent the greater part of his life in educational work, in fact he might say he had grown grey in the service. On behalf of the Lennox and Addington Teachers' Association he (Mr. Burrows) extended to Doctor Hodgins a hearty welcome, and thanks for the great promptitude with which he had responded their invitation. It was pleasing and encouraging to find Officials of the Department so ready to respond. He might add that the Association had been in existence for five years, and had been found a potent agency in lifting the Members from mere bookish routine, and generally heightening the *esprit de corps* of the profession. He had great pleasure in introducing the Deputy Minister of Education, Doctor Hodgins, to the Teachers and Educationists of the County.

Doctor Hodgins said he did not expect so cordial and flattering a reception. His friend, Mr. Burrows, had rightly interpreted the feeling which actuated the Heads of the Department, who were sometimes thought of as away in the distance, knowing very little of the difficulties which Teachers were called upon to meet and overcome. He could assure them that such was not the fact. He could not conceive that one could be so long brought into contact with Trustees and Teachers as he had, and not had conveyed to him the whole knowledge of what and where the great difficulty was. The first enquiry was, what Regulations are required, and secondly, were they ever in force in any Country, and what was their effect? Yet they were always glad to meet the parties themselves, and he was sure they would all feel gratified to know that the Minister of Education, since his acceptance of office, had become a convert to the theory of Doctor Ryerson, that it was expedient to come as much as possible, into contact with Educationists. The last work upon which he had been engaged was the preparation of Regulations to govern the local Teachers' Associations. He would say a few

words about the new Laws affecting the School System. They had attracted little notice, but were of great importance. He would like to have the Teachers present ask him any questions when he got through and he could assure them that he would have pleasure in answering. The Legislation of the past Session he would divide into four parts. First, that affecting conditions of Teachers; second, the increased duties of Trustees; third, the increased facilities for the formation of School Sections, especially union Sections; and fourth, that relating to High Schools. The whole was but dimly outlined, but it afforded the means of making the Ontario School System the best graded in the world. The first part of the legislative changes provided facilities for furnishing thoroughly trained Teachers. In future it would be necessary for Teachers, even of the lowest grade, to have a professional training. A distinction would be drawn between literary and professional training. Regulations had been drawn up, and now awaited the Lieutenant-Governor's sanction, for the formation of County Model Schools and County Institutes, the Normal Schools would be made more effective, and these would afford Teachers the opportunity of acquiring the necessary professional training. Third Class Teachers would be required to attend the County Model Schools, or County Institutes, and in order to give them the necessary facilities for doing so they would be empowered to appoint some one to take their places while away. None would be eligible for Second Class Certificates who had not attended one, or other, of the mediums for the acquisition of professional knowledge of their calling. In regard to the literary training required, arrangements have been made by which that could be obtained at the High Schools, and any Candidate passing the Intermediate Examinations would be considered as having received the literary training and would be entitled to a Certificate, but could not teach until the professional part of the requirements had been attained. Hitherto that had not been taken into account at all. It was acknowledged that under the new arrangements the difference between Third Class and Second B. Certificates was too great, and a second grade, Second C, would be authorized, taking a position between the Third and Second B, and, while inferior to the latter, would be vastly superior to the former. With regard to First and Second Class Certificates, a Normal School training would be necessary. They hoped to keep Teachers as long as possible in the profession; at present there would be a continual and draining exodus, and in order to enable them to succeed, permission had been obtained for assisting them. County Institutes would be formed—one in the eastern part of the County and one in the western part, so regulated as to secure uniformity. A great many letters had been received at the Department for information relative to quarterly payments to Teachers, and he desired to say that the Law was not imperative, but permissive. It was held that imperative law would interfere with the present mode and time of receiving taxes, but, as it was much desired by Teachers and others, permission had been given to County Councillors to make arrangements for supplying funds on the note of the School Corporation. Hitherto, if a note were given, the Trustees were personally responsible, but the change in the Law removed the liability from them and placed it on the Section. In regard to Trustees, it had been represented that a good deal of difficulty was experienced in notifying all the Trustees, and the Law was made so as to make the action of two Trustees binding, without any inquiry as to how it was done, or how the Meeting was called. He presumed the Vacations were well understood; personally he regretted that the Easter Holidays had been taken away, but the demand was too strong to be resisted, and they were added to the Summer Vacation. He did not think that, practically, the change was advisable. The term from January to July was a long one, and if Teachers could have a few days at Easter, it would be a great boon to them, and he thought the kindness of Trustees would have to come in to give Teachers Holidays at that time. However, there was nothing to be done but submit. The formation of School Sections would not interest the Meeting, and he would, therefore make no allusion to it. High Schools had been placed, in relation to the Government Grant, upon the same footing as Public Schools. To the latter, dollar for dollar

had been paid, but that principle, in relation to High Schools, was resisted on the ground that it did not apply. It was acknowledged that the property of the County should support the Public Schools, and the same equitable basis was denied to High Schools. Fortunately an instance occurred which made it a test question, and it was now settled for our life-time that no distinction in the principle of the grants should be made between Public and High Schools. These were the leading portions of the Act on which the subordinate Regulations would be based. He spoke advisedly when he said that our Educational System was now among the best in the world. There was now harmony here as to the right of property being pledged to support the High and Public Schools and, by the munificence of the Sovereign also to the Universities. They would now be made to work into each other, the Universities not doing the work of High Schools, nor High Schools that of Public Schools, and it would be found in five or ten years a great revolution will have been produced; and it devolves upon us to see that every dollar is turned to good account. When he was first connected with the Department in 1844 the expenditure was less than half a million, now it exceeds three millions, and increased anxiety was felt that all the features, or divisions of our School System should harmonize so that nothing should be wasted. That was the object of the recent legislation and would be of the Regulations. One thing to which Doctor Ryerson adhered was that the feeling of the County should be consulted and that was being carried out. Reliance would be placed on the people for Education, and if wisely directed from Head quarters he was assured the result would be successful.

Mr. Burrows referred to the loss which had been incurred by reason of the want of professional training of Teachers. He was glad that increased aid would be given to High Schools. He had always contended that the whole Country was interested, as they had to look to the High Schools for Teachers, and if they languished, how could the Teachers be expected to succeed? He was glad that the Legislature had made the principle on which the grants were made equal. He had thought that the formation of High School Districts would have been made imperative, because, for instance, it was unfair that Newburgh and Napanee should sustain High Schools when the rest of the County was as much interested as they were. In this County they had already held Teacher's Institutes, and much benefit had been derived from them. The Teachers had gone into them heartily and willingly, and Mr. Tilley, had he been a salaried Officer, could not have done more.

The Reverend Mr. Blackstock referred briefly to the importance of the Teacher's work, and the advances made in Educational matters since his School days.

Doctor Bristol also made a few interesting remarks.

Mr. Morden, Chairman of the Napanee Board of Education, spoke at some length in honour of the profession, hoping that Teachers would always consider it second to none, and in the prosecution of their duties seek to instill and cultivate truth and all those virtues which are most highly prized.

Mr. Bowerman then took possession of the platform for a Calisthenic class, which as a class went through a series of Calisthenic Exercises, eliciting the heartiest encomiums. A class of larger Scholars took their places with the same exhibition of regularity and system, under the superintendency of the Misses James and Fraser, showed the perfection to which these agreeable and healthy exercises may be brought in a few months. And it is safe to say that nothing occurred during the two days of the Institute which gave more pleasure, or made a greater or more favourable impression.

Doctor Agnew and the Reverend J. J. Bogart followed with short and appropriate Speeches.

Mr. Bowerman, by the aid of the Blackboard, gave a practical and lucid exposition of his system of Map Drawing, the plan being composed entirely of parallelograms, squares, and right-angled triangles.

Doctor Hodgins, in answer to several questions, explained that although the papers of Second-Class Applicants would be examined in Toronto, no change would be made in

the mode or place of examination. The change had been made as the result of a conviction that the Second-Class Certificates having a provincial status should also have a common standing. He had been much pleased with the Calisthemic Exercises, and would say that such exercises were included in the Normal Schools Programme. Apart from their physical importance, they afforded an agreeable means of varying the tediousness of routine.

Mr. Matheson moved that a hearty vote of thanks be presented to the Deputy Minister of Education for coming to meet the Association, and his lucid and interesting explanations; and that he be enrolled as an honorary Member of the Lennox and Addington Teachers' Association. Mr. Dorland seconded the motion, and it was carried amid applause.

Doctor Hodgins said that he accepted the enrollment as a great honour, and evidence of a oneness of interest between himself and the Teachers. None but those who were there could appreciate the high position of Teachers, or rightly estimate their capabilities. On them the County largely relied to stem the tide of evil. Much would be prevented if Teachers implanted in the plastic minds of children the highest sentiments of our common Christianity. It is hard to tell what would not be accomplished if that were done, and the example of the great Doctor Arnold more closely followed. He also referred to the high position taken by Ontario at the Centennial Exhibition, and stated his conviction that if all were imbued with a sense of the great responsibility resting upon them, they would succeed in getting the best system of education in the world.

The very interesting proceedings were brought to a close by the singing of the National Anthem, by the school children and the audience.

At another meeting of the Teachers' Association, Doctor Hodgins, Deputy Minister of Education, delivered a lecture on the Centennial Exhibition. In his Address he struck a sympathetic chord, and his next visit will be hoped for with something akin to the pleasure created by this one, but greatly intensified. In the choice of his subject he was peculiarly happy. It was a subject which recalled a reality to many, and was fresh and interesting to all. The audience was large and influential, and from beginning to end of the Lecture observed the most careful attention. The Mayor occupied the Chair, and in addition to the Lecturer there were on the platform, Doctor Agnew of Frontenac, the Reverend Wm. Scott, President of the Montreal Conference of the Methodist Church, Brockville, Reverend W. S. Blackstock, Reverend R. Pope, Doctor Bristol, Doctor Ruttan, F. Burrows, P.S.I., R. Matheson, A.B., W. N. Doller, Warden of the County, J. Herring, Reeve, A. L. Morden, ex-Mayor, and J. B. McGuin, Clerk of the County Court. The Lecture was brimful of information. After expressing gratification at being present, he announced his Lecture as "Lessons for Canadians from the Centennial Exhibition," and proceeded to trace the history and development of international Exhibitions from the original one at Venice to the one forming the subject of his Lecture. He showed particularly the rise of Social Science and Education from a subordinate to a principal department and portrayed the beneficial effect produced in the advancement of civilization and morality. He dwelt at length upon the flattering position taken by Canada, and especially Ontario, among the Educationists and Educational Systems of the world, and thought that the lessons to be learned were self-reliance, self-respect in its highest sense, and the necessity of redeeming our pledge to realize yet higher achievements. A cordial vote of thanks was tendered to the Lecturer and acknowledged in appropriate terms. The success of the lecture was undoubted.—*Napanee Standard*.

NOTE.—This address on the Lessons to be learned from the Centennial was delivered at the several Teachers' Associations held in Ontario in 1877. It was thought desirable, however, that in order to stimulate the Teachers-in-training at the Normal Schools that it should be delivered in them also. It was accordingly delivered at

Toronto and at Ottawa. At the Capital the *Free Press* reported the proceedings as follows:—

THE CENTENNIAL EXHIBITION.

ITS LESSONS FOR CANADIANS.

A most interesting and instructive Lecture on this subject was delivered on evening this week in the Principal's Class-room of the Normal School, by Doctor Hodgins, Deputy Minister of Education for Ontario. Altogether the audience was highly respectable both in point of numbers and intelligence—including as it did several of the city Clergy, a fair proportion of the Collegiate, and Public School, Teachers, and all the Normal Students, as well as several other citizens. Those whose good fortune it was to see the Exhibition for themselves would have been gratified by this happy recalling of their experience; while no one could fail to receive useful impressions from listening to the recital of facts and the inferences deduced from them by one who has evidently made the best use possible of the rare opportunities for observation afforded by his official connection with the Canadian Exhibit.

The Lecture commenced by sketching the rise and progress of these wonderful Exhibitions from the first one in Venice in 1208, to the latest one at Philadelphia in 1876. After dwelling on that of Paris, he proceeded to emphasize that at London in 1851; which conception of the late Prince Albert was really the pioneer of what were truly International Exhibitions. The glories of this Exhibition in its "glass house" were enlarged upon; and due credit accorded to the *Gardener*, Joseph Paxton—worthy descendant of the first man who had the care of a Garden; whose design for the big glass house was adjudged the best of the 240 sent in by as many competing Architects. This Exhibition, a success in every respect, paid \$1,000,000 over expenses, which sum was expended in founding the South Kensington Art Museum—the finest of its kind in the world. The next Exhibitions were held respectively at Cork in 1852, Amsterdam in 1853, Munich in 1854, Paris in 1855. The great Exhibition of 1862 at London was remarkable, as proving that although England was still first on the whole, she was being surpassed in some respects by every exhibiting Nation. But, up to this stage, no distinct recognition had been given to the claims of Education; this was to be the distinguishing feature of the famous Paris Exhibition of 1867.

Here the Lecturer introduced a brief statement of what the ancestors of our own U. E. Loyalists had done for education in America as far back as 1636; alluding to the noble endowment of Harvard College, supplemented by Land Grants by the Colonists; and to the enactment by these ancient worthies that, *inter alia*, every head of a family should contribute 12d. sterling to the support of the School, that every 50 families should be entitled to a School, and every 100 to a High School.

The Exhibition of 1867 will always remain a monument of the genius of Napoleon III., whose name for this deserves to be written in "letters of light," and who is entitled to the benedictions of mankind for giving to the Educational Features of that grand Exposition their due prominence. Mr. Scott Russell states but too truly that it was a surprise for England to discover that during the eighteen years she had been left behind in the Arts depending on intellectual advancement. The Buildings covered an area of 40 Acres, the Visitors numbered 8,000,000 and the receipts amounted to \$2,250,000. The exhibition at Vienna in 1872 was a notable success, especially with regard to Education, to exhibitors in which class 1,000 awards were made. The Building covered 50 acres and it was visited by 7,000,000 people, who paid over a million of dollars entrance fees. At Philadelphia, 236 Acres of Fairmount Park were enclosed by three miles of fence; 74 Acres were covered in; the large structures numbered 5, the smaller ones 150; the cost was \$8,000,000; receipts, \$3,800,000; visitors, 9,789,392 in 160 days; largest attendance in one day, 268,000. To see the whole involved a walk of 20 miles. The *coup d'œil* was by far the grandest ever presented to man. The endless variety and combination made it impossible for one to see all that was to be seen. The elegant

main Building was of itself a wonder. Within, the contrasts were most striking; take, for instance, China and Japan, although side by side, and boasting each of great antiquity, the former exhibited few marks of progress, while the latter evinced an anxiety to receive impressions from a more recent civilization. Again, one obtained new ideas of Russia; for, as Sebastopol had taught her that uneducated serfs were no match for the intelligent soldiers of Western Europe, we learn that she established 10,000 Schools, soon after the accession of the present Emperor.

Leaving this branch of his subject, the lecturer dilated on the wonders of the machinery Hall, covering 14 Acres, with its greatest curiosity, the inimitable Corliss Engine, of 2,500 horse power, weighing 700 tons, costing \$200,000, and \$5,000 for transport. The Government Building was an immense repository for the nation's skilled appliances, and an epitome of her progress. The Art Building covered two acres, is built of marble, at a cost of \$1,500,000, which was defrayed by the State of Pennsylvania; giving 140,000 feet of surface on the wall for Paintings, and 20,000 floor surface for Statuary. Of this wonderful place of exhibition it was justly said, "England takes the lead," "she does not come to sell, but, from the Queen to the gentleman, she takes down her choicest treasures, incurs the risk of sending them thousands of miles, and loans them to the American people." The beauties of the Agricultural, Horticultural and Judges' Buildings were described in striking language, and a fitting tribute was paid to the St. George's Hall, as superior to any of the seventeen State Buildings. Although the Canadian Log-house was a specialty deserving and receiving attention.

But it may be asked, what good purpose is served by all this? The best answer is to be given in the words of the Austrian Commissioner: "Exhibitions are the very best Educators." More firm impressions are made through the eye than through the ear; hence travelling is an Educator, but the Exhibition epitomizes a trip round the world; it is a world in miniature, and the Visitor to it breathes a cosmopolitan air. And what are the lessons to be derived by Canadians from it? First self-reliance; secondly, self-respect. Not that we are to be vain-glorious and contented with what we have done; still, we may be proud of General Hawley's encomium, "Canada has done more for the success of the Centennial Exhibition than any eight States except New Jersey and Pennsylvania." The Canadians received 564 Awards from the Centennial Commissioners, and 587 from the Canadian Commissioners; a total of 1,151. Again, Canada has voluntarily assumed a position among the Nations, and is thus pledged to greater competition, especially with her Neighbor along 1,000 miles of border. We must then be up any doing. Again, we learn how much Christian civilization goes hand in hand with Education. China, Japan and Egypt make no contributions to this end. And it must be admitted that Canada exhibits little that is new, much that is mere adaptation. Other Nations give considerable elementary Industrial training. The Paris Exhibition led to the development of the Museum at South Kensington, which is really a great School of Design. In the United States, Drawing is insisted on as an essential branch of education, but in Canada not one High School in 10 teaches it. Thus it comes that we are indebted much to England for what we require. But, having now entered the lists, we must make effective provision for training in Mechanical Arts. Our youth cannot spring, Minerva-like, ready equipped for the active duties of life. Lastly, the 30,000 Canadians who visited the great Centennial Exhibition, must have learnt to cherish a loving devotion to their Queen and Country; to feel satisfied with their colonial form of Government and their social privileges; to be conscious that, "with ample scope and verge enough," we have here in Canada the fullest security for life and property.

The Lecture, of which the above is a bare outline, was replete with entertaining facts, and suggestive of future progress; and, during the time occupied in its delivery, was most attentively listened to. The proceedings closed with the singing of the National anthem by the Normal School Students, led by Mr. Workman, their Teacher. Specimens of the Medals and Diplomas awarded to the Ontario Educational collection were exhibited by Doctor Hodgins before the audience separated.

CHAPTER XXV.

GENERAL REPORT OF THE ONTARIO EDUCATIONAL COMMISSIONER TO THE MINISTER OF EDUCATION ON THE VARIOUS NATIONAL EDUCATIONAL EXHIBITS AT THE CENTENNIAL EXHIBITION OF PHILADELPHIA IN 1876.

On my final return from the Centennial Exhibition at Philadelphia, the Minister of Education thought that, with a view to a permanent record of that Exhibition, and the satisfactory part which he felt that this Province had taken in it, the various detailed Reports on the subject, which I had sent to him from time to time, should be condensed into a general and somewhat elaborate Report, so as to give a connected view of the success of the Exhibition as a whole. The result was that I prepared a general Report, and it was printed in a volume of 306 pages in 1877, and was illustrated with twenty full page pictures of various features of the Exhibition and its surroundings.*

This Report having been sent to the various State Superintendents of Education and prominent Educationists in the United States, who acknowledged it with many appreciative remarks. It was also sent to various Periodicals in the United States and Canada. I have selected the following from the many references to the Report and its contents by Editors in both Countries.

From the North American Review.—Special Report to the Honourable the Minister of Education on the Ontario Exhibit, and the Educational Features of the International Exhibition at Philadelphia. By J. GEORGE HODGINS, LL.D., Deputy Minister. Toronto, Canada: Hunter, Rose and Co.

The Province of Ontario in Canada has given us an example of energy in its educational department which deserves the warmest commendation. Doctor Hodgins, the Deputy Minister of Education, who represented the Province as Commissioner, at the International Exhibition at Philadelphia, in his official capacity has furnished a most elaborate Report, not merely on the Ontario Exhibit, but on the Educational Features of the Exhibition generally, which is full of the most useful and valuable information. The Report is addressed to the Honourable Adam Crooks, the indefatigable and able Minister of Education for Ontario, and that Gentleman has exercised a wise discretion in having it published for general circulation. As a work of reference on the present state of education throughout the world, this Report is of great value outside of the Province of which it especially treats. It contains not merely an account of the present state of education in the more important Countries, but includes statistics illustrating the condition of Countries which had no Exhibit at Philadelphia. Altogether the reader is furnished with the educational data of nearly eighty Countries, and the details which Doctor Hodgins has collected in regard to some of them are full of novelty and interest. Twelve pages are devoted to a consideration of the past and present system of education in Japan, which offer a striking testimony to the progressive tendencies of that newly opened Empire. The information in regard to the Systems of Education now in operation in Russia, Egypt, Chili, and other little known Countries, will doubtless be new to our readers, and will enable them to contrast the intellectual condition

*So pleased was the Minister of Education with the result of the confication of this General Report that he proposed in the Estimates, which he had prepared as Finance Minister, that I should receive a grant of five hundred dollars for my services as Commissioner in preparing that Report. He showed me the item in his printed estimates of the year, but it was struck out of them by Mr. Mowat.

of races whose civilization is still only partially developed with those who are supposed to have reached the most advanced stage. It will be found that the percentage of those receiving education in some of these Countries is higher than the position usually conceded to them in the scale of civilization might have led us to expect. In addition to the comprehensive view of National Education contained in this Report, Doctor Hodgins has inserted some valuable Papers on special subjects, some of which deal with the educational policy pursued in various European States, and concludes with a popular sketch of the whole Exhibition, in which the progressive position occupied by education as a "group," or "section," at the various international Exhibitions which have been hitherto held is noted. Not the least valuable part of the Report is the summary of practical lessons as applied to Canada, which Doctor Hodgins draws from the Educational Exhibits of other Countries.

The School Journal, Edited by the Honourable J. P. Wickersham, State Superintendent of Education for Pennsylvania:—

ONTARIO REPORT ON EDUCATION AT THE CENTENNIAL EXPOSITION.

The first formal Report on Education at the Centennial Exposition to come into our hands, is that of the Province of Ontario, Canada. It has been prepared by the Deputy Minister of Public Education, J. George Hodgins, LL.D. The Report contains Three hundred and six pages, and includes a large number of engravings illustrative of the subjects presented. The whole is another evidence of the deep interest taken by our northern kinsmen and neighbors in the subject of education and the intelligent direction to whom the trust of its management among them is confided.

The friends of popular education in the United States, and especially the friends of popular education in Pennsylvania, have not forgotten the fine Exhibit of her system and appliances of education made by Ontario at Philadelphia. In some respects it had no equal on the ground. Those who would expect from the same hands that prepared this Exhibit a Report equally indicative of enlightened views and a progressive spirit, will not be disappointed. Our regret is that copies cannot be had in sufficient numbers to place one in the hands of every School Officer and leading Teacher in this State. Much of it is as well calculated for usefulness here as in Ontario.

The plan of the Report is comprehensive. It contains an account of the Ontario Exhibit and System of Education, together with accounts of the Exhibits and Systems of Education of the most important Countries in the world, with illustrative statistics of late date. These are accompanied with a series of valuable papers discussing education in its various features and from different standpoints, as represented at the Exposition. The Report, as a whole, is catholic in its spirits, discriminative and just. It claims for Ontario no credit that would not at once be accorded by all those who know what she did at Philadelphia, and how well she did it.

Pennsylvania, at least, has no reason to complain of the position she has made to occupy in this Report. In that part of the Report which treats of the "Educational Exhibits of various States and Countries," Doctor Hodgins states that he considers them in the order as it appeared to him, "of the comparative merit of their respective educational Exhibits." At the head of the list he places the State of Pennsylvania, and then follows in the order named, Sweden, Russia, Switzerland, Belgium, Japan, United States Bureau of Education, France, the State of Massachusetts, the State of Ohio, the State of New Jersey, the Netherlands, Connecticut, Rhode Island, New Hampshire, Maine, Illinois, Indiana, Michigan, Wisconsin, Brazil, Norway. He adds: "The Educational Exhibit made by the State of Pennsylvania, was by far the most extensive and systematically arranged of all the School Exhibits at Philadelphia." This is according us high honour, but we fear that if Ontario appeared in the list we might be compelled to be content with a lower position. Two cuts of the Pennsylvania Edu-

cational Hall, a large and a small one, are inserted in the work, and many extracts are made from the Addresses of our Superintendent of Public Instruction, our State School Reports, and other Public Documents.

The Chicago Educational Weekly, Edited by William F. Phelps, President of the State Normal School, Wisconsin:

The most comprehensive and valuable contribution to educational literature that has yet grown out of our Centennial Exhibit, so far as our observation extends, is the Special Report of Deputy Minister Hodgins, of Ontario. The Report is not only a clear statement of the work done for the great Exhibition by the Education Department of Ontario, but it contains a concise survey of all of the Educational Exhibits of the various Countries and States represented at Philadelphia, nearly forty in all. It also presents an account of the existing state of education, together with the illustrative statistics, not only of these Countries, but of those who had no Educational Exhibits at the Centennial. To these facts is added an analysis of the Systems of Education in operation in the principal Countries. The Report may be very properly characterized, therefore, as something more than an epitome of the educational condition of the world at the close of our first century as a nation, and as such, it possesses great and permanent value. It gives information more, or less, complete respecting the Systems of Education now in operation in Russia, Prussia, Sweden, Belgium, The Netherlands, Portugal, the United States, Brazil, the Argentine Republic, Chili, Japan, and Egypt, from the most authentic sources, while it comprises, also, a trustworthy sketch of the administration of the Parliamentary Grants for elementary education in England, from 1839 to 1876, with a full analysis of the Education Code now in force. The whole of this information has been elaborated with conscientious care, and will enable the student of education to obtain a bird's eye view, from the standpoint of the Centennial Exposition, of the condition of National Education, not only of the forty States and Countries that were represented there educationally, but of the nearly equal number that were entirely, unrepresented in this particular.

Not the least of the valuable features of this admirable Report is an interesting sketch by Mr. P. C. Owen, Secretary of the British Commission of the Paris Exhibition, under the Presidency of the Prince of Wales, of the South Kensington Museum, and of all subsequent Educational Museums. There is also a brief account of the educational Museums and Depositories recently established at St. Petersburg, Paris, London, and other places. It is devoutly to be wished that the presentation of the subject here afforded, with the discussion that must grow out of it, will lead to a proper appreciation of the importance of Educational Museums in our own Country. That we have much to learn in this respect, as well as in various other departments of educational administration, will be made fully evident by an examination of this Report.

The illustrations, twenty-five in number comprise all of the more salient features of the great Exhibition, particularly those possessing a direct as well as indirect educational bearing, together with a grand view of the Paris and Vienna International Exhibitions of 1867 and 1873. The work comprises more than 300 pages, on heavy tinted paper, including a copious index, referring directly to every topic presented. On the whole, this Report is a monument to the intelligence, liberality conscientious fidelity, and public spirit which characterize the administration of the educational department of our Neighbor, and which are in striking contrast with too many of the communities on this side of the line, subject, as Doctor Hodgins too truly observes, to "the fluctuations of executive authority," as they are. We could wish that the Report might be more generally circulated in this Country than for obvious reasons it is likely to be. But those who are so fortunate as to be the recipients of a copy owe it to the cause of education among us to disseminate in all practical ways the abundant light and knowledge that beam from its compactly printed pages.

The Educational Editor of the Illinois Republican Register:

REPORT OF THE ONTARIO EDUCATION EXHIBITS AT THE CENTENNIAL.

We have received this Report from J. George Hodgins LL.D., Deputy Minister of Instruction of the Province. It is a Book of over Three hundred pages, and unlike many Books, its contents is vastly more valuable than its title gives us reason to expect. It is not only a full description of the Ontario Educational Exhibit, but a history of Educational Exhibits from the first World's Fair to the present time, and a very full description of all Educational Exhibits at the Centennial Exhibition. Besides this it gives, what to me is the most valuable feature of the work, a description of the Educational Systems and policies of the various Nations of the world, showing what they are doing in the cause of education, and how they are doing it.

It contains a Chapter on "Lessons for Canadians from the Centennial Exposition," which it will do Illinoisans good to read. The Editor makes a flattering mention of the Illinois Exhibit. He says: "Of all the Western States, Illinois occupies by far the highest educational position at the Centennial Exposition. The aggregate of Pupils' work greatly exceeded in quantity that of any of her sister States. Nor was the quality inferior except in a few departments." He speaks at length of the Exhibit of our Illinois Industrial University.

The Report is illustrated by very truthful cuts. It has a full index, which adds much to its value as a Book of reference. Taken all in all, it is a valuable Book for any one wishing to obtain clear ideas concerning the state of education all over the world.

The Educational Editor of Frank Leslie's Illustrated Newspaper, New York.

EDUCATION IN ONTARIO.—The Centennial Exhibition is returning to us in these days in the shape of official Reports made by the Commissioners of the different Countries represented. Among these none is thus far more interesting, or valuable, in its way than is the Special Report made to the Minister of Education of our Neighbor Ontario, by J. George Hodgins, LL.D., Deputy Minister, on the Ontario Educational Exhibit and the educational features of the International Exhibition. The Exhibit of Ontario in the Department of Education was so creditable to the wisdom and comprehensive experience of the Educators of that Province, that this elaborate Report of about Three hundred octavo pages will doubtless be gladly sought after by those interested in the subject. Especially so, since it carefully reviews the various Educational Systems of the world, and offers in the limits of a concise compendium an absolute Encyclopedia of Educational progress. We learn from this work that it costs about one-third to educate the children of Ontario that it does in the case of those of New York, while it is probable that the standard of education is higher there than here.

The Toronto Mail and Empire, 17th July, 1877.

The Special Report to the Minister of Education on the Ontario Educational Exhibit, and the Educational Features of the International Exhibition at Philadelphia, 1876, by J. GEORGE HODGINS, LL. D., Deputy Minister, has been issued. It is a handsome publication as well, making a Volume of over 300 pages, on tinted paper, with a large number of engravings. The attempt made to give a brief survey of the whole of the Educational Exhibits of the various Countries and States represented at Philadelphia—including our own—nearly forty altogether. An account of the present state of education in some of the more important Countries is given; and illustrative statistics of the latest available date, not only of these Countries but of others not represented in the Centennial Educational Exhibit, have been added. There is also added, where practicable, an analysis of the Systems of Education in operation in the principal Countries. The Preface informs us that the Report is more elaborate than was at first intended, it having been felt that it should contain an educational outlook of as complete a character as possible, such as the Exhibition was designed to afford. No man

in the Country was better qualified for its preparations than the Deputy Minister of Education.

The information with regard to the Systems of Education now in operation in various foreign Countries is more, or less, complete, and all from authentic sources so far as given. Of still greater interest, however, is the sketch of the public Educational System in England, including the administration of Parliamentary Grants for this purpose from 1839 to 1876. A full analysis is added by competent hands, Doctor HODGINS informs us, of the present Education Code of 1876, all elaborated with great care. England, he says, has, within the last seven years, been compelled to take vigorous and comprehensive measures to recover lost ground, made apparent by the astonishing progress of other Countries. He comes to these two conclusions: "1st, that other Countries are making educational strides even more rapid, and educational progress even more substantial than our own; and, 2nd, that in this great educational race, our highly favoured Province, untrammelled by the many embarrassing educational traditions of Europe, and not subject to the fluctuations of Executive authority, as in the United States, not only can, but has every national incentive to put forth every effort to maintain the high position which, by common consent, she obtained at Philadelphia last year.

It appears as if the rule in many other matters had been reversed, and the new Country, the inland Province of Ontario, had in Common School Education got greatly the start of the old Countries of Europe, which, however, were at last making an effort and were vigorously overhauling us. On this a remark or two may be made. The State may provide means fairly adequate for the Common School Education of the whole people, but to insure that these means shall be used by all is another matter. We have to deal with two, or say three, widely different classes of people. The children of one of these will commence going to School at five years of age, and will keep going to School, getting all the learning provided for them at the public expense or mostly so, until they are eighteen, or twenty-one, if allowed. Those of another will go on pretty steadily for only a few years, after which the demands of help at home, or the necessity of their going out to work, cut short their further attendance. Those of the third class, again, are hardly to be kept at School a month at a time, at any age, from poverty of the Parents, or inclination to be "off." Now, accustomed as we are to hear and read of this latter class as existing in the old Countries of Europe, as also in large Cities and extensive, sparsely-settled districts in the United States, perhaps too few of us have observed that it is actually spreading and growing in numbers among ourselves.

The Toronto Globe:

The Deputy Minister of Education, Doctor Hodgins, has prepared an elaborate Report, which has just made its appearance in the form of a handsome Volume, on the educational features of the Centennial. The first part of the work is taken up with a notice of some previous International Exhibitions viewed from the same standpoint, after which comes a detailed account of the Ontario Exhibit at the Centennial, accompanied by the expressed opinions of several foreign persons and journals of eminence on its great excellence. This is followed by a similar account of the various Educational Exhibits at Philadelphia, each of which is accompanied by a sketch of the Educational System of the exhibiting State. Many Countries which took part in the Centennial had no Education Exhibits, and these have not been overlooked. Amongst them were Germany, Britain, France, and the Australian Colonies, and the analysis of their Educational Systems forms an important and valuable feature in the Report. This is especially true of the synopsis of the English system, and condensed by the Author of the Report. It will be the means of making many Canadians who were at a loss for information on the subject acquainted with what has been done during the last few years in improving the National System in England. An interesting feature of the Report is the collection of opinions from various quarters on the Educational Lessons

to be derived from the Centennial. Those who had the good fortune to see it will not soon forget the impression it produced upon the mind, and those who did not, as well as those who did, will gain some new ideas on this aspect of the great exhibition by perusing this Report.

From the Canadian Magazine:

The educational features of the Philadelphia Centennial Exhibition were not only full of interest and novelty, in their bearing upon the progress and civilization of the world, of the first importance, in that magnificent display of human skill and industry. All nations claiming to be civilized and aiming at higher civilization are in sympathy with educational progress; and, probably, no subject of human interest, now agitating the world, not even religion, commands higher consideration amongst the advanced nations of the earth than that of educational development and improvement. The formal recognition of education as an art, at the Paris Exhibition of 1867, was, therefore, a wise and timely response to a great public opinion, which, in advance of governments, had long asserted the necessity for the best education of the masses, and now desired and demanded a place for its results and its aspirations, as far as these can be represented by mechanical and material appliances. The products of mechanical and manufacturing skill necessary to life, or luxury, and forming the special objects of Trade and Commerce might claim precedence with the mere business man; but to the philanthropist and politician who regarded questions from a higher stand-point than that of commercial prosperity, this Educational Exhibit presented features of profound interest, speculation, and hopefulness. The recent Exhibition in this department at Philadelphia presented gratifying and satisfactory evidence of the good results of the Paris Exhibition. Not only was there a striking advance in the variety and magnitude of the objects displayed, but the general arrangements presented more of that scientific aspect which would make the Exhibit easy for historical record and valuable for its educational usefulness. It is in this view that the elaborate and admirable Report* of Doctor Hodgins commends itself to public attention. It professes to be a special Report on the Ontario Exhibit, and in that character it is a valuable record of the efforts of a British Province which, in the excellence and magnitude of its display in this regard, took the foremost rank amongst the Nations. The Report quotes the opinions of distinguished visitors and the press of the United States and the Dominion on the character of the Ontario Exhibit,—all of which bear undoubted and gratifying testimony to its excellence and superiority. It is, however, not alone as a record of our provincial success in this department that the Report is interesting. As an educational display the Exhibition at Philadelphia would only be useful to those who saw it. But Doctor Hodgins, under the unpretending title of a Special Report on the efforts of a British Province has with great labour and judgment prepared a comprehensive digest of all the educational features and statistics connected with the International Exhibition. Each Country had its specialties and excellencies; and the peculiar features which distinguished the Exhibit of one Nation from another, whether to its advantage, or otherwise, would naturally excite enquiry and speculation upon the methods, and educational and financial statistics in relation to each Country. It is in this view that we attach so much importance to this Report. It is an abstract of the educational history, and condition of the world. Whatever was done by the States of the Republic, by Nations or by eminent Institutions to swell the magnitude and strengthen the educational value of the display has been preserved and presented with great clearness and beauty in the Report. But in addition to this valuable record of what has now passed away, Doctor Hodgins has added valuable abstracts of the Educational Systems of the civilized world, including methods of organization, programmes of Studies, Regulations for the training and instruction of Teachers, and their qualifications and compensation, with such ample statistics and deduction on the merits of various Educational Systems which

*Special Report on the Ontario Educational Exhibit and the Educational Features of the International Exhibition at Philadelphia. By J. GEORGE HODGINS, LL.D., Deputy Minister.

only a Writer of long experience in this special field and great judgment could supply. When we state that not only is the most ample information on the Educational Systems of every part of this continent to be found in the Report; but that Doctor Hodgins has added equally full details of the educational condition of all the States of Europe, of South America, of Australia, of China and of Japan, we are doing but slight justice to a work of solid and permanent value. The Report does not simply commend itself to the people of Ontario as an interesting record of their present educational standing, and of their admirable Exhibit at Philadelphia, but it presents a mass of such valuable and rare information on educational legislation and results as cannot fail to make it a most necessary book of reference to all who need facts and instruction in the important subjects on which it treats.

While we thus express our high estimate of this Report we feel how necessary it is to exercise caution in judging of the merits of a system, or its actual operations, either by these Exhibitions or by mere statistics. The Exhibits of Natural Products, of Apparatus, or Maps and Books and other School Appliances are suggestive, but give no evidence that the people are educated; and the statistics and organized System of Public Instruction which every Country can so easily produce upon paper, are like all other statistics and documentary evidence, only proofs of what is done, and give us no light on what is left undone. With reference to our own Exhibit, while in our leading Cities, School-houses and materials for instruction are a great advance on the past, in rural districts the parsimony of the people or the present want of means presents us often with hovels unfitted for the high ends to be aimed at by an advanced system of education, and even in Towns and Cities, our School-houses are too scantily furnished with appliances to enable the Educational growth effective, and are often dark, dingy, and untasteful and unattractive structures, with none of the materials for mental culture which appears to such advantage at the Exhibition. It is true that neither ours nor any other Exhibit is intended to convey the belief that the Country has reached the excellence indicated by the display of material and appliances at the Exhibition. But there is a twofold danger attached to such Exhibitions. The one danger is, that Visitors may be misled and from a wrong estimate of the actual educational character of a country by these displays. The other is, that we may be too easily satisfied with an exhibition of the imaginary character of our System, and neglect to realize the benefits to which it points. The one great lesson we have to learn and to practice is, that in the culture of the Nation, we can scarcely be too extravagant, that all expenditure in the direction of mental discipline and elevation of taste, will amply repay itself, and, that, therefore, well-built and elegant School-houses are as necessary as elegant churches, or private residences, as a means of æsthetical training and sanitary improvement, and that if materials and Scientific Apparatus and appliances are necessary to Model and leading City Schools, they are just as necessary to the rural district, or the backwood settlement. The other great lesson,—greatest probably of all—is that while we may make the most ample provision for educating the people, we shall effect but little unless we have some means to compel the ignorant to be educated. The Report before us shows us how every civilized and many half civilized Nations are aroused to the present importance of education, but it also shows and the overwhelming logic of facts and experience shows that there are multitudes who grow into adult ignorance and crime in defiance of all these great efforts; and that while poverty and indifference continue to strengthen the host of darkness and vice, the best efforts of Governments and the most liberal expenditure fail in securing the great end in view—the education of the ignorant, the salvation of those who are born to fill the ranks of crime, unless they be compelled to receive the education offered to them. We regard these periodical Exhibitions of educational effort and progress as hopeful signs of public opinion, and as they abound in suggestive hints and instructions which we cannot afford to lose, we regard this Report as a valuable and indispensable contribution to Educational Science.

From the Montreal Gazette, July 27th, 1877:

VIEW OF EDUCATION IN THE DIFFERENT CIVILIZED COUNTRIES.

The special Report on the Educational features of the International Exhibition of Philadelphia, prepared by Doctor Hodgins, contains a large amount of valuable information concerning the Systems of Education now in operation throughout the civilized world. The progress of popular education in recent years in some of the Countries mentioned will be a surprise to many. This will be the case more especially with regard to Russia and other Countries which, until within a comparatively recent period, were hardly considered within the pale of civilization. Shortly after the emancipation of the serfs in 1861, the Emperor set himself, with the aid of wise counsellors, to devise a scheme of General Education. The result was, that within five or six years 10,000 Primary Schools were revived, or called into existence. The Government and the Clergy vied with each other in promoting the great work, and in a short time the Church was providing instruction for nearly 400,000 children, while the budget of the Minister of Public Instruction was increased from about One million Roubles for Primary Schools in 1863, to nearly 6,500,000 Roubles for Schools of all grades in 1865. In 1864 the Government established a Museum of School Furniture and Apparatus which has since grown to grand proportions. In 1871 the functions of this Museum were enlarged into an independent section of the grand Museum of Practical Science of St. Petersburg. The Russian Exhibit at the Centennial deservedly excited much interest, especially that Models, Apparatus and Appliances for Schools, which were of great variety and of a high practical character. Secondary Education in Russia is organized almost as in Germany, the course in the Gymnasia including Greek, Latin, French and German, besides the scientific branches. There are eight Russian Universities also on the German plan. The total number of Professors in 1872 was 512; of Students, 6,779. Of the latter, 3,247 studied law; 1,922 medicine; 1,430 were educated entirely free; 2,208 paid only half, and 1,732 received subsidies. The total sum expended for educational purposes in 1872-3 was \$20,156,775.95.

In Sweden there are three grades of Schools. The Infant Schools, (chiefly *Kindergarten*), Primary Schools and High Schools. In the two first grades education is compulsory. The Kindergarten are chiefly conducted by Women, each School numbering about 20 infants. The Primary is like our Common School, but is far more comprehensive, embracing four departments. The qualifications of the Teachers are extremely rigid. Only within the last few years Women have been eligible, and there are still but few female Teachers. Among the branches taught, besides Reading, Writing and Arithmetic, are Grammar, Geography, History, Physics, Natural History, Chemistry, Singing, Drawing, Gymnastics, Military Drill, Religious Instruction, etcetera. The compulsory law is strictly enforced, but the poor may send their children only one day in the week, or continuously, for three months in the year. Children must pass an examination before they are allowed to the Lord's Supper, and young men and women must prove their ability to read and write before marriage. The collection of work by pupils of the Swedish Technical Schools at the Centennial shewed a high degree of skill and culture.

The distinguishing feature of the Swiss Educational Exhibits at Vienna and Philadelphia was the excellent quality of the Text Books, Maps, Charts and Reliefs in plaster and pasteboard, for instruction in Geography, and the numerous illustrations afforded of the zeal and enthusiasm of Teachers and Pupils, especially in scientific branches of study. Every child in Switzerland between the ages of five and eight years must attend School, and the Schools are free. In 1875 the number of Elementary Schools was 5,088; of elementary Pupils, 411,760, with 7,474 Teachers. There were 26 Normal Schools, with a total of 1,505 Students. There are Universities at Basle, Berne and Zurich, and there is a Veterinary Academy at Berne.

The details of the Belgian Schoolhouse and its appliances exhibited at the Centennial, were most complete and satisfactory, and system of Ventilation being worthy of particular attention, affording an excellent arrangement for the supply of fresh Air. The Law of 1842 provides that every Commune in Belgium must support at least one Primary School, where instruction is given free to those who cannot pay. There are two State Normal Schools, one for the Flemish and one for the Walloon portion of the population. There are also Schools for adults, Military, Prison, Hospital and Almshouse Schools. These all rank as Primary. Next come the Intermediate Schools and Edyal Athenæums, with four Normal Schools. Superior education is provided for by four Universities, each of which has four Faculties: (1) Philosophy and Literature, (2) Mathematical and Natural Sciences, (3) Law and (4) Medicine. There is also a large number of special Schools, Industrial, Agricultural, Nautical, Art and Military Schools. The Royal Conservatories of Music at Brussels and Liege are well known.

In Norway, as in Sweden, with which it is politically incorporated, Education is compulsory, the School age being from seven to fourteen. Instruction in the Primary Schools is limited to Religion, Reading, Writing, Arithmetic, Grammar and Geography. Every Town has a Superior School and in thirteen of the larger ones there are Colleges. Christiania has a University attended by 400 Students. In Denmark Elementary Education is widely diffused, and is obligatory for the same age as in Norway. There is a University at Copenhagen, and there are thirteen public Gymnasias, or Colleges in the principal Towns of the Kingdom. The display at the Centennial was meagre, but included some excellent Maps and Atlases.

According to the official account for 1875 there were 1,251,653 Pupils attending the private and public Schools in Spain, being at the rate of one Pupil to every thirteen of the population. Middle class education is given in fifty-eight Colleges by 757 Professors, to 13,881 (Students). The most remarkable feature in the higher education is the large number of Law Students. The Government expends on education about £250,000 yearly. At the Centennial Spain exhibited Architectural Drawings and Models, Text-Books and Books on Spanish History and Products, works of Science, Art, Medicine, Philosophy, Literature and Education, Kindergarten Apparatus and scholars' work,—chiefly Geometrical Drawing. In Portugal Public Instructions is divided into higher, secondary and primary. There are also special Art Schools. The Educational Expenditure for 1874-5 was about \$800,000, that for 1875-6 was about \$850,000. The Educational System of Brazil is popular in its character and admirably adapted to the wants of the Country. Doctor Damotta, who was the Educational Representative of the Empire at Philadelphia, gave a most interesting analysis of the School System at an Educational Congress, which was afterwards enlarged by a Writer in the *American Journal of Education*. In this Account we find that of the twenty provinces four expend one-sixth of their revenue on Schools, three one-fifth, six one-fourth, two one-third and the remainder a large proportion. The utmost respect is paid to Teachers, who are also amply remunerated. The number of Primary and Secondary Schools is 5,890, with 187,915 Pupils the population of the Empire being 12,000,000. The Schools and Institutions of Science, Art and Literature are numerous and varied. Indeed, the condition of the Country in this respect is just what might be expected from the character of the noble and liberal-minded man who is its Ruler. In Brazil the educational wants of the Deaf and Dumb and Blind are considered and supplied. Brazil has also a conservatory of music, an Academy of the fine Arts, a Mining school and a Museum of Natural History. The number of volumes in the Public Libraries is 460,272.

There are several other Countries of whose educational condition an account is given in Doctor Hodgins' valuable work, some of which sent no Educational Exhibit to the Centennial.

The Toronto Evening Telegram, July 12th, 1877.

If Blue Books were compiled as this one* has been Literature of that class would soon be relieved of the odium of dullness and of the certainty of immediate oblivion. It was a bold venture in the direction of making official and technical records popular reading, and the attempt was not only courageous but successful. The most severe economist did not grumble at the expense of the issue. There is no reason to complain of the extra cost of bringing out Doctor Hodgins' Report in the form in which it appears. The work is valuable as the most complete and thorough Official Report yet published of the Educational Exhibits at the Centennial Exhibition and the compilation is so candid and thorough as to render further labour in the field unnecessary. It will be remembered that the Province of Ontario gained great distinction at the Philadelphia Exhibition for its display of Educational Text Books and other Apparatus, and it is but proper that it should be made the subject of special record by the Department controlling that branch of the public service. The Volume, although largely taken up with matter relating to the Philadelphia Exhibits is not confined to them.

There is an immense quantity of information which could not have been collected without an amount of labour from which any but an ardent friend of education would have shrunk, respecting the systems in operation in countries which were not represented in this department of the Centennial show. The facts relating to some countries, especially Russia, Brazil, China, Japan, Sweden, Italy and France are of great interest as indicating the progress of the race. Accompanying the reports is a carefully prepared analysis of the Education Code of 1876; also papers on the "special educational exhibits," on "European education systems and policy;" a lecture prepared by Doctor Hodgins for delivery at Teachers' Associations, in which the whole Exhibition is sketched in popular style; and an account, historical and descriptive, of the South Kensington museum. The highest compliment we can pay the Report is that it is worth all the labour which must have been spent upon it.

The Belleville Intelligenece, September 12th, 1877.

SPECIAL REPORT ON THE ONTARIO Educational Exhibit, and the Educational Features of the International Exhibition at Philadelphia, 1876.—By J. George Hodgins, LL.D., Deputy Minister.

The Deputy Minister of Education, Doctor Hodgins, has prepared an elaborate report, which has just made its appearance in the form of a handsome volume, on the educational features of the Centennial. The first part of the work is taken up with a notice of some previous international exhibitions viewed from the same standpoint; after which comes a detailed account of the Ontario Exhibit at the Centennial, accompanied by the expressed opinions of several foreign persons and journals of eminence on its great excellence. This is followed by a similar account of the various educational Exhibits at Philadelphia, each of which is accompanied by a large sketch of the educational system of the exhibiting State. Many countries which took part in the Centennial had no educational exhibits, and these have not been overlooked. Amongst them were Germany, Britain, France, and Colonies, and the analysis of their educational system form an important and valuable feature in the Report. This is especially true of the synopsis of the English system, prepared originally by Messieurs Briggs and Edwards, of the Middle Temple, and condensed by the Author of the Report. It will be the means of making many Canadians who were at a loss for information on the subject acquainted with what has been done during the last few years in improving the national system in England. An interesting feature of the Report is the collection of opinions from various quarters on the educational lessons to be derived from the Centennial.

*ONTARIO EDUCATIONAL REPORT, and other Educational Features of the International Exhibition. By J. George Hodgins, LL.D., Deputy Minister.

The Napanee Standard, August 16th, 1877.

The Special Report, made by Doctor Hodgins to the Honourable Adam Crooks, Minister of Education, Ontario, is a Book of over 300 pages, and does infinite credit to the Compiler and Author, whose contributions to the cause of education have been both numerous and valuable. This Report is by no means the least of the many, and will serve as a present educator and as a future invaluable reference. It is not confined to our own Exhibit, but surveys the Exhibits of various other Countries and States—nearly forty in all. It is handsomely illustrated and contains the latest and fullest statistics procurable, besides the Lecturer on "Educational Lessons for Canadians from the Centennial Exhibition," to the delivery of which a Napanee audience had the pleasure of listening last spring. It was in Paris in 1867 that a department was first assigned to "Social Science," there being then 1,200 entries, of which Great Britain had 35, and her Colonies 8. At Vienna in 1873 the main features of the Paris Exhibit were repeated, although Great Britain's part in it amounted to nothing, and Canada was not known. At Philadelphia, however, Ontario gained much applause and honour. The whole number of articles sent was nearly 2,000 valued, with fittings, at \$10,000, and the enumeration of them covered 64 pages in a "Catalogue of Exhibits" freely distributed to Visitors. The chief excellence, as well as the special characteristic of Ontario's Exhibit, was universally acknowledged to be its comprehensive and varied collection of Educational Appliances, in the shape of Maps, Charts, Globes, Objects Lessons, etcetera. We hope that every School Section, either through its Teacher, or Trustees, may obtain and study the Report, and if they do we are confident the benefit of the part taken at Philadelphia will be felt at home, in a greater degree than it has been felt abroad.

CHAPTER XXVI.

REMINISCENCES OF SUPERANNUATED PUBLIC SCHOOL TEACHERS, 1852.*

(CONTINUED FROM VOLUME NINE.)

Note. In the incidental references, in the early Volumes of the "Documentary History of Education in upper Canada," (Ontario,) to the condition of the Schools in the New Settlements of the Province one cannot but be struck with the fact that they were most primitive in their character, both in regard to the kind of School Buildings erected and the qualification of the persons who taught school in them. Writers, too, such as Gourlay and Rolph, refer to this class of Schools as very inferior both as to equipment, and as almost destitute of those simple "aids to teaching," and ordinary appliances, which in the schools of to-day, are considered as essential even to ordinary success in teaching.

The Volumes of this "Documentary History" also point out the various stages through which Education, in the early days of this Province, passed and the vicissitudes incident to such a state of things, without a guiding hand to direct its movements, or a controlling hand to remedy existing evils or to supply defects which were patent to those who were more, or less, actively employed in promoting educational efforts in this Province.

*I have condensed as much as possible of these "Reminiscences," but have not omitted any thing at all material to the fulness of the narrative.

In order to ascertain to what extent education was enjoyed in the older Settlements of the Province a Circular was issued by the Education Department to the various Teachers in the Province, inviting them to give the Department in the form of a brief personal narrative the result of their actual experience, both as to the establishment of Schools in the various Settlements and the older Counties.

It is gratifying to know how, amid many privations and the absence in many cases, of the usual and necessary appliances in the shape of maps and blackboards to aid them in their profession, the Teachers of those early days were able to accomplish so much good work in the education of the children committed to them, and in keeping the Schools open amid so many discouragements.

From the reminiscences of the Teachers of the early fifties and sixties published in this Chapter it is a matter of satisfaction to know how many of the Trustees of the later established Schools availed themselves of the facilities of the Depository connected with the Department in supplying their Schools with maps, charts, globes and school apparatus of various kinds, and that, during the time the Depository was in operation (for many years from 1850), no less than \$803,067 worth of such material appliances were supplied to the Schools of Ontario, even including, on equal terms, those in the very remotest Settlements of the Province.

One great advantage of obtaining these reminiscences of the Teachers all over the Province was, that the Department was thus enabled to remedy defects that were pointed out, and then aid could be granted to newly established and needy Schools in the more remote parts of the Province.

The reminiscences of the Teachers which are published in the early Volumes of the Documentary History extend back to the year 1850 and are most interesting and instructive in their character.

1852.—I commenced teaching in School Section Number Five, in Westminster Township in January, 1852. The School was situated at a place known as Hall's Mills, afterwards called Byron. My immediate predecessor was Mr. John H. Wilson, now Doctor Wilson of St. Thomas. I found the School in an excellent state, which was owing very largely, I believe, to Mr. Wilson's superior method of teaching, and the excellent order maintained by him. . . .

The School House was quite large, and in proportion to the total number attending, there were a great many almost grown-up young men and women. I taught the School at this time for six months with very fair success.

The building was of stone, built with a low ceiling, and contained a row of long Desks extending around the walls. These Desks all faced toward the centre of the Room, and had a row of Benches in front for the smaller pupils. The house was fairly well lighted and very well warmed: and was furnished with a Blackboard, and a fairly good set of Maps—Olney's, I think. I made the mistake—common enough, I believe, in those days—of using the Maps too much, and the Blackboard too little. So far as I can remember, the Books used in the School were the Irish National Series, and Lennie's Grammar.

After a year's teaching, I attended School for a year at Kilworth, in the Township of Delaware, which was then taught by Mr. Wilson, whom I have already mentioned. I received much valuable information, and many excellent hints on teaching which stood me in good stead when I returned to my School the next year. The old stone School House was torn down sometime in the later sixties, and was replaced by a much larger, brick building, with better Desks, Blackboards, Maps, Globes, and other requisites. . . .

About the first of May, 1854, I commenced teaching in School Section Number Four, Westminster, and continued there for one year. The School House was of brick, the first of the kind, I believe, in the Township. It had been built in 1840, and was considered to be all that could be desired. It was 28 x 30 feet, with a ceiling of fair height, and was well-lighted. The provisions for heating were ample, there being both a Fireplace and Stove in the Room. The Desks were of the old fashioned, inconvenient style which

I have already described. These were afterwards removed, however, and better ones supplied. The School was well stocked with useful apparatus such as Maps, Globes, Blackboards, Blocks for teaching; of the Books used were Morse's Geography, Lennie's Grammar, and Goldsmith's History of England. . . . Up to this time there had been no Public Examinations held, and the Pupils were much pleased at their introduction.

During the Summer of 1855, I taught in School Section, Number Eight, Westminster, in an old frame building, much out of repair and very inconvenient. . . . The arrangement of the interior of the building, and all the appliances for teaching were very inferior to those of the other Schools in which I had taught. This state of things, however, soon passed away, and the old School House gave place to a bright, clean Brick building and fine Playground. As I remember, the School was not very large; but the Boys and Girls were, as a rule, pleasant and well-behaved, and were for the most part endowed with good natural ability. . . . I continued teaching in this School during the Fall of 1855, and until the end of 1856. . . . Again after a year's absence, I took the School and taught until the end of 1872. During all these years, the School was pronounced an excellent one by the several Local Superintendents, and was considered second to none in the Township. . . . With regard to the Books used, I may say that when any Book was authorized for use, I at once procured and studied it, and if I thought that the School would be benefited by its introduction, I commenced to use it. . . .

During the fifteen years in which I taught, I had the respect and confidence of the people, and I made every endeavor to make myself worthy of it. I tried to do honest work, and to give help to those who most needed it, frequently after school hours.

NICHOLAS JARVIS.

BYRON, April 13th, 1896.

1852:—I commenced teaching in the year 1852, in the Township of Bastard, then called Lockwood's School House, about two miles from Philipsville. The Building was Log, about sixteen feet square, with old-fashioned Seats and Desks, and without the necessary conveniences, or furnishings of any kind for the advantage of Pupil, or Teacher. The Books used were the English Reader, Mavor's Spelling Book, Walkingame's Arithmetic, and Kirkham's Grammar. My salary was fifty-nine dollars and a half per annum, with my board among the Parents of the children.

There were no Examination Papers at that time, but twice a year the Teachers and Local Superintendents met at Athens for examination. Teachers that were qualified got through in less than a day. Third Class Teachers received Certificates, if they were able to work simple questions in Arithmetic and the Rule of Three from Walkingame's Book; parse simple sentences in Kirkham's Grammar; answer questions on the Hemispheres from Morse's Geography; read, write and spell correctly.

My next School was about four miles from the one just described, in a similar Log Building, but a little larger. My salary was ninety dollars per annum, and my board.

Again I taught in Forfar, Township of Bastard, in a stone School House, well-furnished with Maps, Blackboard, and Globe. My salary here was eight dollars per month and board, as before. The following year I returned to the School I had occupied before going to Forfar. The only improvement during my absence was the addition of a Blackboard. My salary was fourteen dollars a month, without board. I again returned to Forfar where I received ten dollars a month, and my board, this being, as far as I know, the highest price paid to a lady Teacher at the time, in either of the Townships of Bastard or Crosby. . . .

My next School was in Crosby, in a Log Building, where I received a salary of twelve dollars a month for the Winter.

I then went to Philipsville, where I received ten dollars a month, and my board. This School, which was built of stone, was furnished with Blackboards, Maps of Upper Canada, United States and Hemispheres.

The next year I taught at Harlem, where I received fourteen dollars a month, and boarded myself. The School was a large Stone Building with yard enclosed, and supplied with everything necessary for convenience, both inside and out. . . .

I may say, in conclusion, that when I began teaching, the holidays consisted of two weeks in July, and every alternate Saturday.

1896.

R. A. JOHNSON.

1852:—I taught in School Section, Number Two, Huntley, during 1852 to 1854, inclusive. As the Farmers were fairly well off, the School was pretty well supplied with requisites. As a rule, we used the Books sanctioned by the Irish National School Board; but I believe we had Morse's Geography, an American publication.

So far as my knowledge extended, the Schools were fairly well-managed: and I think Reading and Writing were as well taught then as now. In other branches, however there has been much improvement since.

For the next three years, I taught in the Province of Quebec; and in 1858 I commenced to teach at Bell's Corners, School Section Number Four, Nepean; where I first taught for seventeen years, and again, after an interval of three years which I spent in Number Two, Huntley, until I was superannuated in July, 1884.

In my last School, while I was careful to avoid any unnecessary expense, the Trustees were anxious that I should obtain what I considered of advantage for the education of the Pupils; since they were determined to have a first class Public School. . . .

When I passed my first examination at Bytown, I was a little astonished at the literary attainments of those who applied for Teacher's Certificate. There was soon an improvement, however, in the Teacher's qualifications; until now. I suppose the sight of an examination paper would astonish me quite differently.

CACHE BAY, April 14th, 1896.

DAVID D. KEENAN.

1852:—The first three Schools, in which I taught, were very poor Log Buildings, which have since been replaced by Frame, or Brick, School Houses. Great as has been the change in the School Houses, there has been a greater change in intelligence, opinions and sentiments of the people. It was thought in the early time by many that Girls should not know more than how to read. The Books used were the Scriptures, Spelling Book, and a Book called the English Reader. I received my education from a man who was instructed at the Normal School, Toronto, and I was considered a very fine Teacher, although I had only a County Board Second Class Certificate. We had no Maps in the Schools, but I took my Atlas, and set it up where it could be seen by the Students; while I pointed out the places and they named them aloud in unison, until finally they got some knowledge of Geography. I held an examination every three months, and the people turned out in goodly numbers, and were much pleased with what they saw and heard. During my last years of teaching, I had no trouble, for the School Houses were good and well furnished. . . .

SKEAD'S MILLS, 1896.

ARCHIBALD ANDREW

1851—1852—I came out from Ireland in 1851, and taught for five months in Clark Township in a Log School House. The Reverend William Ormiston, who was the School Superintendent gave me the Government Grant. There were no Maps in the School and I taught from any Books that were brought to the School by the Pupils.

In 1852, I taught in a Log School House in Number Seven, Cavan, where there were no conveniences for teaching. The Books used were the Irish National Series, Morrison's Geography.

In 1851 I became the Teacher of School Section Number Seven, Nepean, the largest and wealthiest Section in the Township. The School House was well-furnished with Desks, Seats, Maps and Blackboards, but the School Building was too small for the

number of Pupils attending,—one hundred and twenty on the roll, with an average attendance of eighty. . . .

I taught this School for seven years, and turned out three Second Class Teachers from among the Pupils. My salary was two hundred and forty dollars per annum. . . .

FALLOW FIELD, 1896.

PATRICK O'MEARA.

1852.—In January, 1852, I engaged to teach in Union School Section Number Three in Colchester and No—in Malden, in a School, which was very similar to the ones I had already taught in before. The Rate-payers hauled the Wood to the School; on which account there were a good many Holidays, as the Rate-payers were very indifferent as to whether we had Wood, or not. My salary was eighteen dollars per month.

In January, 1854, I engaged to teach in Kingsville, in a one story Frame Building, which was seated with long Desks and Benches. The authorized Books and Lennie's Grammar were used, and there were Maps but no other Apparatus. There were one hundred and thirty Pupils on the Roll, and my salary was two hundred and eighty dollars per annum.

HARROW, April 16th, 1896.

JOSEPH DRUMMOND.

1852.—My second School was in the same Township, School Section Number Eleven, Nelson. I was there from January, 1852, to December, 1855. This School House was also a Log Building, but the logs were hewn on the inside. The School Room was well lighted, and was heated by means of a good Stove.

The Books used were the Bible and Testament the First, Second, Third and Fourth National Readers, Walkingame's Arithmetic, Lennie's English Grammar, Morse's Geography and so forth; while there were Maps of the World, of North and South America, Europe and Canada.

The third School I taught was in School Section Number Six, East Flamboro, County of Wentworth, where I remained from January, 1857, until December the 31st 1862. This School, as were the others, which I have described, was built in a very primitive style, but could be made warm and comfortable, and was easily ventilated by means of the windows.

The Books used here were the Irish National Readers, the Canada Spelling-Book, National Arithmetic, Morse's Geography, Kirkham's English Grammar, Pinnock's Goldsmith's History of England, Playfair's Euclid, National Mensuration; while there were Maps of the World, of each Continent, the British Isles, Palestine and Ontario.

I taught in School Section, Number Seven, Township of Hullett, County of Huron, from 1866 to 1868, inclusive. The building was primitive but well furnished for its kind, but was too small to accommodate with comfort the children who attended. The School Room was seated with Desks, two Pupils sitting at each. The Teacher's Desk was placed on a Platform elevated about ten inches from the floor and, on the wall behind, a Blackboard was fastened.

The School Books used were Lovell's Series of Readers, the Authorized Spelling Book, Arithmetic in Theory and Practice by J. H. Sangster, M.A., M.D. General Geography and Easy Lessons, by J. George Hodgins, LL.B; F.R.G.S., Authorized English Grammar; while there were Maps of the World, Europe, Asia, North and South America and Ontario.

Again I taught in School Section Number Six, East Wawanosh, County of Huron, from 1869 to 1871 inclusive. . . . In this School there were a Globe and a Blackboard.

The Books used were Lovell's Series of Readers, National and Elementary Arithmetics, a Treatise on Algebra, by J. A. Sangster, M.A., M.D., the Authorized English Grammar, General Geography and Easy Lessons on General Geography by J. George

Hodgins, LL.B.; F.R.G.S., and a School History of Canada and the British Provinces by the same Author. There were Maps of the World, Europe, Asia and Ontario.

My sixth and last School was in School Section Number Eight in the Township of Hullett, County of Huron, where I was engaged from 1872 to 1888 inclusive.

The School House from 1872 to 1874 inclusive was a hewed Log Building, about 30 x 24 feet. In this School Room I had often more than ninety Pupils. The Desks were supposed to seat two, but, on account of the number who attended, they often had to accommodate three. Very often, Benches had to be brought in so that the Pupils could be seated. We used the authorized Readers, Grammars, Geographies, Arithmetics and so forth.

The Trustees of this Section made a move in the right direction by increasing the size of the School Site and building on it a new School House of dimensions, 56 x 30 feet. This was divided into two Rooms, one for an Assistant Teacher, who was engaged some time later.

For a few years after I commenced teaching the following Books were used:— Lovell's Reading Book Series, then the Canadian, and finally the Ontario Series; Arithmetic in Theory and Practice by Sangster, a revised edition of Elementary Arithmetic by Smith and MacMurchy, Arithmetic, an Advanced Treatise by Hamlin Smith, Pott's Euclid, Algebra by Sangster Authorized Grammar and Spelling Book, Swinton's Language Lessons, by J. McMillan, B.A., Collier's History of England, Summary of English History by Amelia B. Edwards, History of Canada by J. Frith Jeffers, M.A., Public School History of England and Canada by G. Mercer Adam and W. J. Robertson, B.A. LL.B., General Geography by J. G. Hodgins, M.A., LL.B., Introductory Geography by J. B. Calkin, M.A., Bookkeeping by S. G. Beatty. There were a Globe, good Blackboards, Maps of the World, Europe, Asia, Africa, North and South America, Ontario and the other Provinces of the Dominion.

WESTFIELD, April 15th, 1896.

JOHN MCCLINTON.

1852.—In 1852, I taught in School Section Number Eight, Kitley, Leeds County. I went to Farmersville to pass the Board, the Examiners at which were Local Superintendents. There were both written and oral examinations; and we received encouraging counsel from a tall middle aged Presbyterian Minister. My Salary in this School, (which was Log and contained no Apparatus), was forty-five pounds a year.

These Schools were supported by a pro rata tax on the children sent to school.

In the Spring of 1853 I went as a Student to the Normal School, Toronto, and in the Spring of 1854, was recommended by the Reverend Doctor Ryerson to Owen Sound, at an annual salary of one hundred pounds. I taught this School during the two following years. The building was the old Immigrant House, fitted up as a School. The Pupils, over two hundred in number, were of varied nationalities and colours. After a short time, the Trustees engaged an Assistant. In the Fall of 1854, I went to Toronto, to the Education Office, and bought Maps, Charts Globes, and so forth, with my own money; which, however, the Trustees afterwards refunded.

I taught again in the Durham School, about thirty miles from Owen Sound, in a small Frame School House, at that time unfurnished. The Trustees built a large Stone School House and furnished it at my request.

After teaching here for two years, I went to West Dumfries, a few miles west of Galt, where I taught during 1858 and 1859.

In 1860, I moved to the County of Huron, and took the Kippen School, which was a Log Building and unfurnished. The Trustees supplied Apparatus at my request.

From 1862 to 1866 inclusive, I taught the School in Bayfield, in a Brick School which was furnished in the most modern style. The Trustees furnished Maps, Globes, and so forth, and supplied money with which to buy Prizes.

Then I took the Varna School in Stanley, where I taught from 1867 to 1871.

I returned to Bayfield and taught there from 1872 to 1876. I did not give the satisfaction which I formerly did and so I again went to Barna and taught until 1880. . . .

FARLEY, IOWA, April 11th, 1896.

WILLIAM PLUNKETT.

1852.—My first School was at Sutherland's Corners, County of Lambton, which was in a dilapidated Building about 20 x 16 feet, with a rough plank Floor, the crevices between the boards of which were so wide that the children's feet were often caught in them. There was no ceiling, and as a result, no lack of ventilation; for there were openings in the clapboard roof sufficiently large to let in quantities of fresh air. There were also large openings between the Logs through which rain and snow entered. The only accommodation for Writing was a Board fastened to the wall, with a rough seat which was not conducive to the comfort of the Pupil . . . There was neither Map nor Blackboard in the School.

The foregoing description will apply to the four Log buildings in which I taught for as many years. One may think it strange that I should stay only a year in one Section, but perhaps it is not so strange when one considers that I desired an increase of salary. My salary was sixteen dollars a month, with my board, a week at a time among the Parents and Guardians of the children. The provisions were of the plainest kind; but the fare was the best that the people had, and it was given with a hearty welcome. . . .

Morse's Geography was the only Text-Book on the subject, until it was superseded by Hodgins' General Geography, which was a vast improvement in quantity and quality, as it gave to Great Britain and Canada their due of space which was denied them in the American Book. Lovell's General Geography, by the same Author as Morse's, Lennie's and Davies' Grammars were also used. History was taught from the Fifth Reader of the Irish National Series, all of which were used. Hodgins' History of Canada, (the only School Book of which I have a copy, and which surpasses any 'Public School History since published), came into use later. The Irish National "Arithmetic in Theory and Practice" was used until superseded by Sangster's. . . .

NEWBURY, April 9th, 1896.

THOMAS ARMSTRONG.

1852.—The first School in which I taught was in South Crosby, called the Clear Lake Section, as the School House was situated on the bank of a lovely little Lake, through the head of which ran the Rideau Canal. The situation was beautiful, but the School House was an old Log building, without Maps, Blackboards or other requisites. The people believed that only Reading, Writing and Arithmetic should be taught in the School. The salary was six dollars a month and board.

A new School House was built at the further end of the Section, which was more comfortable than the other, but was no better furnished nor supplied with School appliances. In these two Schools I taught from 1852 to 1859.

In this year 1859, I removed to a Section one mile from the Village of Elgin, in South Crosby. The School and its furniture were similar to that of my first one; the people were primitive, but well-off, and very kind. My wages were better than before, and were eight dollars a month, with the same system of boarding around.

After remaining for two years in this place, I was induced to try a Union Section between Lyndhurst and Delta Lake. The School House was new, but was built of Logs, and poorly equipped. The place was pleasant in Summer, but very dreary in Winter. My salary was the same as formerly.

I am often surprised how I got along without any particular Training such as Teachers have now-a-days; but I am thankful to say that I never had any serious trouble or differences in the Section.

During the years 1862 to 1864, 1866, 1874 to 1875, I taught in a Section called Rockfield, where the School House was a miserable Log one, but which was after-

wards replaced by a new Frame School House well furnished with Blackboards and Maps. The wages were also much better.

During 1867 and 1868 I taught a School three miles west of the previous one, in a comfortable Log Building, containing a Blackboard and a few Maps. Some of the children were rather rude, but I had a very pleasant time there. In 1869, I taught in the Township of Bastard in a School which was very prettily surrounded by beautiful sugar maples. The people here were rather peculiar, and wished that their children should have a good time in School, and be allowed to chew gum during School hours. . . .

I taught in a School Section about one mile and a half west of Mallorytown in a School which was very cold in winter. The people were rather anxious that their children should do as they pleased. Many of the Parents, having lived in the States, had very strange ideas of School discipline.

After I had taught there for two years, I was in Gowan's Section, and taught in a fine Brick Building, which was comfortable Summer and Winter, and well furnished and supplied with Maps, Blackboards and other school requisites. The children were well-behaved and the Parents really anxious for their improvement. . . .

MALLORYTOWN, 1896

SUSAN GOODBODEY.

1852.—In 1852, I obtained a Second Class Certificate from the Board of Examiners of the County of Carleton. The Board consisted of a few Clergymen from the neighboring Townships; and the examination was altogether oral, except for a few questions on Arithmetic, which I was permitted to do on my Slate.

In the latter part of 1852, I began my life work of Teaching. My first School was in the Township of Cumberland, County of Russell, in a Log Building, a description of which will suffice generally, as they were nearly all alike.

There was always a Stove in the centre of the School Room, with Desks around the Walls, and long Benches, without backs. There were no Maps, Blackboards, nor any other apparatus. . . .

In 1856, I attended the Normal School in Toronto, and the hardest thing I had to do while there was to unlearn what I had already learned. When I left the Normal School, I taught in the Township of Vaughan, County of York, for a time, and here too the old Log School existed. There was a Blackboard, however, the first that I had had.

In 1858, I returned to Clarence, the home of my childhood; and taught for a time in School Section Number One. The old Log School had gone, and been replaced by a large Frame Building, well-lighted, and well supplied with modern Seats and Desks, Blackboards, Maps, and other necessary appliances.

In 1861, I went to Winchester, County of Dundas, and taught in the Village of Ormond for nearly seven years. The School House was built of Log, but was well supplied with Maps and Blackboards. . . .

In 1869, I moved west to the County of Bruce, and taught for ten years in School Section Number Nine, Arran, near the Village of Tara. For six years of this time I taught in a little Log School House, but, in 1875, it was replaced by a fine Brick structure, well supplied with the latest modern improvements. . . .

ALLENFORD, April, 1896.

BENJAMIN SHIRRIFF.

1852.—The School in which I taught was in the County of Oxford, where I had about forty very interesting Pupils, ranging in age from five to eighteen years. The same Books and the same system were used in this School; it contained the same sort of furniture, but I think there was a Blackboard in use. The School House although not large, was not over-crowded, and it was kept very comfortable. I do not remember that there were any Maps, or Globes, there were certainly Maps in the next School in which I taught, namely in Preston, Waterloo. That was a good-sized Frame Building, capable of accomodating seventy children as they were then seated.

Blackboards were used here, but as I had not been accustomed to them, I made little use of that excellent auxiliary.

My next School was in Elora, a low Log and Frame Building the parts of it being built at different times. This was a Union Grammar and Common School, with about sixty, or seventy, Pupils and two Teachers. The School was tolerably well supplied with the necessary accessories of teaching, such as Maps, Blackboards, and so forth.

The salaries in these Schools ranged from two hundred and forty dollars to three hundred dollars, the latter was in Preston. For one month, I received thirty-dollars for teaching the Elora School, and afterwards about twenty dollars a month.

The next School I shall mention is that of the Village of Richmond Hill. It was an excellent School House, as School Houses were then; there were two buildings, one Stone and one Brick. They were fairly well furnished with needful aids, and fairly well seated, not, however, with the later and better system of separate Seats.

In this School there were one hundred and eight children on the Roll, and Two Teachers on the Staff. All subjects were supposed to be taught from the A B C's to Greek. As the Grammar School Department was only in its infancy, there was plenty of A B C taught and very little Greek. The Books used were the same as in the other Schools mentioned. . . . In this School there was one little Boy, about nine years of age, in whom I was particularly interested, the brightest and most intelligent in the School, and one whose career I have watched with some interest. I refer to Mr. Justice Falconbridge, who stands out very prominently as one of the best Scholars I ever had.

I taught for a short time in Packham, Lanark County. The School House was old, and not so convenient as it should have been. There was a Stove in the centre, and Benches extending to the walls on each side, and so close together that all to the right, or left, of the pupil beside the wall had to move to allow him to get out. The lowness of the ceiling in many Schools was a defect of the old time buildings, and which in conjunction with the lack of ventilation, and the heat of a big Stove, made life rather unpleasant, and augmented headache.

Such was the condition of things in the country Schools, in which I taught for several years,—Schools only suited to accomodate about forty, and yet made to hold seventy, or eighty, for two or three winters. There were some Maps in this School, a Library, and a veritable Blackboard,—namely two planks of wood joined together covered with blacking.

A new School House afterwards, built of Stone, was commodiously seated and fairly well supplied with Maps, Globes, and Books for a Library. Part of the wall was blackboarded but useless, as the walls were plastered on the stones so that the damp destroyed the blacking as well as my health. This defect was afterwards remedied, and another building was added and an Assistant Teacher engaged.

Two other School Houses, in which I taught for a short time were models in their way, they were both Stone and well supplied with Maps, and an excellent Blackboard, and nice Seats with separate Benches accomodating two. The Rooms were high and airy, and there was a fair range of grounds outside.

GUELPH, April 6th 1896.

JAMES FORREST.

1852:—The first School, in which I taught was in the Township of North Fredericksburgh, County of Lennox. The building was of hewed pine Logs, very well put together and plastered with mortar, so that it was very warm and comfortable. It was heated by a large Box Stove, and ventilated by means of sliding Windows. . . .

The Desks for writing were fastened along two walls of the School Room, and Benches were used for the children to sit on. As a rule they were very uncomfortable, as the elbows of the children were nearly as high as their shoulders. There were no Maps, and not even a Blackboard until I had been there nearly a month, when the addition of one seemed to put new life into the School: And I never had a better lot

of Pupils during all my teaching. The people were poor, but very kind; and for salary I received nine dollars a month and my board.

My second School, in South Fredericksburgh, was a Frame Building, 24×30 feet, with Seats and Desks as just described, but not quite so rough, made. There was a small Blackboard, and a few Maps. My wages were thirteen dollars a month and my board. The Parents of the pupils were very kind to me.

My next School was about two miles east of the former one, and was a Frame Building of the old style, which, however, was replaced in 1856, by a very fine building, fitted up with modern Seats and Desks for two, a Chair for the Teacher, a Blackboard, Clock, and Maps. In the old School my wages were fourteen dollars per month, and board, as in the other Schools; but after the new School House was built, I received three hundred dollars a year and boarded myself. This was after I returned from the Normal School in Toronto.

At the end of my term in the new School House, three of my Pupils attended the County Board at Newburgh, and each obtained a Certificate, a Third, a Second, and a First. . . .

Again I taught in the Township of South Fredericksburgh, in a Frame Building about 24×36 feet, which was finished in good style, and ventilated by a Pipe running from the out side, under the floor to the centre just under the Stove, and on which was placed a ventilator. . . . It was furnished with Maps, a revolving Globe, with the principal stars revolving around it. I was paid a salary of three hundred dollars a year.

My next School was in the same Township as the last, and it was known as the worst School in the Township. It was an old fashioned School like those already described, and the salary was also the same. The Pupils were, however, quick to learn after I got them tamed and in working order.

I taught a School in the Township of Ora, Simcoe County, a Frame Building, 26×36 feet, built in 1859 and finished in 1860. Previous descriptions of primitive School Houses will answer for this one also.

The last School, in which I taught was of more modern style, in size about 30×36 feet, with rows of Seats, each seating two Pupils. There were two anti-rooms, and plenty of room for all the children. It was well supplied with Maps, well ventilated, and altogether very comfortable. . . .

MOUNT ALBERT, March 6th, 1896.

S. LOUDEWATER.

1852:—In 1852, I was in the Township of Westminster, in 1853 in the Township of London, and in 1854 I attended the Normal School.

In June, 1856, I began to teach in a School Section in Seneca, Haldimand County, in a neat Frame School House, 35×24 feet, with a neat Playground. There were a few Maps, and the Text Books in vogue at the time were in use.

Again I taught in the Village of Scotland, Brant County, in which there was a High School and a Common School; but the former was no better than a Common School. The two School Boards were united, under the Reverend Mr. Hay, as Chairman, and Doctor Walwroth as Secretary. The High School Teacher received four hundred dollars per annum, whilst the Common School Teacher received two hundred and fifty dollars. . . .

Subsequently I taught in Gainsboro, Lincoln County, (1860), Ancaster, Wentworth County (1861), Banborough, Haldimand County, (1862). In 1863, I came to the County of Bruce, which, at that time, was a new part of the Province, in which the Farmers were struggling to clear the land, and make comfortable homes for themselves. The School Houses were all built of logs, and had nearly all been put up about 1855, and mine was no exception to the rule. The floor was full of holes; but, in 1865, the Building was renovated, and many improvements made, among which was a new floor, a Teacher's Desk, and the ceiling raised.

In 1864, I was in Ancaster. . . . Here I induced the Trustees to offer Prizes to the Pupils. . . .

In 1868, I taught School in the Township of Normanby. . . . The Second Series of School Readers had just been introduced; and we had Hodgins' Easy Lessons in General Geography, Lennie's Grammer, Sangster's Arithmetic. The Trustees procured a Case of folding Maps, and Prizes from the Education Department. . . .

During the next few years I taught School in Howick, County of Huron, (1872); Culross, County of Bruce, (1873), in which was a large Frame School House of 60x50 feet, with a composition Blackboard extending across the whole breadth of the School Room, but without Maps, or any other apparatus; in Dunn, Haldimand County, (1874); Caistor, Haldimand County, (1875); in Normanby, (1876) in a large Frame Building which had been newly erected.

The foregoing is not a very bright record as to School Houses, and their requirements; but the people were poor, and their chief object was to keep down the taxes, so that they considered that they could do nothing else than pay the Teacher's salary. It was evidently Doctor Ryerson's wish to let the people manage their own Schools: and he did every thing in his power to assist them in getting a Grant from the Legislature, in order to obtain Maps and Apparatus. . . .

CARGILL, April 24th, 1896.

CHARLES SHORTT.

1852:—A vacancy occurring in one of the three Schools of the then Town of Guelph in 1852 I applied for and obtained the situation, largely through the kindly influence and support of the late Dr. Orton. The first District examination was held here shortly after I entered on my new duties. The late Mr. Cowan of Paisley Block and myself were successful in securing First Class Certificates. My School which long since has been removed was situated near the Grand Trunk Passenger Station. It was built for a Meeting House and in my time many congregations worshiped there on Sundays. The other Schools of the City were taught at this time by the late Mr. James Hough and Miss Kennedy. Our Schools had excellent applicances, equal in every respect to those in large Cities. The average attendance where I taught was over sixty.

From that time on till 1880 I continued to teach, being for twenty-four years in charge of one School in Puslinch. But to brighter minds and younger hands than mine can safely be committed the task of describing the marvellous improvements in our educational affairs which those years have witnessed. I am one of the old guard and it is, I know, foreign to the purpose of this work that I should treat of our education system in its rounded completeness. More fitting is it that having set down a few details of school life when the light and labor of civilization were first breaking in on the wilderness of Western Ontario I should express my heartfelt pride at the splendid structure of which those early experiences were the crude foundation and with gratitude for having been permitted to witness and take part in the upbuilding thereof, lay down my pen.

GUELPH, April 20th, 1896.

PATRICK DOWNEY.

1852.—The School in which I taught was in the City of Kingston, in a small Brick Building with a very high chimney. . . . Here we had a Blackboard, but no Maps for several years. There were long Seats and Desks, with an aisle down the centre of the School Room. There were hooks all around the Room, on which to hang the children's cloaks and hats; and a Stove at one end of the building, heated the School very irregularly. I introduced the National Series of Books.

The Board of Trustees and the Local Superintendent controlled the Kingston Schools and appointed Teachers. The Trustees were elected every year, and they appointed the Local Superintendent. . . .

My experience in this School lasted from 1852 to 1861, when a new Board of Trustees dismissed the old Teachers, and engaged new ones. . . .

My next experience was in Clark's Mills, in the County of Frontenac. . . . The School was a good substantial Stone Building with Desks each seating three Pupils, hooks on the walls for the children's hats, an elevated platform for the Teacher's Desk, a large Blackboard, and a few Maps of North America, Europe, and so forth. . . .

Both here and in the Kingston School we opened and closed the School with Prayer and the reading of the Scriptures.

It was customary also to ask for volunteers daily to sweep the School, after dismissal each day. When nearly two years had been spent in this School, one of the Trustees found fault with me for not taking off my coat and using the Broom myself. The School was large, with about one hundred names on the Roll, and without an Assistant, I was often wearied when my days work was over. When I objected, and maintained that it was the Trustees' and not the teacher's place to see to the sweeping my salary was cut down from four hundred to three hundred dollars, at which I resigned.

I found another School at Tamworth, then a small Town in Sheffield, about thirty-three-miles west of Kingston. There I found a good School Room, a very kindly population, and a large attendance of Pupils. It was, in fact, the best School I had had, so far as accommodation was concerned. I had not bettered my condition, however, so far as salary was concerned, for they could not promise me more than three hundred dollars a year. . . . We had, as heretofore, daily devotional exercises; and the daily reading of the Bible by those who were able to read. . . .

I taught again on Wolfe Island, near Kingston in January 1865. The School House was Frame, capable of seating about one hundred Pupils, and furnished with Blackboard, Maps and other apparatus. The usual Course of Study was prescribed, which required a Teacher with a First-Class County Board Certificate; but notwithstanding this, the Trustees would not pay more than three hundred dollars as salary for the year. . . .

In the Fall of that same year, I accepted an offer to teach the Garden Island School, I had one hundred and fifty Pupils on the Roll, a number of whom were French, who could not speak any other language. . . .

I had no assistant for the first year, for which I only received three hundred dollars. The inevitable long Seats and Desks were there, with little else in the way of furniture.

Very soon, however, a Gallery Room was attached, and my eldest Daughter engaged to teach as my assistant, which greatly relieved me.

About this time the Lumber Company, under whose patronage the School owed its support, sent me to Toronto to the Education Department to secure Maps, a Globe, and other Apparatus necessary to furnish a good Public School. They also secured better accommodation for seating in the shape of furniture in the most modern style. My salary was three hundred and fifty dollars, and that of the Assistant one hundred and fifty. . . .

I resigned in 1876 on a salary of one hundred and forty six dollars, into which I had paid the required sum.

ETIWAUDA, CALIFORNIA, April 22nd, 1896.

HENRY DUGDALE.

1852:—I moved down near Elora, and taught a School in Peel Township, which was well furnished with Desks and Maps, after which I moved to Wellesley Township, County of Waterloo, and taught in a large well furnished Frame Building, with Desks, Maps and a Clock. The Books used were the Irish National Series, and Bonycastle's Mensuration and Algebra, and Simpson's Euclid.

In 1865, I taught School in Alma, County of Wellington for two years in a new Brick School House, well furnished with the best School furniture, Desks of the latest improved pattern, Maps and a Terrestrial Globe. The Books were the Irish National Series, Sangsters Arithmetic, Simpson's Euclid, Hume's History of England, a History of Canada, Bonycastle's Mensuration and Algebra.

I next taught in Harriston Village for a term of two years, in a School where the furniture and apparatus were much the same as in the former School.

My next and last School was in the Township of Garafraxa, near Orangeville. . . .

Previous to coming to Canada I taught in the Dublin Model School, as an Assistant Teacher under Professor Moorehouse. . . .

STONEWALL, MANITOBA April 10th, 1896. JOHN W. WALKER.

1853:—The first Public School in Tweed was built in 1853. James Mairs was engaged as the first Teacher. During a few years prior to 1853, there had been a small private School or Schools kept. . . .

1896. JAMES FINLEY.

1853:—My first School, in School Section Number one, Township of Scott, was in dimensions about 18×18 feet, built of hewed pine logs, with Desks fastened to the walls and Benches for Seats. A large Box Stove, in which green wood was burned, heated the School Room very imperfectly. There was a Map of the Hemispheres, and a useless old Blackboard: The Irish National Series of School Books, Morse's Geography, and Lennie's Grammar were the Text Books used. My salary was two hundred and sixty dollars.

From 1858 to 1866 I was in Number Four Uxbridge, and here I found an improved condition of things, as a new School House had been built in the Fall about 24×30 feet in dimensions. The Trustees were willing to obtain what was required, so that we got things in proper shape for teaching. The School was filled to its utmost capacity as the average attendance was from seventy five to eighty five Pupils daily. The Books used were the same as those already mentioned, with the exception of some new ones which had been recently published, namely, Sangster's Arithmetic, Lovell's General Geography, Kirkham's Grammar, Pinnoek's History of England, and a summary of Canadian History were also used. The Seats for the Pupils were homemade, but comfortable. The salary was three hundred and twenty dollars a year.

For one year, 1866, I was in School Section Number Nine, Mariposa, in a very miserable Log Building of about 20×30 feet, which it was impossible to keep warm in Winter. My salary was three hundred dollars a year.

1853: My first School was in the Township of Mariposa, County of Victoria, in which I commenced to teach. My salary here was thirty-seven pounds a year. My School was a Log Building, about 20×20 feet, with a ceiling ten feet high. It was plastered with clay between the Logs; and Boards were placed round the walls for Desks, with rude Benches for Seats. When I had taught for nearly two years in this School I got an advance of salary from thirty-seven pounds to sixty pounds per annum.

I next moved to the County of Northumberland and taught there for over eighteen years. . . .

My first examination before the County Board was in Peterboro. . . .

ATWOOD, April 21st 1896. J. W. MCBAIN.

1853.—I began to teach in this Country in 1853, and I shall speak of things as I then found them. My first School was School Section Number Ten, Ramsay, County of Lanark. The School House was a Log Building, 30 x 20 feet, with a ceiling seven and a half feet high. . . . At one end of the School Room were eight rough Desks, each intended to seat two Pupils; but when the Room was crowded they had to hold as many as could be pressed into them. Along the sides of the Room were two long Desks shaped like the roof of a house, with a flat space along the ridge for ink wells. At the other end was the Teacher's Desk, a queer affair, somewhat resembling an old fashioned Puplit, and on Sabbath days sometimes served for that purpose. There was a small Blackboard, and a very much soiled Map of the World, but of other equipments there were none. The School Books were those published by the Commis-

sioners of National Education in Ireland, and I also remember that we used Gray's Arithmetic, and Lennie's Grammar.

For thirteen years, I taught in **this miserable** little place, and during the Winter months I had often as many as seventy Pupils, **ranging** from little children beginning their letters to young men studying Geometry and Algebra.

ALMONTE, 1896.

JOHN McCARTER.

1853.—From 1853 to 1878, inclusive, I taught in several Schools in the Counties of Huron and Bruce, making in all twenty-five years and a half of actual teaching.

The Houses during the first years, in which I taught, were nearly all Log Buildings, as the Country was being newly settled. After a few years, however, they were superseded by Frame or Brick School Houses, which were larger, and furnished with long Desks and Seats placed parallel with the ends of the building, so that an aisle ran up through the centre. The new School Houses were furnished with Desks and Seats of the later and more modern style. They were well supplied with Blackboards, and, if nothing else, had at least a Map of the World.

One of the Schools, Number Nine, Carrick, County of Bruce, was supplied with a twelve inch Terrestrial Globe, a Lunarian, and a full set of Maps. In all of the Schools, only those Books authorized by the Council of Public Instruction were used.

Teachers were benefited by the privilege of visiting one another's Schools; so that they thus had an opportunity of observing different methods of teaching. Salaries were low, and what was worse, Teachers had to wait until the end of the year to be paid, with the exception of the Government's half-year allowance which they received at the expiration of the first six months.

MARSHALL, MINNESOTA, April 13th, 1896.

ALEXANDER FORBES.

1853.—At the expiration of my time of service in Madoc, I was offered the School at Burritt's Rapids, where I was born. At the end of 1853, my salary was raised to four hundred dollars. In this School I taught off and on for twenty years. . . . The first School in which I taught here, was of the old fashioned type, but there was a good set of Maps, which had been purchased from the Education Department at Toronto. The Books were of the Irish National Series. They have now a fine Stone School House, 30 x 40 feet, well furnished in every particular. . . .

I also taught one year in Kemptville, four years at Beckett's Landing, and one year in Montague. . . .

While teaching at the Rapids, at the time of the "Trent Affair," I assisted in raising a Volunteer Company, and was in active service for three months in the spring of 1866, during the first Fenian Raid, when I obtained my Second Class Military Certificate.

In 1868, I attended a Board of Examination, and received my First Class Certificate. . . . After a few years I was promoted to the Lieutenant-Colonelancy of the 55th Battalion, which position I still hold. So much for one of your Normal-trained Teachers. . . .

KEMPTVILLE, April 14th, 1896.

R. O. CAMPBELL.

1853.—In 1853, I went to the Normal School, and got a Third Class Certificate, after which I taught from 1854 to 1858 in School Section Number Four, Cavan, in a Log Building. The Trustees got me a good set of Maps from Toronto, of the World, Europe, Asia, Africa, North and South America, United States, Upper and Lower Canada. I used the same Books as prescribed, with the exception of Robertson's Grammar.

In 1859 and 1860, I taught in Number Fourteen, Cavan, in a Log School House, in which there were good Maps. In this School I used Sangster's Arithmetic and Algebra, along with the National Series; as well as Hodgins' General Geography from the time it was published. . . .

In 1864 and 1865, I taught in Number Five, Cavan, in a well furnished Brick School House. I got a Third Class Certificate from the Normal School for one year, after which I taught on a Second Class County Board Certificate. . . .

PETERBOROUGH, April 13th, 1896. RICHARD COE.

1853.—I went to the Normal School, Toronto, in the Session of 1853-4, when Mr. Robertson and Doctor Ormiston were teaching. After getting my Certificate, and teaching School for a few years, I moved to Newton Village, Clarke Township, where I found the School Building fine and large, seated in the modern style, with Desks fitted for two, and four rows, with aisles. All necessary Maps, Apparatus, Blackboards, Object Lessons, The National Series of Reading Books and Lennie's Grammar. After I came west to Huron County and got a School, which was better fitted up for that new country than in some of the older settlements. It was built of Frame, and supplied with every necessary Apparatus,—Maps of all kinds and a Globe.

I moved to near Clinton in 1870, where I remained thirteen years. I gave up teaching in 1881.

GODERICH, April 7th, 1896. SAMUEL MEGAW.

1853.—My first engagement as Teacher was in an old fashioned Canadian Log School House in the Township of Wilmot, County of Waterloo, in which School the furniture was primitive and rude. The average number of Pupils who attended, about fifty, the majority of whom were of German descent. In School, they, of course, spoke English, but at home and in recreation, used the German Language.

I also taught in Number One, Colborne, County of Huron, in a Frame Building, with furniture of the old style. In 1868, however, the building, which was very poorly constructed, was replaced by a good substantial Brick School House, furnished with all the modern improvements.

From 1854 to 1867 I taught in Number Six, Stanley, County of Huron, under great inconvenience, owing to the small dimensions of the Building, and a large attendance of Pupils, together with a lack of suitable accomodation. In 1867, the old School was replaced by a commodious Brick Building, furnished with all modern School appliances.

Two other Schools I taught in the County of Huron in good substantial buildings, well supplied with appropriate furniture.

The County School Superintendent used to visit us semi-annually. One Local Superintendent had charge of all the Schools in the County, which numbered at that time about sixty.

Away back in the fifties, and also in the sixties, holidays were not so numerous as they are now, and consisted of the first two weeks of August, eight days at Christmas, Good Friday, Easter Week, and every alternate Saturday.

The Books used besides the National Series, were Lennie's Grammar, Playfair's Euclid, Canadian Spelling Book, Pinnock's History of England, Greece and Rome.

Examinations of Candidates for Teachers were held quarterly, . . ., and were for the most part conducted orally, and continued but for one day.

Salaries ranged from fourteen dollars per month and board with the Parents, which was a system in vogue in the fifties, but which was abolished later for a fixed salary, agreed upon by Trustees and Teacher. Two hundred and forty dollars was considered an adequate yearly salary for a good Teacher.

DUNGANNON, April 14th, 1896. J. G. WARD.

1853.—I taught my first School in 1853 in The Township of Mariposa, in an old Log Building, without School Apparatus of any kind—a Blackboard even, not excepted.

In 1854, I moved to an adjoining Section in what was called the "Irish Settlement" which was very much like the other settlement in its disadvantages.

From 1865 to 1868, I taught in School Section Number One, Eldon, during which time I had better applicances than before. It was at this time that the Clergy

Reserve Fund was distributed, and the Trustees of my School, as well as of two other Sections, appropriated their share of the funds in purchasing Prizes, Maps, and Blackboards for the Schools. I was deputed to purchase the Apparatus from the Education Department; and I remember well how much assistance I received in doing so from the then Deputy Superintendent, J. G. Hodgins.

My next School was in the Township of Thorah, County of Ontario, in a place called "Egypt." . . . Afterwards I removed to School Section Number One, Thorah, in which the School House and furnishings were much the same as those in the first two Schools.

In 1860, I came to the County of Simcoe where I taught for twenty years, in Schools which were much better furnished than those in which I had previously been. . . .

FAIR VALLEY, April 9th, 1896.

D. McALPINE.

1853.—I taught in the Village of Delta in the Township of Bastard in 1853, at a salary of one hundred and eighty dollars per annum and board. Here the School Room was tolerably comfortable, and partially furnished with Globes and Maps; but was with out any enclosed Playground.

During 1854 and 1855—I taught in the Village of Addison, Township of Elizabethtown. I declined to board around and longer, and received for the first year two hundred and forty dollars, and for the second three hundred and twelve dollars. This, like most of the Village Schools, was tolerably well furnished with Blackboards, Maps, Globes, Tablet and Object Lessons.

SOPERTON, April 8th, 1896.

J. E. JOHNSON.

1853.—I came from Dublin to Toronto in the year 1853, and called at the Normal School to see Doctor Ryerson, who examined me, and sent me forthwith to Mr. Thomas Nixon of Newmarket, who was then Local Superintendent of Schools for the Counties of Ontario and York. He took me to the Township of East Gwilliambury, where I was engaged to teach in a Frame School House, capable of seating sixty Pupils. . . . From this School I was sent by Mr. Nixon to a place called Atherly in the Township of Mara, in which I taught Schools for a number of years.

Another School, in which I taught was in the Town of Orillia. It was a large Brick Building, capable of seating one hundred and fifty children, and subdivided into two apartments, one for the Boys and the other for the Girls. The School was well ventilated, and well furnished with Maps, and Globes, (celestial and terrestrial.)

I then went to Collingwood in the County of Grey, and taught in a large Frame Building, with a seating capacity for one hundred Pupils, with seperate Rooms for Boys and Girls.

Afterwards I went back to Mara, and taught for a number of years in the old Log School Houses already mentioned. . . .

The Books and Maps used in my time were those published by the Commissioners of National Education in Ireland," McGauley's Philosophy and Arithmetic, Sullivan's Dictionary of Derivations, Grammar and Geography, Thomson's Algebra and Geometry.

LONGFORD, April 16th, 1896.

WILLIAM HEAVENER.

1855.—I commenced in 1855 in School Section Number Nine, North Plantagenet, and remained there twenty years in succession, with the exception of one year, which I rested on account of my health.

The School House was 20×28 feet, with long Seats which had backs to them so broad that the children could rest their books and slates upon them.

As the country began to improve, I received more pay, and the School House was supplied with the necessary Apparatus. I am glad to say that everything is improv-

ing. The Teachers are now well prepared for work, and have every facility given them to impart instruction. I hope they will continue to improve, and that the young people will appreciate their privileges.

PERDLETON, April 15th, 1896.

SAMUEL DERBY.

1855.—The first School in which I taught was at Balderson's Corners, a very good Frame Building, which was supplied with a few Maps and a Blackboard. My salary was fifty pounds per annum. . . . The Books used were Morse's Geography, Grey's and Walkingame's Arithmetic, Lennie's Grammar the Irish National Series of Readers.

My next School was in the Township of Osgoode, County of Carleton, School Section Number Nine. My salary here was seventy-two pounds per annum. The School House was an old fashioned Log Building, with a cottage roof; there were two rows of Seats and Desks facing the front, one on each side of a centre aisle. There were no Maps, and no Blackboard. Maps were afterwards ordered from the Education Department, of the World and the Continents. The Books used were the same as before, except that we used the National Series of Arithmetics. . . .

After teaching in this School for three years from 1856 to 1858 inclusive, I went to School Section Number Four, Smith Township, about four miles from Peterborough. The School House was a very fair Frame Building in a healthy locality, contained a good set of Maps, and a large Map on Anatomy and Physiology. I taught in this School during the years of 1859 and 1860, and enjoyed the work very much, as I had a good Apparatus with which to work. There was one drawback, however, I had to make out the Ratebills monthly and collect the same from the Pupils in very small instalments. We had School every other Saturday. . . . We used the same Text-books in this School, as were used in the other places which I have mentioned. The Desks were fastened to the Walls, so that the Pupils had their backs to the Teacher, when writing. These, however, were changed for more modern ones.

My next School was in the County of Bruce, School Section Number Six. The building and furniture were very primitive; and the Benches were so high that the feet of the little ones would not reach the floor. After I went to this School Maps were procured from the Education Department. . . .

My sixth and last School was in School Section Number Eleven, Bruce County, about a mile from the Village of Tiverton. This was a new Section, and we had an old Frame Store fitted up until a School House should be erected. It was finally built, and furnished with all the modern improvements. I ordered the first Map for this School, a Globe, a Numerical Frame, and Tablet Lessons for the very young Pupils.

I always used the Bible at the opening and closing of every School in which I taught: . . .

I put my Pupils through a military drill, according to the British and Foreign School System.

TIVERTON, April, 1896.

PETER CAMERON.

1855.—I commenced teaching in 1855, at Ernestown, County of Addington, in a very small Section with an average attendance of about eighteen. Desks twelve feet long, faced the windows, and rough Benches to match were all the accommodation we had. The Building was of Frame in dimensions about 20×24 feet. . . .

My second School was on Amherst Isle, North Shore. The School House was of Log, and had an average attendance of thirty-five Pupils. Benches and Desks, twelve feet long, faced the Windows. There were no appliances of any kind to assist in teaching.

My next School was a Stone Building 24×24 feet, with Desks and Benches like those I have already described. There were Maps of the Continents and Canada; the average attendance was about forty-four.

My fourth School, in Portland, County of Frontenac, was a primitive Log House, 20×20 feet, with Desks fastened to the Walls, and Seats without backs. . . .

I again taught in the Township of Kingston, County of Frontenac, five miles west of the City of Kingston. The Frame School House was situated in a Pine Grove. There were Maps of the Continents and of Canada; the Books used were the Irish National Series, Smith's or Olney's, Geography, Kirkham's Grammar, Bonycastle's, Day's, or Davies' Algebra and Geometry. The average attendance was about thirty-five.

Again I was in the Village of Petworth, in a Frame House, 20×24 feet. The Desks and Benches faced the Teacher, and there were Maps of the Continents and Canada. The Books were of the Irish National Series.

The other Schools in which I taught were almost without exception of the old fashioned type which I have already mentioned. . . .

MURVALE, March 31st, 1896.

W. H. BEATTY.

1855.—I commenced to teach in 1855, and I have taught in various Counties in Ontario. I may say that the best years of my life have been spent in teaching, and I must say, in looking back, that the early Schools could not compare with those of the present day. The Buildings were very poor, very often built of Logs, the methods of teaching were defective, the Apparatus scant, and the whole School machinery incomplete in comparison with that of the present day, nevertheless, I believe that the old time Teachers did much in the way of training the rising generation, and that they did more good than they often got credit for. The salaries were very small, and many, as was the case with myself, were obliged to supplement their finances by working in the Harvest Field during the holidays. . . .

BRIGDEN, April 8th, 1896.

JOHN McCALTY.

1855.—I commenced teaching in School Section Number Six, Township of Madoc, County of Hastings, in 1855, and I must say that there was quite a comparison between the School in which I had been taught, and that which I begun to teach. I had just come from Ireland, where I had attended one of the National Schools, in which was supplied every convenience. The School House in Number Six was a small Frame Building, about 16×20 feet, the ventilation of which was far from being perfect. It contained eight small Desks, and as there was no room for a passage between the Desks, the Seats had to be used for ingress and egress. It had few Maps. The School House was left unlocked, and tramps and travellers frequently made it their abode during the night.

I had plenty of Pupils for the size of the building, having often eighty, some of whom were adults, crowded into the small building. Fortunately the senior Classes were large, and I could keep them engaged in Reading and Blackboard exercises, in order to give other Classes their seats. I frequently had to do this, or else require a number to stand.

One of the greatest difficulties to be encountered in those days, was the variety of Text Books in use in the Schools. The Irish National Series of School Books was generally used, but there were English Grammars without end. Morse's Geography was used, and I must say I think he did not intend to instruct Canadians when he wrote his Book. I have still in my possession Hodgins' Easy Lessons (Geography) and History of the British Empire, as well as the General Geography published by Lovell: and I must say that the publishing of these was a step in the right direction. I consider them the best works of the kind yet published in Canada.

Speaking again of my services in Number Six, which lasted for eighteen months, I struggled through as well as I could, and had the satisfaction of having four of my Pupils afterwards qualified to teach.

A new School Building was erected here in 1873, which was well furnished, and a credit to the Section. I came back and taught here for two years, and had the pleasure of opening the new School House.

After my first term of teaching in Madoc Township, I taught in Number One, Manvers, about twenty miles North of Bowmanville, where I remained for five years, commencing with 1857. Just before I went there, the School House was destroyed by fire, and I had then to teach in an old Log Shanty about twelve feet square.

The Trustees were liberal, and erected a good substantial Frame Building about 24 x 26 feet, and furnished it with good Desks, Maps, Tablets and Blackboards. The Text Books during my term here were chiefly Bullion's Grammar, and Hodgins' Geographies. The Irish National Series was still in use, and their Arithmetic was the only work on that subject which we had.

After spending these successful years in Manvers, I found myself teaching in School Section Number Thirteen, Township of Madoc, in a very good School House when we consider the time,—1863. It was a small Frame Building, scarcely able to accommodate the number who attended, but withal comfortable, and very well supplied with Maps, and other appliances for teaching.

After spending these successful years in Manvers, I found myself teaching in that the work might improve my health.

I again taught for two years in the Village of Queensboro, Elzevir Township, toward the close of the sixties, and finished my teaching in 1875 in that village. In 1873, the Trustees erected a new School House, and furnished it in first class style.

WALLACEBURG, April 28th, 1896.

JAMES ALLEN.

1855.—I first taught School in January, 1855, in the Township of Admaston, County of Renfrew. The Building was rough in the extreme, made of round Logs, the spaces between which were filled in with mortar. The ceiling was of rough boards, and a large Stove in the middle of the Room kept us warm. The furniture was as rustic as the building, the Desks being composed of two long Boards, nailed in a slanting position to the walls, and the Benches were of very rough boards. A board painted and nailed to the wall was our Blackboard.

The Books used in all the Schools of that period were the Irish National Series, Carpenter's Spelling Book, Gray's Arithmetic, Morse's Geography, and Lennie's Grammar.

The Teachers of that day were almost as rustic as the Schools. The Examinations were verbal, and all the qualifications necessary were Reading, Writing, Arithmetic, Grammar and Geography. I must admit that when I undertook school teaching, my knowledge of these branches was very imperfect, and I was considered quite as well qualified as most of the Teachers in this part of the Country. I was not at all satisfied with my education, and made up my mind to attend School for another term of two years, which I did after teaching the above mentioned School for four years.

My next experience in teaching was in School Section Number Four, Bagot, in the year 1861. For a Country School of that period, it was certainly far superior to any in the County of Renfrew. It was a commodious Frame Building, painted on the outside, with a projecting Roof forming a Verandah. The furniture was about the same as that used in all country Schools of that period. There were long double Desks with Forms on each side, so that when writing, the Pupils faced one another; which position afforded every facility for exercising their conversational powers.

A Map of the World, Maps of the Continents, and some few others, a Globe, and a Blackboard completed the appliances for teaching.

My next experience, was in the first Roman Catholic School in the Village of Renfrew, and indeed the first in the County. It was in an old Building, altogether unfit for the accommodation of one hundred Pupils, I taught for one year. During the next year the old Church was fitted up for a School, and it afforded better accommodation.

My next move was to School Section Number Two, Brougham, where I taught in a comfortable Log Building, with similar primitive furniture to that which I have already mentioned. I taught in this School until the close of 1876. . . .

OSCEOLO, April 18th, 1896.

CATHERINE COSTELLO.

1855.—In February, 1855, I was duly appointed Teacher of a rural district not sixty miles from Toronto. It was in a Building of about 24×30 feet, and clapboarded. There was plenty of ventilation, although we had an attendance of one hundred and fourteen. With such a crowd to attend to, it was difficult for one Teacher to meet the half dozen daily demands of each one of the Pupils. I grouped the children into as large classes as possible, when I would thoroughly examine the acquaintance of one or more of the Pupils with the lesson, would determine the standing of the class. . . .

In the plain, practical, rural, districts we were not much hampered with too many subjects, but the three R's with Geography, Ancient and Modern History, rudiments of Philosophy, received faithful attention. . . .

Neither were the moral and spiritual interests of the children neglected, for every Morning and Evening, by the sanction of the Trustees, we sang a Hymn, read the Bible and prayed. . . .

In those days holidays were few, every other Saturday, a month at midsummer, and some other two, or three, days. The children of the agricultural districts had plenty of exercise at home, and often a long walk to School, so that long holidays were not necessary for them. The present Programme of Study for High Schools and Colleges necessitates the burning of the mid-night oil, and hence if health is to continue, there must be compensation at mid-summer, as well as daily exercise.

Between the years 1850 and 1860 we had no recess. . . . Commencing with a salary of one hundred and ninety-two dollars per annum, my salary was raised to three hundred and eighty dollars during the succeeding four years; after which, however, followed an agricultural depression, in which the Teacher participated.

Toronto, 1896.

A. H. DIMSDALE.

1855.—The first School House in which I taught was in the County of Middlesex, in 1855. It was an old Log Building about 18×20 feet, lighted by two twelve pane Windows, and with Desks fastened to the Walls. There were no Maps; but there was a Blackboard. The Roof was covered with Clapboards, and there was no other ceiling. There was no Stove, but the fire-place heating was so bad, that after a few days, endurance of the smoke from it, the School was condemned and we left it.

At this time, the children were taught individually. There were usually about forty-two present, some reading aloud, some talking, some had Slates, some stood up by the Teacher and read to him. The Irish National Series of School Books was used; Geography and Grammar were not taught. The Teacher kept order by the vigorous use of a cane. . . .

When I began to teach. . . . I classified the School, told the Pupils where to find their lessons, and how to study them, I emphasized the fact that reading aloud, or even whispering, could not be tolerated. . . . Finally I was able to bring the School to order, and to teach the several branches of Reading, Writing, Spelling, Arithmetic, Grammar and Geography.

The children began first by learning the Alphabet thoroughly, then by spelling words of two letters, then of three and four. The Teacher pronounced the word "into," and the pupils spelled "i-n in, t-o to, into" or "fortunately" "f-o-r for, t-u tu, fortu, n-a-t-e nate, fortunate, l-y ly, fortunately." The Mavor's Spelling Book was the one used by beginners. When the Pupils were large enough, this Book was committed to memory, the children learning fifty, or one hundred, words every night and morning until the task was completed. The Classes were arranged according to their spelling facilities.

The first three Classes read from the Spelling Book, while the fourth and fifth had the English Reader and new Testament. A few pieces of Poetry were committed to memory and recited with the Book closed. This was called "speaking a piece."

Lennie's Grammar was the Text Book used in this subject. About four Pupils, in a School of forty, would commit the rules to memory, but no one knew how to apply them.

Arithmetic was taught from Text Books. Any kind of Text Book would do; and the child who could work a few questions in Vulgar Fractions was considered quite accomplished. There were no Blackboards, and when a child wished for assistance he took his Slate up to the Teacher, who would work the required question for him on his Slate.

There was no Geography taught at this time. The School was visited by a Trustee once in three months. . . . Teachers' salaries ranged from one hundred and twenty, to one hundred and forty, dollars a year, so that Teachers' often did other work to help their otherwise meagre income. A Tailor could make a Coat, and teach School at the same time; or a Teacher could teach School and work on a Farm.

Copy books were set by the Teacher for the Pupils to imitate.

Later, Grammar, Algebra, Book-keeping and Euclid were introduced from time to time as studies in the Schools.

The Local Superintendents of Schools were usually Ministers of the Gospel, who, when they visited the Schools, sent word beforehand to the Teacher to have the Parents and Trustees in attendance at the time of his visit.

From 1860 to 1870, Prizes were given in many Schools, but it was a most unsatisfactory piece of work. When given for marks for good work, the Trustees would interfere, when given for tickets, the pupils would beg, borrow and steal from one-another, and Parents thought them clever for doing so.

Social gatherings and Picnics were also introduced during this time, and their influence was good on all concerned.

WISBEACH, April 17th, 1896.

ELLEN BOWES.

1855.—The first School in which I taught was in an old Log House, a few miles from the Village of Ancaster. The furniture consisted of long Desks attached to the walls, and heavy clumsy Benches without backs. There was a Blackboard, but no other Apparatus of any kind to assist me in teaching.

I stayed there only six months, when I went to Binkley, near Dundas, where I took charge of the School. . . . This Building was of Stone, and consisted of one Room which contained the same kind of furniture which I have already described. There was no Cloak-room, nor even Hooks on which Hats and Caps might be hung, so the children had to lay them at the ends of the Desks. We had a Blackboard, and some small Maps hung up near the ceiling, apparently more for ornament than use. I had them lowered, and although very few places were marked on them, they were much better than none. The Geography we used in those days, was Morse's, which was filled with Maps and information about the United States to the partial exclusion of every other Country. A large Box Stove stood in the middle of the room. The fire was lit in the morning by the Boys who first arrived at the School. I swept the School Room myself every Evening after the children were gone, although they were expected to do it in turns. . . .

Two or three years after I went there, the Trustees took down the Desks, and made two long Tables instead; but the long Benches without backs were still used. I remained there between six and seven years, when I left.

1856.—I came to Canada as a Teacher from the North of Ireland in June, 1856. The first School I taught was in the Township of Nelson, three miles from Waterdown. I taught there for four years and a quarter. I had an average attendance of from forty to fifty Pupils, and taught in a Frame Building with a very low ceiling. The Desks were placed around the walls with the centre of the room clear, and there was a fair supply of Maps. The salary was three hundred and sixty dollars, and I left because they were about to lower it.

My next School was in the Village of Greenville, Wentworth County, with a salary of three hundred and sixty dollars. The School House was a poor Frame Building, badly ventilated, and crowded, especially in Winter. The second year my salary was

raised to four hundred dollars, but at the end of this year my health failed. Soon after I was appointed Local Superintendent of Schools for West Flamboro'.

My next School was in the Village of West Flamboro', in a small Frame Building. The attendance so increased that the Trustees were under the necessity of putting up an addition, and finally I obtained an Assistant in my Daughter, who held a Third Class Certificate. My own salary was four hundred dollars, with two hundred dollars additional for my Assistant.

Again I taught in the Village of Brockton in the Township of Beverley. The Building was of Stone, and the School furniture fair; but there were too many pupils for one Teacher. I remained here for two years and received a salary of four hundred dollars per annum.

I then retired for one year, after which the Greenville Trustees wished me to take charge of their School for a second time. I consented, on condition that they would enlarge the School House, and give me an Assistant. They did so, and furnished me with a paid Monitor. I remained there three years more, and held my last examination in December, 1878.

HAMILTON, April 17th, 1886.

CHARLES MACAULAY.

1856.—The first School which I taught for four years was in Peel Township. It was a Log Building, with Desks around the Walls and Benches without backs. There was a Blackboard, and some large Maps on the Walls. The Reading Books then used were the Irish National Series. These certainly needed some adaptation to make them suitable for Canadian Schools, but they contained a large amount of Scripture History and useful information, which must have been beneficial to those who studied them.

The next School which I taught, for four years, was in Maryborough; a small Frame Building, very plain in appearance.

My next School in the same Township was held in what had been a Log Dwelling House. It was very inconvenient, however, for School purposes.

Again I taught in the Township of Peel in a commodious Brick Building with Desks of the improved kind.

The School vacations had begun to lengthen. I received a larger salary from this time on. From two hundred to two hundred and fifty dollars had been the rule for Male Teachers, but in this School I received three hundred and ten dollars per annum.

I then taught for two years in the same Township, and, while I was there, a beautiful Brick School House was erected.

I taught again a Union School of Luther and Arthur Townships, and afterwards one in the Township of Arthur near the Town of Mount Forest.

MOUNT FOREST, April 16th, 1896.

JAMES YOUNG.

1856.—I commenced teaching in School Section Number Two, Bentinck Township, County of Grey, in 1853. I taught here for thirteen years; and, although the country was new, and the people poor, the desire to have as good a School as possible, generally prevailed. The School House was about 18 x 24 feet, and is still standing as a memorial of early days. It was built of hewn Cedar Logs, had a shingled Roof, but no Chimney, so that the stove Pipe was stuck through the Roof. There was neither Porch or Cloak-Room. Two rows of wooden Desks ran along the side Walls, and were used by the advanced Pupils; while wooden Benches, or Forms, as they were then called, were placed across the floor, on which the younger children sat. Supports of any kind for the children's backs were out of the question in those days. Blackboard there was none. There was a Teacher's Desk upon a raised Platform, and a wooden Stool on which the Teacher sat.

The Readers used were the Irish National Series, as were also the Arithmetic, Mensuration, and Grammar. Geography was taught from an American Atlas.

After a time a Blackboard was procured, and Maps, a Globe, and other Apparatus were procured as financial circumstances permitted. Toward the close of my thirteen years' term, many changes had taken place in the Text Books. The Readers then were the Canadian Series, Lovell's General Geography had taken the place of the American ones, and more advanced Books in Arithmetic, Grammar and History had taken the place of the older ones.

In 1869, I engaged as Teacher of the Hanover Public School. The School was a two-storey Brick Building, and was the first of its kind in the neighborhood. There were two teaching Rooms, one in the upper storey and one in the lower. I had charge of the Senior Department, and a young Lady of the Junior. There were upwards of four hundred children in attendance, and they were about equally divided between us. The second Winter in which I taught, I had a daily average of two hundred, and as I objected to this, another Teacher was engaged. The School was fairly well furnished. Wooden Desks for two, had superseded the old Forms of early days, and there were anterooms for Hats and Cloaks. An Advanced Grammar, Smith and MacMurphy's Arithmetic, Collier's British History, Hodgins' History of Canada, Sangster's Algebra, Arithmetic and Natural Philosophy were among the Text Books then in use.

I taught again in this School from 1869 to 1871 inclusive. Then I left and taught for one year in School Section Number Ten, Glenely Township, County of Grey. . .

In 1873, I engaged to teach the Chatsworth Village School in Grey County. The Village Hall was used as a temporary School House, during the first year in which I taught. Then a Stone Building was erected with Rooms for two Teachers. I taught in this School for seven years. The School was up to the times in every particular. .

HANOVER, April 13th, 1896.

ALEXANDER STEPHEN.

1856.—I began teaching in 1856, on the Bath Road, about five miles west of Kingston. I also taught at Collinsby, Bath Road, two miles further on. . . . In the first of the above named, the School House was a Stone structure, but without Maps, or other Apparatus. The Books used were Morse's Geography, Irish National Readers, Book-keeping and Arithmetic, and Lennie's Grammar. I taught Penmanship from my own handwriting.

The School House at Collinsby was a good Frame Building, situated close to the Bay Shore, and had a grove of Pines near by. There were Maps in this School, and we used the Text Books which I have already mentioned. For English History, I used a little Book by Amelia B. Edwards.

In 1858, I taught a School in the Township of Camden, County of Addington, near Moscow. The School House, was of hewn Logs, and there were no Outbuildings. The School Books were the same as before mentioned.

In the year 1861, I was engaged in a Union School at the head of Labora Lake in the Township of Kingston. The Building was of Stone, but there were no Outbuildings, nor was there Apparatus of any kind in the School.

Again I taught in Barriefield, just across the Bridge from Kingston, where there was a large Frame Building, which served as both School House and Dwelling. It was situated on Government ground, for which they paid a rental of twenty cents per annum.

The last place in which I taught was in Harrowsmith, where I now reside. I was engaged there from January, 1867, until December, 1873, and I taught in a Stone Building. At first there were no conveniences nor Apparatus, but things gradually improved, as I continually talked about them. Finally we got a set of Maps, and other Apparatus. I generally used the Books authorized by the Council of Public Instruction, and procured all the Maps and Prize Books from the Education Department Depository. The Books used in the School were the Irish National Readers until others were authorized by the Council of Public Instruction; and these I adopted.

Sangster's Arithmetic, Lovell's General Geography, Campbell's Authorized Spelling Book, Sangster's Algebra, Playfair's Euclid, Collier's History of England, and another.

I taught writing from Copy-books, with headlines, and also from my own handwriting. Lessons in General History, Natural Philosophy, and other subjects we took from the old Fifth Book. We used a Canadian History by Hodgins, and another by Boyd.

HARROWSMITH, April 3rd, 1896.

JAMES COOK.

1856.—I went to Campbell's Corners a few miles from Collingwood, in October, 1856, and taught the School there. . . . As the School had not been in operation for more than a year, the Trustees understood that they must maintain the School by voluntary subscription for six months, before they could claim the Government Grant; so with one of the Trustees, I went around to take the signatures of those Ratepayers who were willing to pay their share of my salary for three months. I commenced to teach at a salary of nine dollars a month, with my board and washing supplied. . . . In my bargain with the Trustees, it was stipulated, that in the event of the Local School Superintendent recommending and obtaining the Grant, that it should be added to my salary. The Superintendent (the Reverend J. Van Linge), did obtain the sum of sixteen dollars; but as some who had promised to contribute to my salary did not do so, I received only one half of this. . . .

My work for the three months for which I had been engaged was so satisfactory to all parties that I was re-engaged at the end of the time at a salary of two hundred and forty dollars per annum, with the privilege of boarding around if I wished.

I continued to teach in this Section—with the exception of two or three interruptions caused by ill-health, for twenty-one years, when I resigned because of continued ill-health.

The Building in which I commenced teaching was like all the others in this section of the country, at that time, constructed of round Logs, with the bark left on. It was in size 12×16 feet, was chinked with split Cedar, and then covered with what was known as Clap-boards. The floor was of rough boards fastened down with wooden pins, and it required some attention to one's steps, to prevent stumbling. The Seats were very roughly made, and there were no Desks until during the first Winter, I obtained a few boards from an adjacent Saw-mill, and had some rather primitive Desks made. . . . A Fireplace in one end of the building, served to heat the School-room. . . . A Window, with four panes of glass, placed at one side of the House, was our only source of light; and many times have I had to dismiss the School on cloudy, or rainy, days, on account of insufficient light.

During the first Winter which I spent in this Section the only light which I could procure to read in the evenings, was obtained by laying dry pieces of Cedar on the front of the fire-place, and then setting so that the light from this fell on the Book, or paper, which I chanced to be reading. The people, however, were usually so kind and obliging, as far as lay in their power, that I often look back with pleasure, to those by-gone days.

I continued to teach in this School House for two, or three, years, until it became utterly impossible to crowd the pupils into it. . . . Consequently the Trustees built another School House close beside the first, and identically like it in every detail, except as to size, which was 22×28 feet. In two, or three, years, this Building, for many reasons, had to be renovated, and improved, so as to be made comfortable. The Trustees also got me, a fair sized Blackboard; and shortly afterwards Maps of the two Hemispheres, Europe, Asia, Africa, America, Upper and Lower Canada, were purchased. There were also a number of wall Pictures procured, representing Bible History, Manners and Customs of the Ancients and Natural History.

About this time the average attendance of Pupils reached to over one hundred. I had as many as forty in the First Book and Alphabet, and had to send them out to play while the largest ones were writing their copies. The School continued to advance,

however, and I took great interest in the School, and worked night and day for its improvement. It was then that I had to give up Teaching for fifteen months on account of ill-health.

In 1868, the School Section was divided, and I was able to resume Teaching, as the number of Pupils was considerably diminished by the division. I taught in the southern portion of what had been our old Section for a short time; but at the beginning of the next year, I went to the northern part to teach. A new School House was erected, which was a creditable Frame Building, and in which I taught until my health finally failed. . . .

WHITFIELD, May 22nd, 1896.

P. D. HENRY.

In January, 1857, I commenced my career as a Teacher in School Section Number Two, Huntley. It was in a well settled community and the people were very prosperous and comfortable. I was engaged for one hundred and forty dollars per year and my board. My salary was obtained by a tax on the Parents who sent children to school, while non-residents of the Section paid fifty cents per month. The Trustees themselves levied the tax and collected it. . . .

The Local Superintendent of Schools for the Township was the Reverend Mr. Godfrey, who visited my School twice a year, and examined the Classes thoroughly.

The School House was situated on the Third Line of Huntley, and about twelve feet from the Church and Graveyard. There was no Playground other than the Road. The Building was lathed and plastered inside, with four feet of wainscoting all around, while the outside was Rough-cast. The School Room was seated in the usual old-fashioned way of having a Desk around the walls, and a few Forms in the centre for the younger children. There were over seventy names on the Register, with an average attendance of sixty. . . . The Books used were the Irish National Readers, Arithmetics, Bookkeeping and Mensuration, Lennie's Grammar, Morse's Geography, Mavor's Spelling Book and Goldsmith's English History.

The Teacher could give a half holiday each Saturday, or the entire Saturday every alternate week. The Midsummer Holidays were two weeks, and began with the first Monday in August, so that in all there were two hundred and seventy teaching days in the year. . . .

In December, 1857, I applied to the County Board of Education for a Second Class Certificate. The subjects were the same as for a Third Class Certificate, with the exception that those obtaining a higher proficiency obtained the Second Class Certificate. After obtaining the Certificate, I went back to Number Two, Huntley, and put in another year, boarding round.

In January, 1859, I entered the Ottawa Grammar School as a Student, under Mr. Millar, the Principal. In six months, however, he was succeeded by the Reverend Mr. Borthwick, under whom I acted as Assistant for half a year. The School occupied two flats of a Stone Building on Metcalfe Street, not far from what is now the Site of the Parliament Buildings. The Apparatus in this School consisted of large Terrestrial and Celestial Globes, a full supply of Maps, Physiological and other Charts, and a Blackboard. The Books used were Harkness' Latin Grammar, Arnold's Series of Latin Classics, Spencer's Greek Grammar and Xenophon, Oldendorf's French Grammar, Voltaire's Charles XII, Playfair's Geometry, Scott's Bridges' Algebra, Logic and Rhetoric. The Books in the junior department were the same as in the Public Schools. The senior Students formed themselves into a Literary Society, at which Essays were read and subjects debated. . . .

In December, 1859, I went up for a First Class Certificate. In addition to the subjects prescribed for the other Examinations, we had Mensuration, the first four Books of Euclid, and Algebra as far as Quadratic Equations. I obtained a First Class County Board Certificate for four years.

In 1860, I was employed in School Section Number Eleven, Nepean. The School House was new, made of hewed Pine Logs; the Desks and Seats were in rows, on each

side of the centre aisle, and facing the Teacher's Desk. The Books were the same as used in the Schools I have mentioned, with the exception of Carpenter's Spelling Book. There over sixty names on the Register, and the Parents took a lively interest in the progress of their children. . . .

Previous to this, the Teachers in the County of Carleton were old men, who had taught in Ireland. I can only remember two, or three, female Teachers up to this time.

In 1861, I was engaged in School Section Number Twelve, Nepean, at a salary of three hundred dollars, which was the highest paid in the rural Schools of the County. The salaries, as a rule, ranged from two hundred to three hundred dollars, without board. The School House was a large Stone Building, lathed and plastered, and was situated near what is now the Model Farm. There were six Maps, a Globe, and a Blackboard: and the Books used were the same as had been used in the other Schools where I had taught. The Copy Books consisted of foolscap with headlines in the Master's handwriting.

The Reverend Mr. Gourley, M.A., was Superintendent of the Nepean Schools, as well as these in Osgoode. He visited my School twice a year, and examined it thoroughly. . . .

Nepean Township had a circulating Library, consisting of as many Boxes of Books as there were Schools. These boxes were exchanged for others every six months, and the Teacher acted as Librarian for the Section.

After two years and a half of private study, I purposed going to the University; but being advised, I was induced to try my fortune in the United States. I went to Chicago. . . . I met a number of educated young men from the New England States. . . .

Returning to Canada in 1865, I became a Student in the Toronto Normal School under Mr. Robertson, the Principal, and Doctor Sangster, Mathematical Master, Mr. Strang, Teacher of Writing and Bookkeeping, Mr. Sefton, Teacher of Music, Major Goodwin, Instructor of Drill and Calisthenics. . . .

I was next employed for five years from 1867 to 1871 in School Section Number Thirteen, Gloucester. The School House, a large Building made of hewed Pine Logs, was whitewashed inside. It had two rows of Desks facing the Teacher. There was a Blackboard, a Terrestrial Globe and six Maps. . . . This was the last School in which I used corporal punishment. The Books used were the Irish National Readers, Fulton and Easton's Bookkeeping, Amelia Edward's English History, Hodgins' General Geography, and Ryerson's Agriculture.

The Reverend Mr. Gavin was Superintendent of Schools, and was a most efficient Officer. He it was who inaugurated a Township Competitive Examination held once a year in the most central part of the Township. Toward this, the Township Council made a liberal grant for Prizes. . . .

During 1872 and 1873 I was in School Section Number Ten, Gloucester, where the School was a solid Brick Building, seated with the new style of Desks which held two Pupils each. There was a good supply of Apparatus.

My next engagement was in Number Eighteen, Gloucester, in a Log Building. The Desks were arranged in rows, and we had the usual number of Maps and other Apparatus. . . .

RAMSAY'S CORNERS, 1896.

DAVID CROLL.

In 1856 and two months of 1857 I taught at Number One, Hexton, in a large Stone School House, with very comfortable Desks and Seats, and a Teacher's Desk and Chair placed two steps higher than the rest of the Seats. There was a Blackboard but no Maps until I taught there in 1871 and 1872. . . .

The remainder of the year 1857, I was at the Iroquois Seminary and the Belleville College.

I commenced to teach in Section Number Two, South Gower, with a First Class Certificate, and taught there for over thirteen years. The School House was a new Frame Building with the Seats facing the Teacher, as they are all now-a-days. The Trustees got me a Blackboard and several good sized Maps, and the School Room was furnished with Blinds for the Windows, two Armchairs on the Platform, and so forth. When I began to teach here I received one hundred and eighty dollars a year, and, in 1878, I had two hundred and sixty four dollars a year. The Books used were practically the same as those used in former Schools, In the Third and Fourth Books, which we then used there were splendid Bible Histories, and at the Examinations the Pupils were questioned regarding the Bible, just as they were on Grammar and Geography.

In 1860, I began to have the Fourth and Fifth Classes write Essays every two weeks, and the smaller Classes give a recitation, as it would help them, if they ever went into the High School. I also made a rule that the Third Class was to study easy questions in Grammar and Geography and to be up to the Rule of Three before they went into the Fourth Class; and, while there, they must continue these and European and Canadian History. In ten years, eighteen of my South Gower Pupils had got Teachers' Certificates, three of which were First Class. I also taught Euclid, Algebra, Physiology, Philosophy, Bookkeeping and Drawing.

KEMPTVILLE, April 10th, 1896.

ELIZABETH JANE GLENDAY.

I commenced to teach in the early Fifties. It was at the time of the Russian War, when everything was booming, Salaries were rising, and Teachers could readily find employment. The Reverend Mr. Torrance, Local Superintendent of Guelph, sent me out to Eden Mills, School Section, Number One, Eramosa; where I was engaged as the Teacher of that Section.

The School House was a substantial Stone Building, and contained good Maps and a Blackboard to which were subsequently added one or two Globes and a Numeral Frame. My salary was three hundred and sixty dollars. Subsequently I received four hundred and forty dollars, which was, however, reduced to four hundred dollars, chiefly in consequence of the falling of prices at the close of the Russian War. I had also a House rent free. The number of Scholars was large and the School Room was often crowded, and many of the pupils were from fourteen to sixteen years of age. They were as kind, happy, and intelligent a lot of Lads and Lassies as ever entered a School House, and it was with sincere regret that I left them for the Ancaster Grammar School to which I was appointed in 1858.

In the meantime I had taken the degree of Bachelor of Arts at Toronto University, and I considered that I ought to seek a higher position as Teacher.

I found that the Grammar School at Ancaster was conducted in the same Building as the Common School, and that a residence for the Head Master was also under the same roof. The Rooms of the School were lofty and well lighted, but the furniture was of the old description. The Building itself was of Brick, and had a good sized Playground, well-fenced. There was a Blackboard in the School, and some old Maps.

Soon after commencing to teach here, I found that the Trustees and Ratepayers were divided in their opinion as to what they should require from the Master of the Grammar School, who was supposed to be the Head also of the Common School Department. One party desired that the Grammar School should prepare Pupils for Matriculation, or for examinations for Teachers. Another and that the greater number considered that there was no need for a Grammar School in the Village, and that a first class Common School would meet all requirements. All, however, were anxious that sufficient work should be done in the Grammar School to enable it to partake of the Grants for Grammar Schools. The Common School was considered as merely a preparatory department in the Grammar School, and as soon as a Pupil was at all qualified to be placed under my immediate control, he was sent into my room.

There is no doubt that the School would have been a great success at that time had their been a sufficient number of Pupils attending who were willing to go forward

in any of the higher branches of knowledge. Subsequently this School ceased to exist.

At the beginning of 1861, I became Teacher of School Section Number One, Nichol. The Building was of Logs, unhewn, was low and small, old fashioned both in appearance and equipment. There were some Maps and a Blackboard.

My next School was in Section Number Nine, Garafraxa. In this Section I owned one hundred acres of land, and thought I should remain there for the rest of my days. I was the second Teacher to occupy the Building, as it had only been put up in 1860. The Farmers, who had heard that I was a reliable man and a good Teacher asked me to remain as their Teacher.

The School House was a well-built Log Building. The equipment of the School consisted of the kind of Desks and Seats common in those days. Subsequently, however, a better style of Desks and Seats was adopted. A very good set of Maps, a Globe, and a Numeral Frame were procured. The Trustees had also bought a number of Books, which formed the nucleus of an excellent Library. When I gave up the School at the close of 1868, the Books had been in almost every House in the Section.

So poor were the people of this Section at that time that some of them questioned the propriety of putting up a School House and engaging a Teacher. . . . Wiser councils prevailed, however, and the School House was built.

In the meantime a debate arose as to whether it should be free, or whether it should be a Rate Bill School. When asked my opinion, I unhesitatingly spoke in favour of a Free School, and finally it became a Free School.

On the whole, time passed very pleasantly with me in this Section. My salary in this Section was two hundred and forty dollars.

During the time of my employment as a Teacher I was glad to have it in my power to introduce into School, Text Books written by Canadian Authors, and to see a more uniform system of education generally adopted.

When, at the close of 1871, there appeared to be a great improvement about to be made in the School System of the Province, I applied for the School in my own neighborhood, and once more became a Teacher. Here I remained until the close of 1872, when I was offered employment as second Master in the Public School, Fergus, at three hundred and sixty dollars per annum. In 1874, I was Head Master at four hundred dollars, which was subsequently raised to four hundred and fifty dollars. In 1875, owing to some dissatisfaction on the part of a majority of the Trustees with the state of the School, and with one exception, all were dismissed. In 1876, I became Teacher in School Section Number Eight, Ancaster at four hundred and seventy-five dollars, from which place I moved to what is now the Public School in the Village of Ancaster. Here I occupied my old quarters at a salary of five hundred dollars, and remained until 1880 when I applied for superannuation.

FERGUS, April 28th, 1896.

RICHARD UNSWORTH.

1857.—My first School in Canada was in School Section Number One, East Whitby, the charge of which I took in 1857. I retired in December, 1887, having taught with the exception of three years, in Number One and adjacent Sections.

School Section Number One, is an old settled Section, traversed by the "Kingston Road." . . . In 1853, a Brick School House had been erected in a Lot which left an acre and a half for a Playground. In the School Room the Desks, though nearly new, showed traces of the Boys' Penknives. The Desks and Benches were very large and strong; and with regard to Apparatus we had a huge box in which were kept a small Globe, a Lunarian, or Solar System, wooden Cones, Cubes, Pyramids, and Tablet Lessons. We had a small Blackboard and a good set of Maps. . . . In early times we used the Irish National Readers, . . . and a great variety of Grammars and Arithmetics, Morse's and Sullivan's Geographies. . . .

I taught all pupils who were in the Third Reader a certain amount of Grammar and Geography, without Books. Afterwards I was glad to welcome the new Books and

the prescribed Course of Study for each grade. This improvement in the classification of Scholars and the Course of Study has done very much for the efficiency of our Schools; for the Teachers of the old times had hard work to work out a system with often very unsatisfactory results. . . .

We were obliged to average five days and a half per week in teaching, and had a Vacation of about two weeks in the Summer. The Pupils took turns in sweeping the School Room, and, in the olden times, an afternoon was set apart, when, under the supervision of the Teacher, the larger pupils mopped the floor. This was a change from the routine, and the afternoon's work was enjoyed by all. This was, too, preparatory to the great day of Examinations, when the Trustees and some of the Teachers from other Sections examined the School. . . . The Spelling School was a popular institution, when Sleigh loads of old and young would meet in the School for a spelling snatch and merriment.

The annual School Meeting, too, has changed. I have heard angry and very improper words, in the heat of debate, upon "Free Schools" or "Pay Schools;" showing how touchy many men are in the region of the pocket. . . .

OSHAWA, May 15th, 1896.

WILLIAM H. SCOTT.

1857.—I began to teach in School Section Number Twelve, Township of Perey, County of Northumberland, about the month of October, 1857. The Building was almost new, made of unhewn Logs, and, in size, was about 18 x 24 feet. The Desks were made of rough pine boards, nailed in a slanting position to the walls; while the Benches were made from heavy Slabs into which were inserted good strong sticks for legs. There were no backs to the Benches, and as the legs of the Seats were often longer than those of the Boys, one can imagine how uncomfortable the latter were.

The salary was about fifty pounds per annum, and the Teacher "boarded around" among the people of the Section, where he was made as comfortable as the existing circumstances then permitted.

In this School House there were no Blackboards, Maps, or any other Apparatus. The Building was used for Church purposes, and when the Congregation was very large, we used strong Fence Rails for extra cross Benches.

My next School was in Number Four, Township of Seymour, the School House of which was somewhat older, and was built of hewn Logs, plastered on the inside, and was in size about 18 x 18 feet. In this School House there were four large shaky Desks, placed out from the walls, and there were also some Blackboards and Maps.

Again I taught in School Section Number Two, Seymour, in a Frame Building of 24 x 36 feet, with good new Desks, Blackboards, Maps, Charts, and other Apparatus.

The last School in which I taught was in Number Nine, Seymour, in a Log Building.

CAMPBELLFORD, May 5th, 1896.

THOMAS CHAPLIN.

1857.—I commenced teaching in Ontario in 1857, and taught altogether about seventeen years in this Province.

I had a hard experience,—having to teach in poor, ill-ventilated School Houses, some of whose dimensions were 26 x 36 feet, and supposed to accommodate from eighty to ninety Pupils. Fortunately all did not come together, but there were often so many, that I had to put myself to great inconvenience in order to do justice to all. Trustees, as a rule, were very careless about their children, in not providing Maps, and other Apparatus. There was not even a Blackboard, and I had myself to procure three, or four, large Slates to hang up for use as Blackboards. Many other Teachers told me that they had to do the same thing; and had been told by the Trustees when they wished for any improvement or Apparatus, that they would have to do the best they could themselves for the Pupils. This was disappointing and discouraging.

Rain and snow used to pour in where shingles had blown off, and we had to *chink* the old walls with Moss. Added to this, the old broken Stoves, uncomfortable and rough Benches, and an absence of Apparatus to aid in teaching, we may safely say that the

lot of early Teachers was not very pleasant. . . . Until 1870, we had the Irish National Series of Text Books, and good Books they were.

Hodgins' History of Canada, was an excellent one, and was highly appreciated for its vast and varied information, given in a faithful and dispassionate manner.

SEAFORTH, April 2nd, 1896.

JOHN MCNAMARA.

1857.—I first taught in 1857 in a School Section of Tecumseh, County of Simcoe, in an old fashioned hewed Log School House, with the Seats and Desks around the Walls. There were no conveniences, with the exception of a Blackboard and a few Maps. The old National Series of Reading Books, Walkingame's Arithmetic, Lennie's Grammar, and Lovell's Geography were used.

I went in January, 1861, to School Section Number One, Amaranth, County of Wellington, where I taught in a Brick School House, which contained Blackboards, Maps, and Seats and Desks arranged in rows. Sangster's Arithmetic was used in this School.

From 1863 to 1866, I taught in School Section Number Three, Amaranth, in a small Log School House, with Seats and Desks around the Walls, a Blackboard, Maps, and the old Text Books.

From 1867 to 1868 I was in School Section Number Four, Amaranth, in which School the new Readers were introduced. . . .

In 1869, I opened the new School Section Number Seven, Amaranth. There was no School House to begin with, and I first taught in a Shanty, and afterwards in the School House before it was finished. I boarded myself and lived in the School House. This was a very poor struggling settlement, and they were compelled to seek aid from the Poor School Fund.

In 1871, I went back again to School Section Number One and I found that the Apparatus was much improved. . . . We used MacMurchy's New Arithmetic.

From 1872 to 1876 I taught in School Section Number Five, in an old Cottage-shaped Log School House. . . . From 1877 to 1880 I was again in this Section; but by this time there was a new Brick Building in place of the old one, with a Playground fenced in, Seats and Desks placed in rows, and Blackboards in the School Room.

TORONTO, 1896.

JONATHAN VARCOE.

1858.—After two years I went to the Province of Quebec, and, in 1858, returned to Ontario, and again began to teach. In some respects the School House in which I taught was much better than the one in which I had previously taught as it was a painted Frame Building, well heated and ventilated. It contained a good set of large Maps hung around the Walls. The seating, however, was in the old fashioned style of long Desks against the Wall, and was on the whole very inconvenient. Among the pupils attending the School were almost grown up. . . .

The Text Books were the Irish National Series, Lennie's Grammar, Morse's Geography, a fairly good Arithmetic. As the Parents were left free to choose the subject of Study, they did not consider History necessary, and that subject was not taught.

I took a Certificate of qualification in Ottawa, but the examination was wholly verbal.

TIVERTON, April 20th, 1896.

MARGARET MCPHAIL.

1858.—I commenced teaching in School Section Number Three, in the Township of Eldon, in a miserably equipped School House. Maps of the Eastern and Western Hemispheres, and of Canada, and a Blackboard completed the outfit. . . .

Before again teaching, I went to the Normal School, Toronto, and in the years 1859 and 1860 I taught in School Section Number Ten, Township of Brock, with very little better School Accommodation. The Building was of Log, with old fashioned Forms made with Axe and Augur, and Desks extending all around the School Room, which

were used chiefly for Writing. Maps of the Hemispheres, Europe, Asia, Africa and Australia, and a Blackboard, completed the furnishings.

I then taught in Union School Section Brock and Reach. In this case, the Building was worse than the previous one, but was fairly well furnished. The Parents also took a deeper interest in the education of their children, who made splendid progress during my stay of four years, from 1862 to 1865. Up to this date School Accommodation in those parts was far from being up to the requirements, and very far from what they are at the present day.

My next School was Union School Section Number Seventeen, in the Township of Mariposa and Reach. This Building was a good Frame one, and was well-equipped with Apparatus. The outside surroundings were also good, and met the requirements of the day. My stay here for four years was attended by good results.

In 1871, I taught in School Section Number Eight, in the Township of Brock. The School House was a very poor Building indeed. . . .

Again I taught in Number Five, Mara Township. This Building was not fit for any one to teach in, and do any successful work. I left this Section after teaching two years. . . .

In the Winter of 1875, I moved to Number Twenty-four, King, where I remained for five years with good results, owing to adequate School accommodation. It was well furnished with Maps, Blackboards, a Yard and Outbuildings. . . .

TORONTO, April 3rd, 1896.

ARCHIBALD J. MCKINNON.

1858.—I began to teach in School Section Number Three, (now Number 5), Township of Melanethon, County of Grey. The School House was built of rounded hewn Logs, and was in dimensions about 20×22 feet. There were two long Desks, one down each side, with a Form for each, and a Desk for the Teacher in the middle. After two years we got a Blackboard, and about three years later, a very good supply of Maps and Tablet Lessons. The Readers were those of the Irish National Series, and as for Grammars, Geographies, Arithmetics and Spelling Books, they were of a mixed character.

The School was opened and closed with prayer, a Bible, or Testament, Lesson; and each week the Commandments were repeated. Both Roman Catholics and Protestants took part in all the exercises, and no one interfered with us. . . .

DUNDOCK, April 10th, 1896.

ROBERT RUSSELL.

1858.—My teaching experience commenced in 1858, the School Houses were then usually of Logs, poorly ventilated, with Desks on three sides of the School Room fastened to the Logs, without Blackboards, or any other Apparatus to aid in Teaching. The Text Books were the Irish National Series of Readers and Arithmetics, some times an American Arithmetic, Pinnock's History of England, Roy's History of Canada and a large American Geography, supplemented with a poor set of Maps by Olney.

Each pupil gave one quarter of a cord of wood per annum as part pay for tuition; and the way of collecting the School tax was by levying a Rate-bill upon the Parents. When this did not bring sufficient funds, the Free School System was resorted to. The Local Superintendents were, for the most part incompetent; for many did not understand the simplest rules of Arithmetic, and could not examine the pupils. They were appointed by the Township Council.

THORNDALE, April 3rd, 1896.

MEADE N. WRIGHT.

1858.—I commenced to teach in School Section Number Five Chinguacousy, Peel County. The School House was a small Frame Building, with a low ceiling, and poorly ventilated. . . . There were eight Desks in the School Room, four on each side of a centre aisle. Three, or four, Pupils could be seated at each Desk, and Forms with backs were arranged for the smaller pupils near the Stove. A small space in front of the Teacher's Desk was used by the Classes when reciting their lessons.

There was a small Blackboard behind the Desk. The Reading Books used were the Irish National School Readers, Lennie's Grammar, Morse's Geography; and there were Maps of four Continents, of the World, the United States and Ontario.

I also taught in School Section Number Three, Baistor, Lincoln County. The School House was a small Frame Building, with a long Desk on each side of the School Room, fastened to the Walls of the building. Seats, without backs, were fixed to the Desks for the larger Pupils; while the younger children sat on Forms with backs, in the centre of the Room. We used the same Books as already mentioned, with the exception of Sangster's Arithmetic which was in use here.

BURFORD, April 6th, 1896.

JAMES MARSHALL.

1858.—During 1858 and 1859, I taught in School Section Number Ten, in the County of Northumberland. The average attendance was about twenty; the Apparatus and Maps were rather poor; the Books were those prescribed by the Provincial Council of Education. There were no advanced Pupils in the School.

From 1860 to 1862, I was in Number Four, Northumberland County. The School House was poor, but so far as attainments and attendance were concerned, it ranked very well. I think I had as good success here as in any other School in which I taught.

Again from 1863 to 1865, inclusive, I taught in Number Seven of the same Township and Baltimore. This was a good School, well built and with Playgrounds. The average attendance was from one hundred and forty to one hundred and fifty, which was too much for one Teacher. I obtained a permit from Mr. Inspector Scarlett for my Daughter as Assistant. The Maps and Apparatus were very good; and, while I remained the School progressed very favourable, and I had some very advanced Pupils for a Common School.

From 1866 to 1872, inclusive, I was in Number Sixteen in the same Township, and Plainsville. When I went there the Building was old and poorly furnished; but, in my third year, a new School House was erected, about double the size of the former one. Everything was improved, and, as a consequence, there was an increase in attendance from about thirty to sixty, or seventy. I had many good Pupils here, who did well in after life.

In 1873 and 1874, I was at Number Three Alwick and Roseneath. The School House was good, well-furnished, and pleasantly situated. The average attendance was about fifty, among whom were some well advanced Pupils.

During 1875 and 1876, I taught in Keene Village, County of Peterborough. The School had two Teachers; the Building was old, but well furnished in both departments. The average attendance was about ninety, among whom were a few well advanced.

CHICAGO, ILLINOIS, April 8th, 1896.

THOMAS FRANCE.

In 1858, the poor accommodation of the Orangeville School. . . . Mr. Kelly, the Teacher, made this amusing entry: "Dismissed the School this day at half past two on account of the Stove and Pipes falling down. The Stove was broken some time ago."

After the Summer holidays the School secured a new Teacher, in the person of Mr. F. E. McBain, a gentleman who will be remembered by hundreds not only in Orangeville, but in the surrounding country, on account of his literary efforts. . . . The Reverend Mr. Millard, of Brampton visited the School, and spoke in the highest terms of Mr. McBain's scholarly attainments and ability as a Teacher. . . .

In different entries made in the Visitors' Book, every practical caller cried out against the School and its accommodation. The insufficient accommodation at length became a grievance. . . . ; and finally it was remedied. . . .

1858.—In 1858 I taught in the Township of Gloucester, in School Section Number One for three years. The School and furnishings were not so good as those in the

former Section in which I had taught, and I came back to Nepean after my time, had expired in Gloucester. I taught in School Section Number Ten of this Township at a salary of two hundred and eighty dollars a year. The School House was comfortable and well-furnished. . . .

I left this Section after four years, and then taught a Separate School for four years at a salary of three hundred dollars per annum. Then for one year I taught a Separate School in the Township of March, with which my teaching ended.

FALLOWFIELD, April 6th, 1896.

PATRICK O'MEARA.

1859.—I commenced teaching School Section Number Three, Township of Seymour, in a Log Building, 24 × 20 feet. There was an aisle down the centre of the School Room, and the Desks reached from that centre across to the Walls on each side. . . . We had the Map of the World, and one other. The Readers and Arithmetics were the old National Series, and the Grammars were Lennie's and Kirkham's. We used Morse's Geography, and in studying it, the book was learned by rote.

My next School was in the Township of Haldimand, to which I went in 1862. The School House was a Frame Building, 26 × 30 feet, and the Seats and Desks were on the same plan of arrangement as I have mentioned. Here we had a Map of the World, of the Continents, and a Globe. The Text Books were the same as those used in Seymour. I taught here for eight years, and during that time all the Public School Books were changed.

In 1870, I returned to the School in Seymour. I found that the old Log School House had been replaced by a good substantial Brick Building about 24 × 36 feet, with five aisles, and forty desks, each seating two pupils. There were Maps of the World, of each of the Continents, of Canada, Ontario and Palestine; and for use as a Text Book we had Lovell's General Geography. In the first Schools in which I taught, we used Stoddard's and Watson's Mental Arithmetics. . . .

CAMPBELLFORD, April 6th, 1896.

JOHN McGRATH.

1859.—My first School I taught was in the Township of March, County of Carleton, at a salary of one hundred and sixty-four dollars per annum. The Building, about eighteen feet square, was made of hewn Logs, and the floor of boards merely laid down and not even nailed. . . . The furniture consisted of one Desk, and a few Benches, without backs. The Books used were the old National Readers and Adams' Arithmetic.

I had charge of a School in the Township of Toronto, County of Peel, in 1861, at a salary of two hundred and eighty dollars. The Building was of frame, 24 × 18 feet, with two rows of long Desks running up each side, leaving a row of four feet between the rows. There were a few Maps, a Blackboard and a Globe in the Room. . . .

ARNPRIOR, April 6th, 1896.

JOHN ANDERSON.

1859.—In 1859 there were in the County of Dundas seventy-two Common Schools in operation, seventy-three Teachers, and ten vacant Schools. The number of children in the County of school age, from five to sixteen years, was five thousand and nine; the number attending school, four thousand two hundred and forty-four; the number who did not attend any school six hundred and sixty-one; the number not including Private Schools, sixty-two. The average time during which the Schools were kept open was ten months and six days. Of the seventy-two Schools, forty-nine were Free Schools; that is, with the School thrown open to all, free of tuition charges; the remainder were supported by a levy of one shilling and three pence per month for each pupil, with the deficiency made up by assessment.

TORONTO, 1896. .

JAMES CROIL.

1859.—Possessed of a Second Class Certificate, which was not hard to obtain in those days, . . . I arrived at the School in Dalhousie where I was to teach. It was a tolerably comfortable Log House, seated around the walls, so that the children's

backs were toward the Teacher. . . . Seats were of uniform height, and were not calculated to suit the little ones. As there were no backs to the Seats, the Pupils were compelled to sit in cramped positions.

The Books used were Morse's Geography, which had to be learned by heart; Lennie's and Kirkham's Grammar, White's Elements of History. After I had taught in this School for a year and a half, I resigned to pursue my studies in the High School in Lanark. . . .

I then taught in School Section Number Five, Howick, County of Huron. The School looked like a little Cottage, built half way down a gentle slope; and as I discovered later, was very roughly put together, and was altogether a most undesirable spot in which to teach.

There were very few pupils in the School but I taught with some success, as I thought, for my salary was raised in the following year. . . . The School House was used for all sorts of purposes, from a Church to a Polling Booth, and it was with much difficulty that I was able to keep the School in order for its legitimate use. . . .

About eight years later, the Inspector, Mr. Dewar, condemned the old School House as being unfit for further use; and I, at least, felt that he had not gone beyond his duty in doing so. A suitable School House was erected to take the place of the old one; but, before long, this one too, gave place to a fine Brick Structure, with a basement of Stone. Mr. Robb, the Inspector, has pronounced it one of the best in his Inspectorate. . . .

I may mention that the Examinations for Teachers' Certificates were conducted in a rather unique fashion. The Candidates were seated in front of the Examiner. I may here give a question which I remember very distinctly, and which was in keeping with the others. "How far is it from Cawnpore to Canton?" I was rebuked for my ignorance of Geographical knowledge, upon my inability to answer. But judge of my surprise and delight when I found that no one in the Class was able to do any better! Notwithstanding, I obtained my Second Class Certificate.

GORRIE, 1896.

ROBERT DEACHMAN.

1859.— In 1859, Alymer School was taught by one Teacher. For three years, commencing with 1860, it was taught by Mr. Calvert and Miss McDonald; and during the succeeding three years by Mr. and Mrs. Butler, the former afterwards becoming the County Inspector. These two Teachers were afterwards succeeded by Mr. H. N. Chute and two Assistants. . . .

The Alymer High School was established in 1872, the Districts connected therewith consisting of the Townships of Malahide, South Dorchester, the Town of Alymer, and the Village of Springfield. A two-storey building supplied the necessary accommodation until 1886, when the increasing attendance necessitated a more commodious School House. . . .

AYLMER, 1896.

THOMAS HAMMOND.

In 1860, the School House in which I taught was built of Logs, with a Board floor, it is true, but so loose and uneven that it required a steady head to maintain one's equilibrium. The Desks were of the usual kind, and the Text-books were the same. During this year, every Saturday was made a holiday.

By 1870, Frame and Brick Buildings had become quite common, with very much improved Seats and Desks. The Text Books used were Lovell's General Geography, Sangster's works, Bullion's Grammar, a new Series of Readers, a splendid Atlas, and Drawing Book. The Bible was read every day, and the School was opened and closed with prayer.

In 1876, our Schools might be pronounced perfect. . . . Our School System from the Public Schools to the Collegiate Institutes, is the admiration of the World. . . .

WOODSTOCK, April 1st, 1896.

ALEXANDER STEWART.

1860.—I commenced teaching in the County of Durham. The Township in which I taught had at that time been settled for thirty years, or more, but the first School House still stood by the Roadside, but was not then used as such. . . . The School House, which replaced the old one, and the one in which I taught was of the old conventional type, Clap-boarded and painted of a dark red color. . . .

For the Teachers' use in the Schoolroom was a plain Table of the Kitchen type, which stood on a Platform elevated about six inches from the floor. There were two or three common Chairs, a Box to hold a Globe, and some shelves in which the School Library, then consisting of some sixteen Volumes, was kept. The Desks were made of pine Boards, and not very securely fastened to the floor. . . . They were all of one height made to suit the average pupil of twelve, or fourteen, years of age, so that they were alike unsuitable for the largest and the smallest children. They were each made to accommodate two Pupils, and were arranged in four rows, with a broad aisle down the centre. There was a fair collection of Maps of each of the Continents, and a small one of Canada as then known. There was also a large old Map of England, on which some of my predecessors had made many notes to show where the sea had encroached on the land, or where other physical changes had taken place. There was, too, an eighteen inch Terrestrial Globe; but there were no Tablet, or Object, Lessons. The Trustees, at my suggestion, procured a set of physiological Charts. . . .

The Books in use at that time were the Irish National Readers, and, although not so suitable as modern Books for teaching, they contained a vast amount of information in General History, Geology, Geography, Natural History, Political Economy and Bible Lessons. As Books were scarce at that time, they were well studied for the information which they contained. . . . Lennie's Grammar was the one commonly in use, but I introduced the system taught by Mr. T. J. Robertson, the first Headmaster of the Toronto Normal School. It was about this time that Sangster's Arithmetic was published, and I had it adopted and used in the School. Soon after, Lovell's General Geography was also issued, but I found it difficult to get the children to buy the Book, as the parents objected to the expense. Edward's Primer of English History, and Boyd's Sketch of Canadian History were used in teaching those subjects. Spelling was taught by means of the Readers, and "Sullivan's Spelling Book superseded."

After teaching for four years in this Section, I moved to the County of Perth, and taught a School not far from St. Marys. It was a large Union Section, with a great many children. There were one hundred and seventy-five names on my Register in one year; but the School House was small, and poorly fitted up. . . . The only Apparatus was a small Blackboard, and a good set of Maps of the Continents, Canada, the British Isles and Palestine. . . . The Books in use were similar to those used in the School already mentioned, except that Kirkham's Grammar was preferred to Lennie's. I had frequently ninety pupils in attendance, and in all Classes from the Alphabet to those preparing for Second Class Certificates. The country Schools in those times were more largely attended than at present. The Farmers then employed more hired help; and the families of these farm labourers added to those of the Farmers themselves filled the School Houses to overflowing. It was the custom, also, for most of the young men and women of the Section to attend School from the beginning of the year until the sugar-making commenced. . . . Then, in the spring, the small children, some scarcely five years of age, were packed off to School to be out of the way.

After three years spent in this School I went back to the County in which I first taught. In this Section there was a good Brick School House, tolerably supplied with Maps and Apparatus, and was more in line with modern ideas. . . .

Toronto, 1896.

GEORGE PETERS.

1860.—In 1860 and 1861 I taught in a Log School House, the Reverend Mr. Pringle of Brampton was our Local Superintendent. . . . After a temporary examination, until the Board should meet, I went to my first School in the Township of Chinguacousy.

It was a well-cared for Building, and served for a Church as well as a School. It was kept clean and warm, had a good floor and Platform with a Table and Desk, old unvarnished Benches for Seats, arranged so that there was a passage down the centre. . . .

As for Maps, and so forth, we usually had those of the Hemispheres. . . . Of Europe, Asia, Africa, and America. We had Sangster's Arithmetic, a Canadian Geography, and the Irish Readers.

My next School was in a Frame Building. The Frame School Houses were usually square built and plastered, at least half way down the Walls, and were well-lighted and ventilated, with more modern Seats and Desks than in the older buildings.

I had the privilege of teaching in only one Brick School House, which was in Leeds, near Seeley's Bay, Rideau Canal. . . .

SPRINGFORD, April 10th, 1896.

ALEXANDER BEST, Senior.

1860.—I went up for examination in December of 1859, and obtained a Second Class Certificate.

I began to teach in School Section Number Seven, Essa, in a small Log Building with a cottage Roof, a door about six feet high, the Windows cut with the long edge horizontal, the Desks placed around three sides of the building, and long Forms, without backs for seats. There were some Maps. The Reading Books were the Irish National Series, Arithmetics, National and American, Lennie's Grammar, Morse's Geography, which was afterwards superseded by Lovell's General Geography.

In 1862, I taught in School Section Number One, Essa. . . . My next School in 1865 was in Union School, Number Four, Peel and Maryborough. It was a fairly well equipped School for those days, and I used the same Text Books which I have previously mentioned.

Again in 1872 I taught in Union School Section Number Six, Nichol and West Garafraxa. It was a fine Brick Building, well supplied with School requirements, including a Library well-lighted and ventilated.

TORONTO, 1896.

SAMUEL J. PERRY.

1861.—I wrote for a First Class Certificate in 1860, and obtained it at the County Board. I then took charge of the Roman Catholic School, Number One, Nichol, during 1861 and 1862. The School was well supplied with furniture and Apparatus. We used the Roman Catholic Readers, and Christian Doctrine; but with these exceptions the others were the Public School Text Books.

In 1863, I went to West Luther to teach a newly formed School in the backwoods. The building was of Log, and poorly equipped. In 1864, 1866, and 1886 I taught in the Roman Catholic School, Number Eight, Peel Township.

There was a Log Building during my first and second years in this School, a fair supply of Maps, good Desks, and a poor Blackboard. We used the authorized Text Books. In 1865, I taught the Roman Catholic School, Arthur Village, but the Building was very unsuitable. It had been an old Log Dwelling-house, poorly ventilated, miserably furnished, and much too small for over seventy pupils. There was a fair supply of Maps and Globes. With the exception of the Separate School Readers, we used the Public School Books. From 1867 to 1870, inclusive, I taught at Naeton, a Separate School, Number One, Peel Township, and Number Thirteen, Wellesley Township United. The Building, a rather small Log structure, was fairly well furnished, and we used the Separate School Readers.

In 1871 and 1872, I taught in the Elora Separate School, a Brick Building, and well supplied with all the necessary Apparatus. Apart from the Roman Catholic Readers and Catechism, the Public School Books were used.

In 1873, 1874 and part of 1875 I was Principal of a graded School in Saginaw City. . . . I learned there that a School could be governed with little or no corporal punishment.

In 1876 I was chosen to take charge of the Public School Section Number One, Arthur Township. There was an old Log School House with old fashioned Desks, a fair supply of Maps and a small Blackboard. I used the Public School Books.

In 1877, I went to the High School to study for a Second Class Certificate under the new Act. . . .

GUELPH, April 7th, 1896.

ELLEN MCGEEHAN.

1861.—After teaching a few years in Ireland, and a few months in the State of New York, I commenced to teach in Adjala in the County of Simcoe on the Town-line between the Townships of Adjala and Mono, in May, 1861. It was a Union School and the School House was a Log Shanty, 18×24 feet, the Desks were long Benches reaching all around the School Room and firmly nailed to the Walls. In the centre were five, or six, Seats, twelve feet long, and one Chair. These constituted all the furniture. . .

I went to Number One, Mono, and Adjala, where I had a more comfortable School House. True, the Shanty was built of Logs, but we had a good Stove, a Blackboard, three Maps of the World, Europe and Canada, and the greatest luxury of all a Teacher's Desk. . . .

In January, 1863, I went to teach in School Section Number Six, Mono, near Orangeville. There I taught for thirteen consecutive years. As the north half of Orangeville belonged to that Section, I had a very large School both in Winter and Summer. The School was as usual a Log Shanty, the Desks were nailed to the Walls, and the furniture was the same as in my last School. . . . I have since seen the old School House converted into a woodshed and a first class rural Stone School House conveniently near the old one built on a small Playground for the children. This was the first rural Playground I had seen in Ontario. In 1873, my Trustees sent me to Toronto to purchase Maps and other Apparatus for the School, which I did to the best of my ability. . . .

In January, 1876, I left Simcoe and came to Bruce. My first School was in the Township of Greenock, where there was a large comfortable Frame School House furnished with the then latest School furniture, Maps and Globes. From appearances, the County of Bruce was ten years ahead of the County of Simcoe, and to-day the School equipment of Bruce is equal to any in the Province of Ontario. The School House in Greenock, near Glammis, in which I taught for four years, is gone, and a Brick structure has been built in its place, which is well-furnished, and a credit to the Section. . . .

Our first Series of Readers were the Irish National Series; while we used Sangster's Arithmetic, Collenso's Algebra. We had Morse's Geography, but as it was American, and so we got Lovell's General Geography instead.

EDEN GROVE, April, 1896.

JAMES W. ARMSTRONG.

During 1860 and 1861, I taught the Village School at Enniskillen, after which I moved back to Cartwright. . . .

With the advent of Mr. J. J. Tilley as Inspector in 1868, the Schools, as if by magic, leaped into a new sphere; and by his kindly advice to the Teachers, his methods of discipline, and the improvement which he expected on his next visit, set children and Teachers to work with a will. The public, seeing this, threw no obstacles in his way; and new School Houses, new and improved furniture were now ungrudgingly provided. The only murmurs that were heard, were concerning the everlasting changes in the School Books; and some of the parents refused to comply with the frequent demands for change. . . .

PORT PERRY, May 25th, 1896.

HUGH LUCAS.

1862.—Before the School Section, Number Fourteen, Dunwich, was set apart, the Settlers sent their children to School at Watson's Corners, or to a School in Section Number Five. This School Section was set apart in 1862. Mr. George Macbeth gave land for a Site, and a School House 22×24 feet, was built in the same year.

The first Teacher was Mr. Charles Clay. The salary was two hundred and sixteen dollars a year which was gradually increased to three hundred dollars, until 1868, the Teacher's salary was partly raised by Rate-bill, but since then the School has been free.

IONA, 1896.

SAMUEL PIERCE.

1863.—My first position as Teacher was in the Junior Department of Prince Albert Public School, where I had pupils only below the Third Book. In my School Room we had no Desks except one for the Teacher; the Pupils' Seats were long backed Benches, on each of which eight little mortals were packed and, by some people were expected to keep still. The School Room was sufficiently well lighted. There was no ventilation except when the Doors and Windows were opened; we had no Apparatus properly belonging to our grade, except a Numeral Frame; but we could sometimes borrow a very small Globe from the other Room. . . . Our only Map was one of the World, but the Continents and the British Isles could be had occasionally from the Senior Room.

The Reading Books were of the Irish National Series, the First Book being in Sheets pasted on Tablets, which hung around the room, except those in immediate use, which hung on a Stand.

This division I took charge of in October, 1863, and resigned in February, 1867, as I found I was becoming worn out; for, in 1866, I had one hundred and seventeen names on the Roll, with an average attendance of ninety-three in the hot weather. When I left I was only receiving the salary of one hundred and fifty dollars per annum, being thirty dollars per year more than when I commenced.

My next situation was in Durham County, where I had a larger Room and fewer pupils, although there were all the grades from the First to the Fifth Book inclusive. There were Desks and long Benches, without backs, on one side of the School Room, and the same style of Benches, without Desks, on the other side. We had the Irish National Series of Reading Books, Spelling Book Superseded, Sangster's Arithmetic, Lovell's General Geography, Pinnock's "Goldsmith's History of England." Canadian History was taught orally. My salary here was two hundred and forty dollars per annum, and I remained for three years until the end of 1869. We had Maps of the World, and of some of the Continents.

The year 1870, . . . I took charge of the Epsom School from June to December inclusive. In this School there were short Seats and Desks accommodating two pupils each, and there were several Maps in the Room. The Readers were new ones, such as I had introduced into my previous School during the latter part of my time there. The law required this to be done.

During the year 1871 I taught the Centre School in Scugog Island, where we had the same Reading Books as at Epsom, with their "Companion" for Spelling. We used also Bullion's Grammar, Lovell's General Geography, Collier's British History, and an Authorized Canadian History. . . .

In 1872, I went to the School in Barton, County of Wentworth, where I remained until the end of 1873. This School House was a wretched old building with the plaster broken off behind my Desk. . . .

For the year 1874, I accepted a School in Norfolk County at three hundred dollars a year. The School House was very old and abundantly, if not well, ventilated. There was, however, a very neat Stone School House erected during the year, to which we removed in January, 1875. The people, through the Trustees, allowed me to make out a list of things we ought to have for our new School. The Trustees purchased all of former that was required; and consequently our School was very well equipped, and we

took great pleasure and some pride in it. A good Globe, a Clock, a number of Maps, neat and comfortable Desks and Seats made a pleasant School Room, in which many Pupils did good work; and there were few who did not help me in the care of the furniture, so that when I left, the Trustees passed a vote of thanks to me for the good order in which everything had been kept. We used Campbell's Atlas, as well as Lovell's General Geography. My salary was increased to three hundred and fifty dollars a year.

My next School was also in Norfolk County at a salary of three hundred and sixty dollars a year. The School was larger than my previous one, and was fairly well equipped with Maps, Tablets, and so forth, but was not so bright and cheerful as a School Room ought to be. . . .

PRINCE ALBERT, May 18th, 1896.

MARY JANE BATES.

1863.—Between 1863 and 1876, I spent some nine years in teaching in the Counties of Dundas, Leeds and Grenville.

My first experience was in a Frame School House in the Township of Augusta. The furnishings consisted simply of old fashioned Desks, a Blackboard, and the tattered remnants of a Map or two. A prominent feature of the School Room was a large hole in the floor near the Stove. . . . The Teacher and larger Girls attended to the sweeping and dusting of the Room; and the fire was built in the morning by the first arrival on the spot, if he felt so inclined. I found this was the usual custom in the country. although, in some cases, Boys were hired to build the fires.

I spent three years in teaching as Assistant in a Public School in a Village where there was also a High School which employed, at that time, three, or four, Teachers. We had but two, and the daily attendance in my department sometimes reached seventy, or more. Nevertheless, the School was in good working order, and fairly well equipped for the times with Maps and Globes. It was well looked after by an efficient Board of Trustees composed of six members, three of whom represented the County. . . .

I taught the greater part of two years in a neighborhood near the Town of Brockville. The School House was a large Frame Building, with large double Doors opening inwards. The School Room was fitted up inside with plenty of comfortable Desks for the Pupils, and what the Teacher's Desk lacked in convenience it made up in height. There was no Chair or Seat of any kind provided for the Teacher. The Walls were bare, with the exception of Blackboards and a Map, or two. This state of affairs, too, was in the midst of a wealthy community, and the cause was simply carelessness and indifference on the part of the Managers of the School. . . . A good home for the Teacher was provided among them, and pleasant social relations existed between Teacher and people. . . .

Under the new Board a marked improvement in many ways took place. It had been attended with the usual amount of friction before things adjusted themselves, and many and various were the changes made. . . .

SHAWVILLE, April 14th, 1896.

MACE IRELAND.

1864.—The first School in which I taught was in the Township of Cumberland, County of Russell, in 1864. There was in it a Blackboard, a Map of the Eastern and Western Hemispheres and one of Europe. The old fashioned Desks were in use, namely a Board attached to the Wall, and long Benches all around the School House. The Books in use were the Irish National Series and Sangster's Arithmetic. The School House was built of Logs, with a cottage Roof.

My next School was in Clarence Township. The Building was of Logs and built in the bush. There were no Maps nor Blackboard and the Seats and Desks were of the usual kind.

I taught here in 1865 and 1866; and, in 1867, I taught in a small Village in the County of Prescott, where we also had the Desks and Benches around the Walls, a Blackboard, but no Maps. The Books in use at that time in all the Schools were the Irish National Series, Sangster's Arithmetic, Pinnock's "Goldsmith's England," Lennie's Murray's and Armstrong's Grammars.

In 1868 and 1869 I taught in Section Number Fourteen, Montague, County of Lanark. In 1868 I was teaching in an old School House, where my head touched the ceiling, the Benches stood all around the Room and there was one double Desk at which all could write. We used Sangster's Arithmetic, and the Canadian Series of Readers by Campbell and Sons. In 1869 the new School House was finished; and was plastered and raised up well from the ground.

In 1871, I taught in the Township of Bagot, where the School had still the old system of long Benches with writing Desks along the Wall. We had a Blackboard, and a supply of Maps. We used Smith's and MacMurchy's Arithmetics, Hodgins' History of Canada, Collier's History of the British Empire, and Outlines of General and Great Events in History, Hodgins' Easy Lessons in Geography, and Lovell's General Geography.

Then I taught the School in the next Section of the same Township. It was the same old style of School, but was well supplied with Maps. In 1873, I taught in Wilberforce in the County of Renfrew, where the Seats held two Pupils each. I taught the same School in 1874; and in 1875 and 1876 I taught another School in the same Township, where the House was built of Logs, but was large and well seated with two rows of Desks facing the Teacher. It was well-furnished with Maps and a Blackboard.

Teaching in the days when I first began was very different from what it is now. Parents then were very careless and children were not supplied with Books. The Parents seemed to think that the Teacher could make the children learn if they only went to School two days in the week, or one week in the month, and that Text Books were a useless expense.

RESLOUTE, April 3rd, 1896.

WILLIAM BRADLEY.

1864.—I began teaching in 1864, and taught for sixteen years and a half in two Schools. My first School was at Davis Corner, now West Plain. . . . The School House was an old Frame Building, with a small Blackboard, and a Map of the World and one of Europe. My next School was at Roblin, County of Lennox, where I had a very large attendance and a very small School House. It was an old Frame Building with very few Desks, and one or two Maps. Afterwards they built a larger Frame Building where we had plenty of room for over sixty Pupils. We had a good Blackboard and several Maps.

WEST PLAIN, April 17th, 1896.

GEORGE D. McBRIDE.

1865.—The first School in which I taught from January, 1865 to April, 1866, was in School Section Number Ten, Adjala. It was a hewed Log Building, with a long Desk nailed around the Wall, with long Seats to suit it. There were no Apparatus, Maps, or Books except the English Reader, Murray's Grammar, Walkingame's Arithmetic and Olney's Geography.

My second School was in my native Section, Number One, Tecumseh, where I taught from 1867 to 1872 inclusive. We had a Map of Canada West, compiled from the most recent authorities, and published by W. C. Chewett and Company in 1862.

Then, for five years I taught in Number Five Tecumseh in a first class Frame Building, with Desks, Seats, Maps and Globes, from the Educational Depository. There was a Blackboard; we used the Departmental Merit Cards and other incentives to study with good effect. This School had the reputation of being the best in the Township, if not in the County, as its Candidates for Teachers' Certificates obtained

the highest marks. . . . My salary in this Section was four hundred dollars.

In my native Section, I taught for eighteen years. The present School, built in 1869, is Frame with Apparatus, Maps and Books up to date.

TOTTENHAM, December 17th, 1896.

THOMAS Q. MCGOEY.

1866.—I served in the British Army for nearly eleven years, and, after being discharged, I qualified myself as a Teacher in the County of Ontario. In 1866, I taught the School in School Section Number Three, Township of Reach, which was an almost new Frame Building, with Desks and Shelves for the Pupils' Books and Slates. Two Pupils sat at each Desk, and the room held fifty, or more, Pupils. There was a Map of the World, a fair supply of Books which were of the old Series in use at that time, and which dropped out of use about 1872.

I taught again in School Section, Number One, Cartwright Township West, Durham County, for seven years from 1869 to 1875. The School House was built of Logs, with a cottage Roof, long wooden Desks well carved by boys' jack-knives, long Forms, or Benches for Seats. There was a seating capacity for thirty, with one hundred and thirty-six on the Roll, and an average daily attendance of from seventy to one hundred. Fifteen, or twenty, Pupils in the First and Second Books, were sent out to the playground—the road—so as to make room for the fifty, or sixty who were within, packed together.

But in 1870, a new Frame Building of dimensions 40×28×9 feet was built; and new Desks, each seating two Pupils, were provided. The School Room would thus accommodate from seventy to ninety children comfortably. There were a Teacher's Desk, a class Platform, a Cupboard for a School Library, which was afterwards well supplied with Books which were lent out to the Pupils once a week. There were Blackboards, Maps of the World, the Continents, and British Isles; as well as Zoological Map, showing the two grand divisions of the Animal Kingdom, with their subdivisions into Classes and Sub-classes. We had also Zoological Pictures to illustrate these divisions and classes, upon which the Teacher gave occasional lectures. . . .

Again I taught in School Section Number Four, East Whitby, the Building was of Brick, with a seating accommodation for eighty, or ninety, Pupils. We had a new style of Seats with iron frames, varnished tops, ink bottles with ink supplied by the Trustees. The Teacher's Desk was furnished with drawers; there were good Blackboards, a full supply of Maps, and Books of the old Series of 1876. . . .

BURKETON STATION, April 27th, 1896.

AUSTRALIA B. MCBRIEN.

1863. My first experience of teaching was in the Township of Egremont, and I commenced my duties at the new year in a low Log Building about twenty feet square. There were light Desks and Seats made of pine wood, a Box-Stove, and three pieces of Boards fastened together and blackened for a Blackboard. There was a Map of the World and one of Canada.

The parents of the Children attended one day in the year to provide sufficient firewood. They came in a crowd and hewed down the trees, hauled the wood into the School plot, prepared it for the Stove, and left the chips scattered around as stumbling blocks for the youngsters. . . . It was difficult to get board, or lodging, as there was nothing available but Shanties; and, although, I was promised the salary of two hundred dollars a year, yet I had to wait eighteen months before the Trustees and Township Council collected the Rates to pay me.

After two years endurance, I was engaged to teach in the adjoining Township of Proton. Here I had to live altogether in the School House as best I could for a year. Then, as there was plenty of spare Lots in the Section, the people put up a House for me and my family. . . . For twelve years I laboured as a Teacher until broken down in health, and I had to give up. But the people have not yet forgotten the old Master. . . .

VENTRY, April 16th, 1896.

JAMES CAVANAGH.

The next year I took charge of School Section Number Seven, Mariposa, which was a small Frame Building, with a very low ceiling and old fashioned long Benches and Desks. There were two, or three, old Maps and a Blackboard.

School Section Number Nine, Uxbridge, had a miserable little Log Building, in which I taught from 1867 to 1870. There were no conveniences and the School House was built on the Road-side. In the Fall of 1869, however, a new School House was erected, and finished complete with all modern appliances. The authorized Books were used exclusively: my salary was three hundred dollars a year.

In 1870, I taught in School Section Number Eleven, Reach, where I found the School House in a terrible state. The snow sometimes drifted in to such an extent that the School had to be dismissed. Everything was of the most primitive description, and there were no conveniences of any kind.

From 1870 to 1873 I was in School Section Number Sixteen, Reach, where things were considerably improved. The Building was of Frame, and was fairly well supplied with Maps, and Blackboards. . . . My salary here was three hundred and twenty dollars a year.

From 1873 to 1879, I was in Number One, Brock, in a fine large Frame Building, about 24×30 feet, containing, however, homemade furniture of which the Desks were entirely too high for comfort. There were good Maps and a Blackboard, and other conveniences. I received for my services here four hundred dollars a year.

TORONTO, April 13th, 1896.

JOHN WEIGHILL.

1868. Shortly after the organization of the five Townships, Draper, Macaulay, Stephenson, Ryde and Oakley as one municipality, a School Section was established, a small Frame School House of about 12×16 feet was built on the side of a Hill south of the Muskoka River, and the duty of teaching the youth of the Section was entrusted to an old man by the name of Fraser, who was a veteran of the British Army. . . . At this time the Reverend Walter Wright, was the Local Superintendent of Schools for the District.

When Macaulay had been organized as a separate municipality a new school Site was selected for Bracebridge Section which included a portion of the Township and was known as School Section Number One.

The old School House was sold and a new Frame School House was erected, consisting of two Rooms. In a year, however, the rooms were so crowded that an additional room was hired for the Primary department.

Soon afterwards the building and land were sold, and a Building was rented for school purposes. . . .

BRACEBRIDGE, March 21st, 1896.

JAMES BOYER, Secretary.

1869—I began to teach in School Section Number Four, Egremont, Grey County, where I taught for a year and a half. The Building was of Stone, of a fair size, and was one of the best country Schools of the time. It was furnished with long unhandy Benches and Desks, but we looked for no better in those days. We had fairly good Maps and Hemispheres, the Continents, Ontario, Quebec, and the Maritime Provinces; we had no other Apparatus.

During 1871 and 1872 I taught in Union School Section Number Two, Egremont and Normandy, in an old Log School House, with long Benches and Desks around the Walls, and Benches around the Stove. During stormy days in Winter all had to gather around the Stove to keep from freezing. The Maps were few and old, and yet with all these inconveniences some good work was done.

During 1873 and 1874 I taught in Number Two, Glenelg. By this time, the old Log School House had been replaced by the present Stone Building, which was the largest School I have ever had, there being at times as many as one hundred and forty

names on the Roll. The School furniture was about the same as in the other Schools. My salary here was three hundred and ten dollars per annum.

From 1875 to 1878 inclusive I taught in School Section Number Four, Brant, Bruce County in a Frame Building, which was seated with Desks which held two Pupils each, and which were a great improvement on the old long Benches. I had also a rather better supply of Maps and other appliances than in the other Schools in which I had taught. We had also a splendid School Inspector in the person of Mr. Clendenning, and I got much valuable information from him. . . .

FLESHERTON, April 3rd, 1896.

T. CHISLETT.

The School in which I taught was at the "Thirty" [Mile Creek], as the place was called. It was a very small School House, with a very large number of children in attendance. The Trustees paid me thirteen dollars a month and I had to "board around," I was known now as a good Teacher and disciplinarian, and one morning I was much surprised to have a call from one of the Trustees of the Smithville School to engage me for the Village School, when my term at the present School was ended. I felt considerably elated at this. The Trustees paid a Teacher twenty dollars a month he boarding himself. . . . The School House of the Village was like all the others, built of Frame, with bare Walls, and no Maps, Desks in it, and so forth.

I had good success in teaching in this School. My forte was Mathematics—Arithmetic, Algebra, Geometry—and English Grammar, and, of course, the knowledge of these branches was a recommendation to any Teacher. When I finished my engagement at Smithville there were other Schools awaiting me. . . .

I went from this School to a Section in South, called the "Fifteen [mile Creek]" and taught there several times amounting altogether to ten years, as the Trustees only hired a Teacher for six months of the year. . . . The School House here was very small, compared with the number of Pupils that attended it. The house was about 21×18 feet, arranged similarly to the other Schools. The average attendance was from sixty to one hundred and twenty, and when the Trustees resolved that the School should be Free, Pupils came in from the adjoining Section, and we had a pretty heavy task on our hands. The Trustees at length refused to admit the children who did not belong to the Section. There I commenced the Drawing and Painting of Maps on canvas as we could not prevail on the Trustees to purchase them from the Department, or any where else. They had purchased Holbrook's Apparatus to aid in the study of the Heavenly bodies. I thought it funny to have children study Astronomy before they knew anything about the world in which they lived.

I left this School for a while, and when I came back they had a fine large Brick School House ready for me. They have since replaced this House by a finer one, in a more central location, having all the modern improvements—a basement, and hot air heating. . . .

The Trustees of Union Number Two, Grantham appointed me to take their School at twenty-five dollars a month. This was really the most turbulent School that I ever was in. They were all young fellows from eighteen to twenty years of age, and one youth was older than that, I was there but a day, or two, when I saw I would either have to subdue the turbulent ones or leave the School myself. . . . I resolved to deal with the most unruly of the lot, a Boy of eighteen years of age, he was not long in giving me the opportunity. After threatening to expel him if he did not go quietly, he picked up his Books and left. . . . This had a salutary effect on the whole School. . . .

There is just one more School I shall mention, namely Number One, Louth. I had already taught in it five years, and returned to it and spent there the last ten years of my teaching. I mention it to show that a School can be governed, and perfect order maintained by moral suasion alone, without corporal punishment of any kind, on the first morning of my teaching, I made a short address to the School

on the barbarism of being governed by such an instrument as a birch Rod, and told them: that if they would agree to obey me, I would break up the "gad" and put it in the Stove. . . . I taught in this School for ten years, and never punished a child. . . .

ST. CATHARINES, April 11th, 1896.

JAMES KELLY.

1869.—I taught in the Formosa School from 1869 until 1892, which is to say twenty-three years. . . . In 1854 a Log School was built, and Mr. Anthony Austell taught for ten years under very difficult conditions. The subjects taught by him were Reading, Writing, Arithmetic, and this nearly altogether in the German Language. When the inhabitants had cleared up their Farms and enjoyed better circumstances, the old building was torn down and a nice Stone structure of 50 x 30 feet, was erected. This was in 1868, and in 1869 when I commenced to teach, some Maps were procured, of America, Europe and Canada, but not much was known of the interior of our great Country, people were obliged to drive to Guelph and Seaforth, a distance of sixty miles, to sell their grain and make their purchases.

In 1871, another large School House was built of 110 x 33 feet, including three fine rooms, in which the School Sisters of Notre Dame taught the Girls. At the same time a large Convent was built which is at present occupied by several School Sisters. . . . There is also a Boys' School House. . . . Formosa is situated eight miles south of Walkerton.

FORMOSA, May 6th, 1896.

SEBASTIAN GFROERER.

SCHOOLS IN THE TOWN OF NIAGARA IN THE EARLY DAYS, 1802-1827.

The School of the Misses Crooks is often spoken of, also the large Boarding School of the Misses Millard. Besides the names given before, as pupils taught in the early Schools of Niagara, may be mentioned Judge Baxter, Judge Miller, Honourable Archdeacon McKellar, Judge Campbell, Honourable J. G. Currie, Reverend F. Trew, Judge Kingsmill, James M. Dunn, LL.B., F. Harkness, A. Niven, P.L.S., Charles Hunter. Dignity is given to the Schools of Niagara by the many points of their history, which also touch the history of the Country, and the important part played by many of the early Teachers in the history of the place.

We often wonder how the old School System produced such grand men of such solid attainments, and we bow our heads in humility, and salute the Pedagogues of the past, acknowledging that they often did conscientious, excellent work, and we humbly wish that our work of to-day may stand as well the test of the search-light of the future, as we see that theirs has done; that our work may, as it is claimed is the true work of the Teacher, enable the human souls under us to reach unto the divine.

NIAGARA, 1909.

JANET CARNOCHAN.

From the History of St. Andrew's Church, Niagara, 1794-1894, by Miss Janet Carnochan, I have made the following extracts:

"On September the 2nd, 1802, when the Reverend John Young of Montreal, was engaged, he was to have the privilege of teaching a School. . . .

In 1805 the Clergyman of St. Andrew's, Niagara, also had the privilege of teaching thirteen scholars—if he wished—Latin, Greek and Mathematics, for the additional sum of Fifty pounds, (£50) per annum. In the same year, (1805)—the Reverend John Burns came from New York State, to Niagara as Minister. . . . He was one of the first Teachers in the Niagara District Grammar School founded in 1898, and was taken prisoner and preached to his Captors, it is said, in the war of 1812-14."

The Honourable Archibald McKellar told me that he was a Student for two years at the Niagara District Grammar School, when taught by Doctor John Whitelaw.*

* Reference is made to Mr. McKellar's School days on pages 162, 163 of the First Volume, and on page 320 of the Second Volume of the Documentary History of Education in Ontario.

In the *Niagara Gleaner* of the 12th of August, 1826, the following notice appeared:

The Reverend Thomas Handcock, A.B., of Trinity College, Dublin, Assistant Chaplain to the Forces at Niagara, informs the public that he has opened an Academy for the instruction of youths in Greek, Latin, etcetera, at Butler's Barracks.

On the 9th of September, 1826, a strong appeal was made in a letter to *The Gleaner* for the erection of a School House, as the population of the Town was then over 1,200 and as they had an able Teacher in Mr. Thomson.

In 1827 the Reverend James Fraser, Presbyterian Minister, gave notice that he would open a class for teaching the various branches pertaining to the literary professions.

On the 2nd of June, 1827, the following Certificate was published by the Reverend Thomas Creen and the Reverend Thomas Handcock: "We have great pleasure in testifying to the ability and fitness of Mr. David Thomson, Teacher of the Common School in the Town of Niagara, and in congratulating the Parents of the children taught by Mr. Thomson."

On the 23rd of February, 1827, the Pupils of the School contributed eleven shillings and one penny half-pence for the distressed Greeks, as this was the year in which the Naval battle of Navarino was fought. (Mr. David Thomson was the author of the *History of the War of 1812*, published at Niagara.)

Among the Pupils taught by the Reverend Thomas Creen,—afterwards Rector of Niagara were Messieurs Miles O'Reilly, Thomas and W. Fuller, Thomas Burns, R. Miller, W. H. Dickson; also Judge Miller and Captain Geale. Several of his ex-pupils placed a Tablet to his memory in St. Mark's Church. He was an Irishman, although educated at Glasgow University and was a good classical scholar.

SIR OLIVER MOWAT'S PERSONAL REMINISCENCES ON EDUCATION IN NIAGARA.

The following are Extracts from the Address of Sir Oliver Mowat, delivered on the occasion of a Centenary Celebration of St. Andrew's Church, in Niagara, in August, 1894:—

The Reverend John Burns was for some years Master of the Grammar School, while he performed clerical duty for the Presbyterian Congregation. Another of the early Teachers in Niagara I personally knew in my early boyhood. I mean Doctor John Whitelaw. He was appointed Master of the Niagara-District Grammar School in 1830, and held that post until 1851. He was a very able and very learned man. He had previously practised Medicine in Kingston, and I knew him from his being the Physician who was employed in my Father's Family, and also from his having given in Kingston a course of popular Lectures on Chemistry, which were attended by a considerable number of the educated men and women in the Town, and by a few Boys, of whom I happened to be one. Chemistry was a favorite study with him. I believe he afterwards delivered Lectures on Chemistry in Niagara.

The Reverend John Cruickshank was another eminent Minister of the St. Andrew's Congregation whom I personally knew. After having been engaged there for a time, at one of the Scottish Universities, as an Assistant Professor. . . . He died on the 12th June, 1892, at the good old age of ninety. He was a cultured and a good man. . . . My acquaintance with him arose from his having been one of my early Teachers in Kingston. He came there from Scotland in 1828 to take charge of a School, which the principal Scotch residents of the Town, with some others, wished to establish, in consequence of being dissatisfied with the government Grammar School, or its Managers. . . . Mr. Cruickshank, (he obtained his Doctorate subsequently,) was a good Teacher, according to the methods then in use, although Adam's Latin Grammar, somebody's "Select Latin Sentences," Stewart's Geography, as then used, and Wakingham's Arithmetic were rather hard fare for a Boy eight or nine years old. Adam's Grammar was a relief, however, after the Eton Latin Grammar which I had been made to struggle with under a previous Master.

Mr. Cruickshank was much respected and liked by his Pupils. They were mostly Boys; but some of the Scotch Subscribers, or Shareholders of the School, who had Daughters, and no Sons, sent their Daughters to the new St. Andrew's Grammar School. This was the first Grammar School in the Province at which co-education was tried. One of my Classmates, and my greatest friend amongst them, was neither Scotch, nor Presbyterian,—Walter Stennett, who afterwards became Principal of Upper Canada College, and finally Rector of Cobourg. Two other of the Boys attained great distinction in after life—John A. Macdonald and John Hilliard Cameron. They were amongst the big Boys. Doctor Cruickshank, in after-life, used to speak of both of them with pride, as having been pupils of his. In a speech elsewhere, I gave some reminiscences of Sir John Macdonald. What I chiefly recollect

of John Hilliard Cameron at School was that he was a kind, genial fellow, and a special favorite with us junior Boys. He was a most interesting narrator of stories,—knew a great many, and was always willing to tell us one. I recollect that, on one occasion, in order to punish or correct him for the offence of talking in School, he was made to sit for a few days with the Boys of the junior Latin Class. He managed to tell us many a good story there, notwithstanding the keen eye of the Master upon him. I never ceased to have a very warm feeling toward the always kind and genial Cameron. . . . *Centennial of St. Andrew's, Niagara, 1784. . . . 1894 By Janet Carnochan; pages 46-49.*

NIAGARA DISTRICT GRAMMAR SCHOOL. The progress of the Pupils in the Common branches has been highly satisfactory; the senior Pupils (in Latin and Geometry) have, on several occasions, called forth our particular approbation. On the whole, it gives us much pleasure to attest the ability and industry with which Doctor White-law has discharged the duties of his office, and the success with which his labours has been crowned. (Signed by the Reverends Messieurs Thomas Creen and Robert McGill.)

Niagara District Common Schools. The Chairman of the Board of Education says:—The Teachers of the Common Schools are British subjects, or have taken the oath of Allegiance. They have been carefully examined in the branches required to be taught,—but they generally come short of the standard of qualifications that ought to be established. Employed from necessity, in consequence of the small and inadequate provision made for their support,—it being little more than an ordinary mechanic's or labourer's hire. A more efficient system of instruction in the Common Schools is required, and in order to this, teaching should become a profession, for which respectable provision should be made by taxation, and the means of due preparation provided for the duty of Teachers. The number of Teachers in the Niagara District are forty-one. The number of Pupils in the District is 1,324. (Signed by the Reverend Thomas Creen, Chairman.)

In 1817 the Board of Education of the District of Niagara adopted the following Regulations in regard to the Schools of that District:—

1. The Master to commence the labours of the Day by a short Prayer.
 2. School to commence each Day at Nine o'clock of the forenoon, and five hours at least to be given to teaching during the day, except on Saturdays.
 3. Diligence and Emulation to be cherished and encouraged among the Pupils, by rewards judiciously distributed, to consist of little Pictures and Books, according to the age of the scholar.
 4. Cleanliness and Good Order to be indispensable; and Corporeal Punishment seldom necessary, except for bad habits learned at home,—lying, disobedience, obstinacy, and perverseness,—these sometimes require chastisement; but gentleness, even in these cases would do better with most children.
 5. All other offences in children, arising chiefly from liveliness and inattention, are better corrected by shame, such as gaudy caps, placing the culprits by themselves, not admitting any to play with them for a day, or days, detaining them after school hours, or during a play afternoon, and by ridicule.
 6. The Master must keep a regular Catalogue of his Scholars, and mark every Day they are absent.
 7. The forenoon of Wednesday and of Saturday, to be set apart for Religious Instruction; to render it agreeable, the School should be furnished with at least ten copies of Barrow's "Questions on the New Testament," and the Teacher to have one copy of the Key to these questions for his own use; the Teacher should likewise have a copy of Murray's "Power of Religion on the Mind," Watkins' "Scripture Biography," and Blair's "Class Book,"—the Saturday Lessons of which are well calculated to impress religious feeling.
- NOTE.—These Books are confined to no Religious Denomination, and do not prevent the Master from teaching such Catechism as the Parents of the children may adopt.
8. Every Day to close with reading publicly a few verses from the New Testament, proceeding regularly through the Gospels.
 9. The afternoon of Wednesday and of Saturday, to be allowed for play.
 10. A copy of the Rules to be affixed up in a conspicuous place in the School-room, and to be read publicly to the Scholars, every Monday morning by the Teacher. (*Gourley's Statistical Account of Upper Canada, Volume ii; Appendix xi, Page cxvix.*)

CHAPTER XXVII.

EARLY BEGINNINGS OF EDUCATION IN UPPER CANADA.

A few particulars as to the kind of Schools which existed in Upper Canada in the early days may be interesting. The first School opened in Kingston was by the Reverend Doctor John Stuart, a Protestant Episcopal Clergyman, and a United Empire Loyalist, who had been Chaplain to the Provincial Volunteers, and came into Upper Canada with them as a refugee Loyalist.*

In the year 1785 Doctor Stuart opened a select classical School at Catarauqui, (Kingston); and a Mr. Donovan taught the Garrison School there. In 1786, Mr. J. Clarke taught a School in Fredericksburg, and Mr. Smith one in Ernestown. In 1789, Mr. Lyons kept School in Adolphustown. In the same year, Deacon Traves, a Baptist, opened one at Port Rowan. In 1792, Rev. Mr. Addison, an Episcopalian, opened a School at Newark (Niagara), then the seat of Government. In 1794, the Reverend John Burns, a Presbyterian, (Father of the late Judge Burns) opened a School at the same place; and in 1796, Mr. Richard Cockerell opened an Evening School in Newark; Mr. Cockerell shortly afterwards transferred his School to the Reverend Mr. Arthur and removed to Ancaster, where he opened another School. A notice in the *York Gazette* in 1796 stated that "as Schools were now opened, ignorance would be no longer tolerated." In 1797, Mr. James Blayney opened a School at Niagara. In 1798, Mr. Wm. Cooper opened a School in George St., Little York (Toronto). In 1800, Doctor Strachan opened a private School at Kingston, and in 1804, one at Cornwall. In 1802, Mr. and Mrs. Taylor opened a School near Niagara; and in the same year, Doctor W. W. Baldwin, (Father of the late Honourable Robert Baldwin) opened a Classical School at York, and in 1803, the first School in Prince Edward District was opened at "High Shore," Sophiasburgh; another at "Grassy Point," was taught by Mr. John James, the Reverend Wm. Wright, (Presbyterian) kept the first School at Myers' Creek, (Belleville) in 1805. He was followed by Mr. Leslie. In that year, the Reverend Doctor Strachan held the first public Examination of his School at Cornwall.

For several years this School was the only one of any note in Upper Canada; and in it and also in his School at York, were educated many of the gentlemen who have filled some of the most important positions in the Province. Subsequently Doctor Strachan's School was constituted the Grammar School of the Eastern District. In 1806, a temporary Act was passed by the Legislature and made permanent in 1808, establishing a Classical and Mathematical School in each of the eight Districts into which Upper Canada was then divided. In the same year, (1806), at the suggestion of Doctor Strachan an Act was passed, granting £400 for the purchase of Apparatus for illustrating the principles of Natural Philosophy, which were to be deposited in the hands of a person employed in the instruction of youth. In 1807 an appropriation of £800 a year for four years was made to provide for the salaries of Masters in the Grammar Schools to be maintained in each of the Districts into which Upper Canada was divided. These Masters were to be engaged by Trustees appointed by the Governor, and the Governor's sanction was also necessary for the Teacher's appointment. There is still in existence the letter, dated, April 16th, 1807, signed by Governor Gore, appointing the Reverend George Okill Stewart, D.D., Archdeacon of Kingston, first Head Master of the Home District Grammar School at York, (Toronto).

*The Reverend John Stuart, D.D., was born in Virginia in 1736. In 1769 he went to England to be ordained and returned in 1770. For seven years he laboured as a Missionary among the Iroquois Indians at Fort Hunter. He was then aided by the famous Brant in translating the New Testament into Mohawk. In 1781 he came to Upper Canada, and laboured in this Province as a Missionary among the refugee Loyalists and Iroquois. He subsequently became Rector of Catarauqui (Kingston), and Chaplain to the Legislative Council. He died in 1811, aged 75 years. One of his sons was the late Archdeacon Okill Stuart, of Kingston; another was the late Chief Justice, Sir James Stuart, of Quebec.

In 1812, the Reverend John Strachan, D.D., was appointed Rector of York, and succeeded the Reverend Mr. Stuart as Head Master of this School. Mr. Barnabas Bidwell, (Father of the late Honourable M. S. Bidwell), kept a good Latin School at Bath, on the Bay of Quinté, in 1811. In 1813, he removed to Kingston, where he taught for twenty years until he died in 1833.

In 1816, Lieutenant-Governor Maitland established what he designated as a "National" School, after the style of the Church of England Elementary Schools in the Mother Land. He transferred it to special Trustees, and it was afterwards known, (as the Reverend Doctor Scadding states,) as the "Central School," and was what would then, he stated:

Be called a Common School, conducted on the "Bell and Lancaster," principle. Large numbers frequented it. Mr. Joseph Spragg, the Master of the School, had enjoyed the superior advantage of a regular training in England as an instructor of the young. . . . Mr. Spragg's Predecessor at the Central School was Mr. Thomas Appleton. . . . and Mr. Appleton's Assistant, for a time, was Mr. John Fenton, who acted as Parish Clerk in St. James' Church, Toronto. He was a proficient in popular Science, a ready talker and lecturer.

This School was kept in 1816, by the Reverend Alexander Stewart; in 1820, by Mr. Thomas Appleton; and subsequently, (as a private School), by Mr., afterwards the Reverend Doctor, Thomas Caldicott, for some years Minister of the Bond Street Baptist Church, Toronto.

The School in Market Lane, or Colborne Street, Toronto, was conducted under the Common School Act of 1816, and as a Common School of the Township of York. In 1816, a new Common School House was erected by subscription, or shares, on the south-east corner of the "College Square," and Trustees were elected under that Act for its management.

In 1820, the First Report of this School was published under the title of the "First Annual Report of the Upper Canada Central School on the British National System of Education." Patron: His Excellency the Lieutenant-Governor, Major General Sir Peregrine Maitland, K.C.B.; Trustees: The Honourable Lieutenant-Colonel Joseph Wells; John Beverly Robinson, Esquire, Attorney-General; Thomas Ridout, Esquire, Surveyor General. Mr. Joseph Spragg, Master and Secretary.

Report.—The Central School at York, Upper Canada, was opened in the Autumn of 1820, with a very small number of Scholars. In the course of three months the number increased to sixty-three, affording an opportunity of instructing according to the system of the Schools of the British National Society in England.

During the first year one hundred and fifty-eight children, ninety-five Boys and sixty-three Girls, have been instructed in the School, ninety-one of whom had never before received any education and others but very little.

With the opportunity that has been afforded from the present population, it is hoped much good has already been done; and the great improvement of those Scholars in particular, whose attendance has been regular, is most manifest.

The number of children that have received instruction since the commencement strengthens the confidence entertained of the general benefit that will hereafter be felt from this Institution.

The School is under the particular patronage of His Excellency the Lieutenant-Governor, who has repeatedly visited it, with Lady Sarah Maitland, and their satisfaction at the progress of the children, has been often warmly expressed.

Copying from the very successful exertions of the Central School of the National Society in London, a suitable opportunity is now afforded here, by the immediate experience of the present Master, to prepare other Masters to spread this invaluable system of education throughout the whole of this Province.

The School is at all times open to the inspection of Visitors, who, on duly estimating the improved method of instruction, by the multiplication of power and division of labour, and in particular the principles of this system of education, will, it is to be hoped, always take an increasing interest in the same, at every repetition of their visit.

Doctor Strachan resigned the Headmastership of the District School on July the 1st, 1823. He was succeeded by Mr. Samuel Armour, M.A., a Graduate of Glasgow University, who afterwards became a Clergyman of the English Church, and officiated many years in the Township of Cavan.

The Reverend Thomas Phillips, D.D., an accomplished scholar, came out from England in 1825 to take charge of the School, and remained in the position of Headmaster, much honoured and beloved by his Pupils, until, in 1830, chiefly by the exertions of the Governor, Sir John Colborne, Upper Canada College was established and the work of the College began in the old District Grammar School building. Classes were opened in the new Buildings erected in another part of the City for the College in 1831, and the Grammar School was closed.

On the active remonstrance of the citizens living in the eastern part of Toronto, the School was re-opened and secured to the City, Mr. Charles N. B. Cosens being appointed Headmaster in 1836, and succeeded by Mr. Marcus C. Crombie in 1838.

In 1822, Sir Peregrine Maitland, the Lieutenant-Governor, submitted to the Imperial Government a plan for organizing a general system of education, including elementary schools; and, in 1823, he obtained permission from England to establish a Board of Education for the general superintendence of this system of education, and for the management of the University and School lands throughout the Province. The members of this Board, with the Reverend Doctor Strachan at its head, were: Hon. Joseph Wells, Hon. G. H. Markland, Rev. Robert Addison, Hon. J. B. Robinson, and Thomas Ridout, Esq. This Board prepared some general Regulations in regard to the Schools and proposed a plan by which to exchange 225,944 acres of the less valuable of the School Lands for the more productive Clergy Reserve Lands. The plan having been approved by the Home Government, was carried into effect by the Governor soon after. In 1824, the first attempts towards providing the public with general reading Books, in connection with the Common and Sunday Schools, were made. The sum of £150 was annually appropriated for this object, and authorized to be expended by the Provincial Board of Education in the purchase of "Books and Tracts designed to afford moral and religious instruction," and distributed equally among all the Districts of Upper Canada.

Thus were presented the dim outlines of a System of Public Instruction which it was clear the necessities of the Country required, but which for want of a vigorous and systematic supervision was gradually permitted to languish, and the legislative enactments themselves were suffered to become almost obsolete on the Statute Book.

Books for the District Schools. The Bible; Watt's Scripture History; Catechism of the Church of England, for her own members once a week; Shorter Catechism of the Presbyterian Assembly for those whose parents object to our Catechism, once a week. The English Speaker; English Composition; Arithmetic; the four first books of Euclid; Algebra, to the solution of Quadratic Equations, at least; Latin and Greek. (The Books to be determined by the General Board.); Geography; De Lolme on the Constitution of England.

Books for the Common Schools. The Bible; Watt's; and the Catechism as above; Reading; Writing; Arithmetic; Rudiments of Latin, if possible.

In January, 1824, the Common School Act was made to apply "to all Schools that are now or may hereafter be established and kept among the Indians who shall be resident within the limits of any organized County or Township within this Province, excepting such Schools as shall or may be otherwise provided for.* Provision was also made for the examination of Common School Teachers by County Boards of Education.

The number and condition of the Common and other Schools in Upper Canada in 1827 may be gathered from "An appeal to the Friends of Religion, and Literature, in behalf of the University of Upper Canada," published in London in 1827 (of which I have an original MS. copy), Doctor Strachan says:—

Schools in Upper Canada, 1827.—"In about 340 Common Schools in Upper Canada from 12,000 to 14,000 children are taught Reading and Writing, the elements of Arithmetic, and the first principles of Religion. The people, scattered as they are over a vast wilderness, are thus becoming alive to the great advantage of educating

* All the Indian Schools of the Province, which are chiefly sustained by various Religious Bodies, are now under the control of the Indian Department at Ottawa.

their children. . . insomuch so, that Schools supported by subscriptions are more in number than those established by law. Provision is made by Statute for the translation of some of the more promising scholars from the Common to the District Schools, where the classics and practical Mathematics are taught. In these Schools (eleven in number) there are at present 300 young men acquiring an education to qualify them for the different professions. . . .

In a petition of the United Presbytery of Upper Canada, presented to the House of Assembly in 1830, the Signers say:—

“It is with deep regret that your Petitioners (in their ministerial capacity, connected with a very large portion of His Majesty’s subjects in this Province) are compelled to say that the state of education is, in general, in a deplorable condition.”

In commenting on the then recent educational proceedings in Upper Canada (in 1830-1831) the Editor of the New York *Christian Advocate and Journal*, thus summarized what had been done in this direction:

In the meantime, we would just remark that the Government have recently established a College at York, the capital of Upper Canada, and that the Methodists have for some time past been pursuing measures for the establishment of a Literary Institution we believe at Cobourg, in the Newcastle District. We hope these, together with the one now in contemplation by the Presbytery of that Province, may all be founded on good principles and succeed in diffusing the lights of Science and Religion.

Amongst the many Motions relating to Education which were moved in the House of Assembly from time to time, was the following important one, which was concurred in by the House in February, 1831:—

“That a Standing Committee be appointed on the subject of Education generally in this Province. . . .”

“That it be a principal duty and business of the Committee to enquire whether an appropriation of 500,000 acres of land was not made, in virtue of a joint Address of both Houses of the Provincial Parliament, adopted at their Session of 1797, and whether the same is not subject to the control of the Legislature of this Province; to enquire if anything, and what, has been done with the lands or any part of them, and what is their present situation.

“That the said Committee do enquire in what way the several District Grammar Schools of the Province can best be endowed with portions of the said Lands, so as to render them more efficient and fitting for the improvement of the rising generation than they are at present. . . .”

The Reverend Doctor William Gregg, in his “History of the Presbyterian Church in Canada, from the Earliest Times, to 1834,” states that at a Meeting of the Presbytery in June, 1831, an Appeal was issued to the various Congregations for aid to establish a Literary and Theological Seminary at Pleasant Bay, Hillier, in Prince Edward County, and deputed Mr. Eliakim Cory, of that County to collect subscriptions in the United States and Canada for it. The Appeal of the United Presbytery of Upper Canada was as follows:—

“The bearer hereof, Eliakim Cory, Esquire, of Pleasant Bay, Township of Hillier, County of Prince Edward, Province of Upper Canada, having been appointed Agent, on behalf of the Literary and Theological Academy, about to be erected in that place, to collect Funds, Books, etcetera, for this object, in such parts of the Province and United States, as Providence may direct him. The United Presbytery of Upper Canada most earnestly and affectionately recommend Mr. Cory and the object of his mission to the generous and sympathizing consideration of our Christian friends, and trust that the appeal now made to them on behalf of this infant and overlooked Country, will not be in vain. The Presbytery feels deeply convinced that such an Institution as is now contemplated, is of vital importance, not only to the prosperity of Religion in that part of the Country, but to the Province at large, especially as there is no public Seminary in the Province, where young men, as Presbyterians, can be trained for the work of the Gospel Ministry. In the intended Institution at Pleasant Bay, provision will be made for such pious and devoted young men, as may give themselves to the work of the Lord, in the public ministry of His Word in Canada.”

An Institution, such as is contemplated by the friends of the Redeemer, at Pleasant Bay, is essentially necessary for the spread of the Gospel in Upper Canada—yet, however desirable and important such an Institution is believed to be it cannot be carried into effect without the kind aid and co-operation of the friends of Science and

Religion in the Province and the United States. Mr. Cory therefore, and the object of his mission, are commended to the care and blessing of the Great Head of the Church, and to the kind offices, attention and liberality, of all good men.

Dated at Brockville, Upper Canada, this 16th of June, 1831.

WILLIAM SMART, Clerk of the Presbytery.

ANDREW BELL, Moderator.

The Reverend Doctor George Bell, Registrar of Queen's University, Kingston, in his address at the Semi-Centennial celebration of that University in 1881, said:

The Presbyterian Church discussed the question of establishing a College, from 1831 onward. The idea kept growing, but the undertaking seemed too great. A few Students for the Ministry were in Hamilton under the direction of Doctor Rae, Grammar School Master, in charge of the Presbytery of Hamilton.

Sir Sanford Fleming, Chancellor of Queen's University, in his Address on the same occasion said:

The Church of Scotland in Canada. . . . took every means to promote the establishment of a College, which would be generally accessible to all classes of the people, and which would command the confidence and support of all Denominations of Christians.

In November, 1831, Mr. William Buell introduced a Bill into the House of Assembly for granting aid to Common Schools; but, not being a Government Money Bill, it failed to pass, and was "dropped."

As one of those who took a prominent part in the troublesome events of 1837-38, in Upper Canada, Doctor Duncombe acquired considerable notoriety. He was, nevertheless, a man of broad views, of comprehensive aims and large sympathies.

From his first entry into the House of Assembly, Doctor Charles Duncombe, M.P.P. for the county of Norfolk, took up warmly the cause of popular education. In this he was actively supported by two other medical gentlemen—Doctor Thomas D. Morrison and Doctor Thomas Bruce—who were also members of the House of Assembly at that time.

Doctor Charles Duncombe's first Motion in the House of Assembly (on the 13th December, 1831,) was for an address to the Lieutenant-Governor urging the setting apart of a sufficient quantity of the Public Lands of the Province to form a permanent Fund for the support and maintenance of Common Schools. His Motion was, however, defeated.

As Doctor Duncombe's Motion is of historical interest, so far as the facts which it alleges are concerned, I give some extracts from it. The Motion stated:—

"That there is in this Province a very general want of education: that the insufficiency of the Common School Fund to support competent, respectable and well-educated Teachers, has degraded Common School teaching from a regular business to a mere matter of convenience to transient persons, or common idlers, who often stay but for one season, and leave the Schools vacant until they accommodate some other like person, whereby the minds of the youth of this Province are left without due cultivation, or, what is worse, frequently with vulgar, low-bred, vicious and intemperate examples before them in the persons of their monitors," (*i.e.*, Teachers).

The Motion goes on to say that:—

"If provision were made for the liberal and punctual payment of Common School Teachers . . . the teaching of Common Schools would soon become a regular and respectable calling, gentlemanly, well-educated persons would not be ashamed to take charge of youth, the Schools would be no longer vacant, nor the Scholars ignorant. Upper Canada would then form a national character that would command respect abroad and ensure peace, prosperity and happiness at home, perpetuate attachment to British principles and British Institutions, and enable posterity to value, as they ought, the inestimable blessings of our glorious Constitution."

The Motion went on to urge the Lieutenant-Governor to represent to the Colonial Secretary the important necessity—in view of the facts cited—of entreating.

"That His Majesty, William IV., be graciously pleased to place at the disposal of the Provincial Legislature a portion of the waste Lands of the Crown as a permanent fund for the support of Common Schools within the same."

Doctor Charles Duncombe, with a prescience of the future, and of the necessities of the case, (which were not then recognized, nor for many years afterwards,) strongly urged, as did other Members of the Assembly, that at least One million acres of the "Waste Lands" of the Province should be set apart for the support of Common Schools.*

In January, 1832, Mr. Burwell made a Motion similar to the defeated one of Doctor C. Duncombe, which led to considerable discussion. It was as follows:—

"That this House do address His Majesty (humbly beseeching that His Majesty will be graciously pleased to grant an appropriation of One million of acres of Waste Lands of the Crown in this Province for the maintenance and support of Common Schools within the same."

In the same month Mr. Burwell introduced a Bill "for the establishment and support of Common Schools throughout the Province." It was printed but not proceeded with that Session. Mr. Burwell's object clearly was to keep the subject before the House and to promote discussion on it. In this he succeeded. The House of Assembly was alive to the importance of the question, but the Legislative Council was obstructive in regard to the same subject.

In November, 1832, Mr. Burwell again had a Committee of the House of Assembly appointed to enquire into the manner in which the King's wishes had been carried out in regard to the Royal Grant of Lands for educational purposes in 1798. To expedite this enquiry the important Despatches and Reports formerly asked for by him and sent down to the House by the Governor, with others, were printed and distributed.

Mr. Burwell also introduced a Bill "for the establishment, maintenance and regulation of Common Schools," in the Province. He made several Motions, too, on the subject of the King's College Charter and School Lands. On the 21st of November he submitted the first Report of his "Select Committee on the Subject of Education." The historical part of this Report being somewhat interesting in its statements, I quote it as follows:—

"The Committee have been forcibly struck with the uniform anxiety which has been manifested at all times by the Legislature and Provincial authorities for the establishment of a University.

"It formed part of the prayer of both Houses in their Address to the King in 1797.

"It was strongly recommended by the Executive Government, the Judges, and Law Officers of the Crown, in 1798.

"In 1806 the Legislature, to show that something more was even then required than Grammar Schools, did all their limited means permitted, in providing a small Apparatus for the instruction of youth in Physical Science, that they might enter the world with something more than a common District School education; such an Institution was again noticed in 1820, and an earnest desire expressed by the Legislature, which knew best the wants of the Province, for its speedy establishment.

About the middle of December, 1832, Mr. Burwell brought in the second and very elaborate Report of the Select Committee on Education. This Report was chiefly based upon the opinions of several Witnesses examined by the Committee on the subject of School Lands, King's College Charter, Upper Canada College, and Education generally. The Witnesses examined were Chief Justice Robinson, Archdeacon Strachan, Chairman, and the Honourable G. H. Markland, Secretary to the Provincial Board of Education; Honourable Joseph Wells, a Member of the Board, and Treasurer of Upper Canada College; the Reverend Doctor Joseph H. Harris, Principal of Upper Canada College; the Reverend Doctor Thomas Phillips, Vice-Principal, and Mr. S. P. Hurd, Surveyor-General of the Province.

The general views of these noted men on the subject of education are both interesting and instructive in the light of to-day. The Report itself deals with the then pressing question of the extension of educational facilities to the entire Province. It

* It is gratifying to know that, although defeated at the time, Doctor Duncombe's efforts bore fruit nearly twenty years afterwards—in 1850—when the Honourable Wm. Hamilton Merritt, President of the Council, introduced and had a Bill passed by the Legislature, setting apart 1,000,000,000 Acres of the Crown Lands for the permanent endowment of Public Schools in United Canada.

points out in strong language the undesirability of continuing a system of District, or Grammar, Schools which were quite adequate to the wants of the Province when the population was only 50,000, but which was not at all equal to the requirements of Upper Canada when that population had increased to nearly 300,000. These references show how wonderfully the Province has progressed in population and in its educational advantages since that time.

For the remaining four years during which Doctor Duncombe was a Member of the Legislature, his efforts to promote the cause of Education were unceasing. With the exception of Mr. Burwell, who devoted himself almost entirely to the interests of education in the House, none excelled Doctor Duncombe in his zeal for the cause of public education. His efforts were chiefly directed to awaken an interest amongst his fellow Members in the subject generally, and especially on behalf of the education of the Deaf and Dumb, in Asylums for the Insane, in Prison Discipline and similar matters. At length his efforts in the session of 1835 culminated in the appointment, by Resolution of the House of Assembly, of Doctors Charles Duncombe, Thomas D. Morrison and William Bruce, Commissioners, to enquire, amongst other things, into "the system and management of Schools and Colleges" in the United States and elsewhere. Two of these Commissioners deputed their Colleague, Doctor Duncombe, to "go on a journey to the United States, or elsewhere, to obtain such information as is desired by a Resolution" of the House of Assembly in that behalf. Six hundred dollars were granted by the House to defray the expenses of this enquiry.

Late in 1835 Doctor Duncombe went on his mission of enquiry to the United States, and visited Literary Institutions in the Western, Middle, Eastern and some of the Southern States of the Union. He also obtained detailed information as to education in England, France and Prussia, and embodied the result in an elaborate Report of nearly sixty pages and an appendix of one hundred and sixty pages. To this Report he annexed the draft of a School Bill, extending to twenty-two pages, with a variety of Forms and Instructions appended. The Report is minute and exhaustive in its treatment of the subject in hand, although somewhat discursive and speculative in many parts. It is, nevertheless, in the light of to-day, both interesting and instructive. It presents a vivid picture, and not a very flattering one, of the condition of education in the United States and in Europe. Its discussions of special subjects—such as Female Education, Classical Studies, the management of Colleges and Universities, etcetera—are fair and enlightened, and, on the whole, intelligent and practical in their character.

It is clear that the Legislative Council of the day did not sympathize with Doctor Duncombe and his Colleagues in their zeal for popular education, for the Bill, which he had so carefully prepared, although adopted by the House of Assembly by a vote of 35 to 10, early in 1836 failed to receive the sanction of the Legislative Council. His proposition to increase the Common School Grant from \$22,600 to \$80,000 per annum was considered too great a step in advance, and was not, therefore, pressed to a vote in the House of Assembly. He, however, got two influential Committees appointed to deal with the questions of Public Education and School Lands. These Committees were subsequently united and enlarged. They did good service and kept public interest awakened as to the value of the important subjects entrusted to them.

The movements which took place in 1836-1838; is in favour of a better class of Schools and properly qualified Teachers found expression in many of the local Newspapers of those days. It was interesting, as indicating the tendency of public opinion in favour of an improved System of Schools and good Teachers, before the practical attempt was made to solve the question by the enactment of the first educational measure passed by the Parliament of the newly united Provinces of Upper and Lower Canada in 1841.

In May, 1839, Mr. George S. Boulton, from the Select Committee of the House of Assembly, to which was referred that part of His Excellency's Speech, at the

opening of the present Session, which relates to General Education presented a Report, which was received and read as follows:—

To the Honourable the Commons House of Assembly of Upper Canada:

The Committee, to whom was referred that part of the Speech of His Excellency the Lieutenant-Governor, at the opening of the present Session, which relates to Education, beg leave to report, that they have agreed to two Resolutions to provide means for the maintenance and support of Common Schools, which they report herewith, and earnestly recommend the same to the adoption of your Honourable House. The Resolutions are as follows:—

1st. *Resolved:* That there be granted annually to Her Majesty, the sum of Ten Thousand pounds (£10,000) from the Provincial Funds, to enable Her Majesty to provide for the Establishment, Maintenance and permanent Support of Common Schools throughout the Province.

2nd. *Resolved:* That there be granted annually to Her Majesty, the sum of Ten Thousand pounds, (£10,000.) to be raised annually, by Assesments upon the people of the several Districts—each District furnishing its proper quota of that sum, in proportion to its population, to provide for the Establishment, Maintenance and Support of Common Schools throughout the Province.

COMMITTEE ROOM, HOUSE OF ASSEMBLY, 3rd of May, 1839. GEORGE S. BOULTON,
Chairman.

NOTE.—Although this is not the first time that the principle of Assessment for Common Schools had been embodied in legislation by the House of Assembly of Upper Canada, yet it was the first time that the power of Assessment was proposed to be exercised by the authority of the House itself. Its former legislation in 1838 provided that the Magistrates in Quarter Sessions should assess the Districts for School purposes. In that instance, the Legislative Council refused to concur in the proposal, but only because the Court House and Roads had the first claim.

The Right Honourable Charles Poulett Thomson was appointed Governor General of British North America in September, 1839, and arrived in Canada on the 17th of October, of that year. On the 3rd of December, 1839, he opened the fifth Session of the Thirteenth Parliament of Upper Canada. Sir George Arthur was the Lieutenant Governor of Upper Canada, but the Governor General, his superior Officer, delivered the usual opening Speech to the Legislature.

In compliance with an Address from the House of Assembly, of May, 1839, the Lieutenant Governor, Sir George Arthur, issued the Commission, directing the Commissioners named to inquire into, and report on, the several Departments of the Government. The Commissioners were divided into several Committees, to each of which was assigned a Department, on the business of which the Committee was to report. The Committee on Education was composed of the Reverend John McCaul, LL.D., the Reverend Henry James Grasett, B.A., and Samuel Beay Harrison Esquire, the Civil Secretary.

In an "Historical Survey of Education in Upper Canada," the Reverend Doctor James Williamson, states that:—

When Queen's University was founded in 1839 one of the chief difficulties with which it had to contend was the almost total want of any public provision for the Elementary Education of the people of the Country. In 1797, indeed, His Majesty George III. had authorized the appropriation of a portion of the waste Lands of the Province in the following terms:

"To assist and encourage the operations of this Province in laying the foundation for promoting sound learning and a Religious education.

"First, by the establishment of free Grammar Schools in those Districts in which they are called for, and

"Secondly, in due process of time, by establishing other Seminaries of a larger and more comprehensive nature" (Universities) "for the promotion of Religious and moral learning, and the study of the Arts and Sciences."

Accordingly, on the receipt of this authority, 459,217 acres of Crown Lands were set apart by the Legislature for these purposes. For a long time, however, these wild

Lands yielded no revenue for the accomplishment of the objects for which the Grant was made, and nothing was done for the education of the people except in adventure and private Schools.

The very first of these, it may be noted, of which there is any record was one opened in Kingston in 1785 by an Episcopal Clergyman, the Reverend John Stuart, in a House a little to the west of the spot where Murney's Tower now stands, and celebrated as being the place to which Moore refers in the beginning of his well-known song,

"I knew by the smoke that so gracefully curled above the green elms that a Cottage was near."

For 22 years thereafter, down to 1807, no public provision of any kind was made for the support of Common Schools, although the population had increased to about 100,000. In that year \$3,200 were granted by the Legislature for the maintenance of eight Grammar Schools, one in each of the Districts into which Upper Canada was then divided. These Schools, however, widely apart as they were from one another, and in most of which high fees were charged, were available only for the sons of "the more opulent classes," and nothing was done for the general instruction of the people in Common Schools until 1816, when a sum of \$24,000 was obtained from Parliament for that purpose. This amount was reduced in 1820 to \$10,000, no single School except in special cases, to receive more than \$50 per annum. For thirteen years following no addition was made to this miserable pittance, although the number of the population had risen in the meantime to nearly 300,000. In 1833 the Grant was increased to each Grammar School, but no proper provision was made for Common Schools until 1841.

In fact nothing was effectually done to improve their condition until 1850, when the Amended School Act embodying the recommendations of the Reverend Doctor Ryerson was passed, forming the basis of the present School System of Ontario. Bills for a general system and an adequate appropriation for Common School Education had year after year been passed by the House of Assembly, but were rejected by the Legislative Council. They were satisfied with extending aid, scanty as it was, to a few Grammar Schools for the benefit of the more wealthy classes and as feeders to a University for which they had received a Charter as far back as 1827, but which was not set in operation until 1853.

The result of the course thus pursued was that in 1839, outside of the Grammar Schools just referred to, and even in some of them, the educational condition of the Province was almost at the lowest ebb. One-half of the population of those of school age were left to grow up in a state of semi-barbarism. The annual attendance at School of the other half was for only seven months, generally in Log Houses, with accommodations of the rudest kind, where they were initiated in the mysteries of Reading, Writing and some simple rules in Arithmetic by Teachers hired by the year, wretchedly paid and, as might be expected, with a few exceptions little qualified for their office. The consequence of this state of things was that in many instances those who could afford it sent their sons to the United States to receive their education.

COMPREHENSIVE SCHOOL MEASURES BEFORE THE UPPER CANADA LEGISLATURE IN 1839.

At length in addition to the annual Supply Bill, providing for the support of Common Schools in Upper Canada for the year, (1839,) three measures of unusual importance were brought before the Legislature in 1839. These three measures originated in the House of Assembly. Two of them passed that House, and were sent up to the Legislative Council for its concurrence. These two had the support of a Committee of that Body, in conjunction with a similar Committee of the House of Assembly, yet only one of them received the formal assent of the Legislative Council.

The three important measures to which reference is here made were:—

1. A Bill providing "for the Advancement of Education in this Province."

2. A Bill providing for "the appropriation of One Million of Acres of the Waste Lands of the Province for the Support of Common Schools."

3. A Bill providing for an annual appropriation of Eighty Thousand dollars, (\$80,000,) that is Forty Thousand dollars, (\$40,000,) to be annually appropriated from the public revenue, and Forty Thousand dollars (\$40,000,) to be raised by yearly assessment upon the various Districts.

The title of the first Bill is misleading and obscure. For, although its object was truly "the advancement of Education in this Province," yet the title gives no idea as to what kind of education was to be advanced by it—whether Common School, Grammar School, or University Education.

By reference, however, to the elaborate amendment to this Bill, proposed by Mr. Mahlon Burwell, and the somewhat argumentative Report on the subject, (of the Legislative Council, it will be seen that the intention of the Framers of the Bill was to revive, and to embody in statutory form the desire, long expressed, chiefly of Members of the Legislative Council, to establish Grammar Schools, in various parts of the Province, as suggested in the noted Despatch of the Duke of Portland in 1797, by which about half a million of Acres of the Crown Lands were then set apart, for the establishment of "Free Grammar Schools, and other Seminaries of a larger and more comprehensive nature." As the Bill was finally passed, it simply provided for the support of Grammar Schools, without defining their character.

The other comprehensive measure, mentioned was also fully discussed, and to it, Mr. Mahlon Burwell proposed an elaborate historical amendment, in the shape of a series of Resolutions, chiefly relating to the proceedings of the House of Assembly in regard to School Lands. This amendment was rejected by the House, as was his amendment to the other Bill "for the advancement of Education."

The second Bill, appropriating "One Million of Acres of the Waste Lands of the Province for the support of Common Schools" was recommended to the adoption of the two Houses by a joint Committee of both Branches of the Legislature, on the 19th of April, 1839. It passed the House of Assembly on the 10th of May, and was sent up to the Legislative Council, where it failed to receive the concurrence of that Body, evidently owing to the fact, that the Session was then too far advanced to enable the Council to give the subject the attention which it deserved. The Bill was referred to a Committee of the Whole Council, but the House having "resumed," the Committee rose without reporting the Bill, so that it was thus "dropped."

So convinced, however, had the older Members of the House of Assembly been of the necessity of making a substantial and permanent provision for the support of Common Schools, that at almost every previous Session of the Legislature, the subject was brought up by Resolution of some Member. The proposal, however, never took a really practical shape, until the matter was formally brought before a joint Committee of the both Houses, and by that Committee, discussed on its merits. The result was a joint Resolution of the Committee, strongly recommending the subject to the consideration of the two Branches of the Legislature. The House of Assembly acted upon this recommendation, and passed a Bill to give it effect, but concurrence in the Bill by the Legislative Council failed, for the reasons already given.

After this failure to pass the Land Grant Bill of 1839, no further practical effort was made to provide such an endowment for Common Schools until 1849—ten years afterwards,—when the Honourable William Hamilton Merritt, then a Member of the Government of United Canada, and a Member of the Legislature of Upper Canada in 1839, revived the Bill of that year, and had it passed, appropriating One Million of acres of the Waste Lands of Canada for the Support of Common, now Public, Schools in the United Province. The other Members of the Upper Canada Legislature of 1839 who were Members of the Parliament of Canada, when the Bill of 1849 was passed and who aided in its passage, were Messieurs Malcolm Cameron, Edward Malloch, Allan N. Macnab, John Prince, William B. Robinson and Henry Sherwood.

The third notable Measure which was brought before the House of Assembly in 1839, was a proposal founded upon the Report and Resolution of a Select Committee of the House to which had been referred that part of the Lieutenant Governor's opening Speech, in which he said:—

A system of sound and Religious instruction, for the rising generation, ought to be established under every Government, and it is most particularly requisite in a young country in the situation of this Province. I, therefore, strongly recommend to you a careful revision of the enactments relating to the Common Schools; and the early adoption of some plan calculated to secure the assistance of properly qualified Teachers.

The Resolutions of the Select Committee on this extract from the Lieutenant Governor's Speech, were embodied in the form of a Bill, which was read the first and second times, and reported from a Committee of Supply. The Bill, however, was not read a third time. No reason for not proceeding to the final reading of the Bill is reported in the Journals of the House, but it may have been due to the fact that the Bill for granting the One Million of acres of Waste Lands had failed to receive the concurrence by the Legislative Council. This Bill for granting Eighty Thousand dollars, (\$80,000,) a year was, no doubt, intended as a supplementary measure, by which a monetary endowment for the Common Schools, would be at once provided, until such times as the sales of the Waste Lands appropriation would become available.

The initiation of three such comprehensive Measures in one year, for the promotion of primary and secondary Education in Upper Canada, speaks well for the intelligent zeal of the public men of these times. These "men (indeed) laboured," and we, of a later day," entered into their labours," and have reaped the full benefit of their seed sowing.

In 1840 a Petition was presented to the House of Assembly from the Eastern District, praying that provision be made for the care and education of the Deaf and Dumb of the Province. The Petition was signed by the Reverend George Archibold, and upwards of one hundred Ratepayers. The Petition, having been referred to a Select Committee, Mr. Alexander McLean, on behalf of that Committee, brought in a Report which was received and read as follows:—

To the Honourable the Commons House of Assembly of Upper Canada:

1. The Committee, to whom was referred the Petition of the Reverend George Archibold and upwards of one hundred others in the Eastern District, have agreed to the following Report:—

2. They fully appreciate the benevolent feelings which have influenced the Petitioners, in their application to your Honourable House in behalf of the Deaf and Dumb.

3. No lot can be more unhappy than that of the individuals in whose behalf the Petitioners' sympathies have been excited and their appeal made.

4. Separated from their fellows by the dispensation of Providence; cut off from the ordinary means of intercourse from almost every pleasure, or enjoyment, whether of infancy, youth or manhood; they pass a cheerless existence; and, in the midst of human society, and surrounded by the activity and intelligence of manhood, they are as solitary as the recluse of the Cloister, or of the Desert.

5. Worst of all, is the consideration that not only does this natural deficiency deprive them of the means of expressing by words, their wants and wishes, their wrongs, or oppressions, their feelings of affection, of sorrow, of pain, to those who are allied to them by kindred, and bound to protect them; but it further shuts them out from the consolations of Religion, leaving their minds a wilderness in which neither hope nor faith can find a place to take root.

6. A casual consideration of this destitute condition, must excite an anxious wish in the breast of every philanthropist to rescue from such a state of misery and degradation, this unfortunate class of our fellow beings; and it is gratifying to reflect, that means have been discovered, and have been applied, to the practical utility of which successful results bear abundant testimony.

7. Institutions for the instruction of the Deaf and Dumb have been formed in various parts of Europe and America; and, by a well organized system, the minds of the pupils have become enabled to receive knowledge, and have developed powers of

imagination, thought and reflection, of as high an order as belong to the mass of their fellow-creatures.

8. It appears, by Returns before this House, that there are not less than one hundred and ninety-nine sufferers within this Province, for whose education there is not the slightest provision.

9. Your Committee, therefore, respectfully recommend, that steps should be taken to establish one or more Schools for the instruction of the Deaf and Dumb in the Province; and that, for this purpose, a sum of money should be granted to Her Majesty, in the same manner as for the Common Schools, to enable Her Majesty to pay an annual salary to one or more Teachers properly qualified for this duty, and to establish one or more Institutions where these unfortunate sufferers may be educated.

All which is respectfully submitted.

ALEXANDER McLEAN, Chairman.

COMMITTEE ROOM, House of Assembly, 10th January, 1840.

Note. It is gratifying to know that this request was not long afterwards complied with, and that a very commodious Edifice for the care and Education not only for the Deaf and Dumb but also for the Blind have been erected,—the one for the Deaf and Dumb (at Belleville), and for the Blind (at Brantford).

MUNIFICENT PARLIAMENTARY GRANT IN AID OF COMMON SCHOOLS IN 1841.

In passing the Common School Act of 1841, provision was made, (far beyond what was originally intended as the Common School Fund,) and a munificent sum, as compared with former grants, was set apart by the Common School Act of 1841 for "the support and maintenance of Common Schools in the United Province of Canada. The third section of that Act provided as follows:

That, for the Establishment, Maintenance and Support of Common Schools in this Province, there shall be granted to Her Majesty annually, during the continuance of this Act, the sum of Fifty Thousand Pounds Currency, (£50,000,) to be distributed among the several Districts in the manner hereinafter provided, and such aforesaid, from the said permanent fund, and of such further sum as may be required to complete the same, out of any unappropriated monies, which are now raised and levied, or which may hereafter be raised, and levied, by the authority of the Legislature, to and for the public uses of this Province: and the said annual grant shall be, and be called "The Common School Fund."

In 1841, just before the passing of this Common School Act, the Legislative grant in aid of Common Schools in Upper Canada was only Five Thousand Six Hundred and Fifty Pounds, (£5,650), given in two sums.

This new grant of Fifty Thousand pounds, (£50,000), was divided between Upper and Lower Canada according to population. For some years, the division was in the proportion of £30,000 to Lower Canada, and £20,000 to Upper Canada. Finally, after a long correspondence, Upper Canada received the larger share—the increase of her population having made it equitable to do so.

The peculiar circumstances, under which this then very large sum was set apart for Common Schools, are thus narrated by the Honourable Isaac Buchanan, in a Letter addressed to the Editor of the Documentary History of Education in Ontario in 1882. In that Letter, Mr. Buchanan said:

In 1830, I had, as an extra of the *Albion* newspaper, published by Mr. Cull, (about the time York became Toronto,) proposed a plan of settlement for the Clergy Reserves, fitted to solve the difficulties connected with them, whether Industrial, Educational, or Political. My proposal was that an educational tax should be levied, the payments by each Church, or Sect, being shewn in separate columns, and each Sect receiving from the Clergy Reserve Fund, in the proportion of its payments for Education.

This first attempt of mine to get an endowment for Education failed, as there was then no system of Responsible Government. But five years afterwards (in 1840), when my election for Toronto had decided the question of Responsible Government, and before the first Parliament met, I spoke to Lord Sydenham, the Governor General, on the subject. He felt under considerable obligation to me for standing in the breach, when the Honourable Robert Baldwin found that he could not succeed in carrying Toronto. I told him that I felt sure that, if we were allowed to throw the Accounts of the Province into regular Books, we would show a surplus over expenditure. His Excellency agreed to my proposal, and I stipulated that, if we

showed a surplus, half would be given as an Endowment for an Educational System. Happily, we found that Upper Canada had a surplus revenue of about \$100,000 a year—half of which the Parliament of 1841 set aside for Education, as agreed—the law stipulating that every District Council getting a share of it would locally tax for as much more, and this constituted the financial basis of our Educational System at that time. Thus I have given you a glimpse of the time when Doctor Ryerson and I were active co-operators in this good work. (*Story of My Life*, page 287.)

ESTIMATE OF THE STATE OF EDUCATION IN THE EARLY DAYS OF UPPER CANADA BY
VARIOUS PARTIES.

1795. As to the actual state of education in Upper Canada at the time he wrote, we get a brief glimpse from the Travels of the Duc de la Rochefoucauld, who visited Kingston in July, 1795. He says:—

“In this District there are some Schools, but they are few in number. The children are instructed in Reading and writing, and pay each a dollar a month. One of the Masters taught Latin, but he has left, without being succeeded by another Instructor in the same language.”

1814. The greater part of the inhabitants of Canada are not well educated, for as they were poor when they came to the Province, and the Country being but thinly settled for a number of years, they had but little chance for the benefit of Schools.

But since the Country has become more settled and the inhabitants rich, or in a good way of living, which is almost universally the case, they pay considerable attention to learning. Ten dollars a year is the common price given for the tuition of each scholar by good Teachers.

Until lately there was no good Latin, or Greek, School kept in the Province. Now there are three—one in York, taught by Mr. Strachan, the Episcopal Minister of that place; one on the Bay of Quinté, by a Mr. Barnabas Bidwell, from the United States, and the other in Niagara Village by the Reverend John Burns.

Good encouragement would be given in many other parts to Teachers of such Schools, particularly in the Niagara and London Districts.

Notwithstanding I said that the main body of the inhabitants were not well educated, yet there are a number of gentlemen in the Province who have the best of learning. There is a public Free Grammar School kept in every District, by order of the King, (under the Act of 1807), the Teachers of which receive annually One hundred pounds sterling from the Crown.—*Geographical View of the British Possessions in North America*, by M. Smith, Published in Baltimore, Maryland, 1814.

NOTE. The reason for this state of things was more than once set forth by the House of Assembly in addresses to the Lieutenant-Governor, in terms as follows:—

“We the Commons of Upper Canada, most respectfully represent that there is in this Province a very general want of education; that the insufficiency of the School Fund to support competent, respectable and well-educated Teachers, has degraded Common School teaching from a regular business to a mere matter of convenience to transient persons, or common idlers, who often teach School one season and leave it vacant until it accommodates some other like person, whereby the minds of our youth are left without cultivation.”

1816. Speaking of the State of Education in Upper Canada at this time, Bishop Bethune, in his *Memoirs* of his Predecessor, Bishop Strachan, says: “The means for the education of those, who were not in a condition to avail themselves of the instruction afforded in the Grammar Schools, were, at the time, very meagre and unsatisfactory. . . . In our Towns and Villages, and here and there in the country, there were Schools of a very humble order,—the Teachers, sometimes men of respectability, but oftentimes, the reverse, both as to acquirements and habits of life. . . and the majority of the scholars attended School only in the Winter months. . . . The duty of ameliorating this condition of things forced itself early upon Doctor Strachan; and, very much through his influence and exertions, a Law was passed in January, 1824, [continuing the Act of 1830, which made] a certain Grant to each District [of Two Hundred and Fifty pounds, (£250.)] for Common School Education, and appointing a Board of Education in each District, to examine and admit Teachers, and to make an equitable distribution, within their bounds, of the Funds allotted thereto, a somewhat better class of School Masters was, by this means, obtained, and a larger number of Schools were opened; but there was this defect in the organization of the system, that no adequate provision was made for the superintendence of these Schools—No arrangements for a periodical visit to them, so as to ensure the proper attention to their Conductors, and to examine into and remedy complaints where they were preferred. (*Memoirs of Bishop Strachan*, pages 105, 106.)

1835-37. Mr. Gourlay, a well-known Canadian politician and Author, writes as follows:—

"There is no College in Upper Canada, but there are said to be several Townships of land set apart for the purpose of endowing such an Institution, when the population and circumstances of the Province shall require it.

"No provision is made by law for Free Schools. The inhabitants of the several Townships are left to a voluntary support of Schools, according to their own discretion.

"An Act of the Provincial Legislature, in 1807, granted a hundred pounds a year to the Teacher of one School, in each of the eight Districts under the direction of Trustees. In some Districts the School thus provided for is made a Free School; but in other Districts the salary is considered as a public encouragement to a Teacher of literary eminence, in addition to the compensation received for the tuition of each scholar."

1838-1841. *The Church*, (the Episcopalian Organ), published in Toronto, on the 7th of August, 1841, gave the following particulars of the then State and Progress of Education in Upper Canada:—

In 1838, after the troubles of the preceding Winter, there were more than 24,000 children receiving education in the Schools of Upper Canada, supported by the public funds. Since that time, there has been a steady increase in the number of Schools and pupils:—and we shall probably not be far wrong in estimating a large increase in the number of the former, and the latter, at more than 30,000. In proof of this, we would refer to the increase in our own Home District, exclusive of the City of Toronto. In 1838, the number of Schools in the Home District was 92;—of scholars 2,557. In January, 1841, the number of Schools were 123, and pupils, 3,767; and, in the last six months, there has been an addition of twelve Schools, and more than 650 scholars. Now, it must be borne in mind that we have hitherto taken into account only those Schools, which receive grants of public money. The number of private establishments for elementary instruction is much greater than is generally supposed; and we are not without both public and private institutions, which afford the advantages of a more extensive and liberal education.

1841. It is universally admitted that education is in a very defective condition throughout the Province, in the Common Schools especially. The little that they profess to teach is but the first step towards education, and that little is generally taught in a very imperfect manner. We could fill page upon page with evidence of this, taken from the testimony of Clergymen, Legislators, and others in the Province, the best qualified to judge, and having full opportunities of knowing and judging aright: but the conviction of the fact is so general as to render any laboured proof unnecessary. And if the defects of the system are so obvious and glaring, when tried by ordinary rules, how much more so when judged by the high standard of what education, even in Common Schools, ought to be! On this point public opinion wants raising to a higher standard than generally prevails.

To be taught a little Reading, Writing, and Arithmetic, is not education in any correct acceptation of the term. This neither develops the faculties of the mind, nor implants a tithé of the means of doing so. It merely enables a man to perform the very lowest part of his duties in business, or as a social being, but the highest parts of those duties are not even noticed. The sentient being is so far from having its faculties cultivated, that it is never even taught their names—is so far from receiving any intellectual training, that in the vast majority of cases the scholar leaves school without having learnt a single fact in relation to his mind and its various powers. Education stops short at the very threshold of the temple that it ought to enter and fill with glory.

If the human soul without education be compared to marble in the quarry, and education to the art of the statuary, then with us the statue is merely cut out and rough chipped to the rude semblance of a man, instead of being chiselled and polished to a glorious type of the human face and human figure, radiant with life and intelligence like the "Statue that enchants the world."

This article is taken from the *Monthly Review*, published under the direction of Lord Sydenham, Governor-General, in 1840-41, and as an organ of his Government. In *The Story of My Life*, I have given the following information on the subject: "After an interview with Lord Sydenham, at his request, the Reverend Doctor Ryerson, in a letter to His Excellency, dated the 4th of April, 1840, made a practical suggestion as to the desirability of establishing the *Monthly Review*, as a means of disseminating the liberal views which he entertained in regard to the future government of this Country, and also as an organ of public opinion in harmony with these views. It was at first proposed that Doctor Ryerson should edit the *Review*, but, after fuller consideration of the matter, he declined, and the editing and management

of it was, at his suggestion, placed in the hands of John Waudby, Esquire, Editor of the *Kingston Herald*. It was issued in Toronto early in 1841, but ceased on the death of Lord Sydenham, in September of that year." (Pages 264, 265.)

1844. In Letters to England from America in 1844, by Mr. J. R. Godley, I make the following Extract:—

Education among the "lower orders" is in rather an unsatisfactory state in Upper Canada; the elementary parts of it, Reading, Writing, and Arithmetic, are perhaps as generally diffused as at home, and, at any rate, where the population were so well off, as is the case here, the demand for such "practical" education will inevitably produce the supply; but, at the national Common Schools it is impossible, from the state of society and the policy of the Government, to impart any religious instruction.

At present, there is in each "District" a Grammar School, supported by the State, the Master of which, gets One Hundred pounds (£100,) a year. These Schools are subject to the inspection of Trustees, appointed by the Provincial Government, and consisting generally of the Anglican, Roman Catholic, and Presbyterian Ministers, and of any laymen who may be deemed proper for the purpose.

These Schools are, I believe, tolerably well taught and managed; but, of course, they avail nothing to the great mass of the people scattered through the District, which embraces a vast extent of country. Recently, by an Act of Lord Sydenham's Parliament, of 1841, Municipal Councils have been established after the American mode, elected by the people, who transact the local business of each Township, very much in the same way that Magistrates in Quarter-Sessions do in England; and, among their duties, is the Establishment and Maintenance of Township Common Schools, for the support of which, they are empowered to levy a tax; and the Masters of which, they, of course, appoint. It is very easy to conjecture, from the composition of these Councils, what sort of appointments they are likely to make; as in our Poor Law Unions at home, politics, private friendship, everything, in short, but proper qualifications, influence their selections; so badly, indeed, has the plan worked, and so great is the outcry against it, that I believe there is no doubt the Law will be altered and remodelled; but, as there is not the least chance that Government will make the Church of England the means of educating the people, and, as secular instruction will take care of itself, where it is wanted, I look to the various schemes of State Education without much hope, or interest.

J. R. G.

1841-44. IMPROVEMENT IN THE STATE OF EDUCATION IN UPPER CANADA.

Up to the time of the Union of the Provinces of Upper and Lower Canada in 1840 the control, or direction, of Education in Upper Canada was rather carried on in rather a desultory fashion. In 1842, the system of Education in the two Provinces was placed under the general control of the Provincial Secretary with an Assistant Superintendent on each Province.

The Reverend Robert Murray, M.A., was appointed as the Assistant Superintendent for Upper Canada, although the Reverend Doctor Egerton Ryerson was suggested by Lord Sydenham, the Governor General for that office. Sir Charles Bagot, the Lieutenant-Governor, however, appointed the Reverend Robert Murray, M.A., to the position in 1842. Mr. Murray, having felt the anomalousness of his position, and his inability and powerlessness to establish a system of Public School Education, resigned his position and accepted that of Professor of Mathematics in the University of Toronto.

The circumstances under which the Reverend Doctor Ryerson, then Principal of Victoria College, was subsequently appointed as Assistant Superintendent of Education for Upper Canada are thus described by himself:—

"In the last interview with which I was honoured by [Lord Sydenham], he intimated to me, that he thought I might be more usefully employed for this Country than in my present limited sphere; and where there was not some position in which I could more advantageously serve the Country at large. I remarked, that I could not resign my present official position in the Church, with the advocacy of whose interests I had been entrusted, until their final and satisfactory adjustment by the Government, as I might thereby be represented as having abandoned or sacrificed their interest; but that after such adjustment I should feel myself very differently situated, and free to do anything which might be beneficial to the Country, and which might be beneficial to the Country, and which involved no compromise of my professional character; that I knew of no such position likely to be at the disposal of the Government except the

Superintendency of Common Schools, (provided for in the Common School Bill then—in 1841—before the Legislature), which Office would afford the Incumbent a most favorable opportunity, by his communications, preparation and recommendation of books for libraries, etcetera, to abolish differences and jealousies on minor points; to promote agreement on great principles and interests; to introduce the best kind of reading for the Youth of the Country; and the not onerous duties of which Office would also afford him leisure to prepare publications, calculated to teach the people at large to appreciate, upon high moral and social considerations the Institutions established amongst them; and to furnish, from time to time, such expositions of great principles and measures of the administration as would secure the proper appreciation and support of them on the part of the people at large.

Lord Sydenham expressed himself as highly gratified at this expression of my views and feelings; but the passing of the Common School Bill of 1841 was then doubtful; although his Lordship expressed his determination to get it passed, if possible.

Apart from this statement of the intention of Lord Sydenham, it was also clear that the determination of Sir Charles Metcalfe, the Lieutenant-Governor, to appoint Doctor Ryerson to a position in which he could carry out a comprehensive scheme of Public School Education, and this was his decision come to some time before the question was discussed by Doctor Ryerson of the differences between Sir Charles Metcalfe and his late Councillors in 1843.

The Honourable Robert Baldwin prepared an elaborate Bill to remodel the constitution of the Toronto University. In December of that year, (1843,) Lord Metcalfe's Private Secretary wrote to Doctor Ryerson and stated that His Excellency would be happy to have some conversation with him in regard to the University Bill.

Doctor Ryerson soon afterwards went to Kingston and saw Lord Metcalfe. In a Letter to the Honourable W. H. Merritt at the time Doctor Ryerson stated that:—

Sir Charles Metcalfe sent for me to consult me in regard to the University Bill, as I was connected with one of the Colleges I explained to His Excellency my views, and added that the educational condition of the Country at large was deplorable, and should be considered in a System of Public Instruction, commencing with the Common School and terminating with the University; being connected and harmonious throughout, and equally embracing all classes, without respect to religious sect, or political party. Sir Charles was much impressed and pleased with my views, and expressed a wish that I could be induced to give them public effect.

Doctor Ryerson having expressed his opinion verbally to Sir Charles on the Baldwin University Bill he reduced them to writing, and having sent them in a Letter to Sir Charles, his Secretary acknowledged the communication as follows:—

The Governor-General is so sensible of the great value of the aid you would bring the Government in the intellectual improvement of the Country, that he anxiously hopes, as suggested, that some arrangement may be devised satisfactory to you to obtain your co-operation; and His Excellency will keep his mind bent on that object, and will be happy to hear any further suggestion from you with a view to its accomplishment.

The result was that, in September, 1844, the Reverend Doctor Ryerson was appointed Chief Superintendent of Education for Upper Canada.

SCHOOL LEGISLATION OF FIFTY YEARS, 1841-1891.

Grammar and Common School Acts passed by the Legislature since the Union of the Provinces of Upper and Lower Canada in 1840.

The Solicitor General Day's Common School Act, applicable to the two Provinces, passed in 1841; the Upper Canada Common School Act of 1843; the (Ryerson) Upper Canada School Act of 1846; also the Grammar School Sites Act of 1846; the (Ryerson) Upper Canada City and Town Common School Act of 1847; the (Malcolm Cameron) Common School Act of 1849; (which Act never went into operation;) the (Ryerson) Common School Act of 1850; the (Hincks) Common School Fund Act of 1850; the (Ryerson) Restoration of certain Roman Catholic Separate School Rights of 1851; the

(Ryerson) Supplementary School Act of 1853; the (Tache) Roman Catholic Separate School Act of 1855; the (Ryerson) Grammar and Common School Act of 1855; the consolidated Act respecting Protestant and Coloured Separate Schools 1859; the (Ryerson) Common School Amendment Act of 1860; the (Scott) Roman Catholic Separate School Act of 1863; the Consolidated Grammar School Act of 1865; the (Ryerson) Grammar and Common School Improvement Act of 1871; the (Mowat-Ryerson) Act to amend and consolidate the Law relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes, High Schools of 1874; the (Mowat-Ryerson) Act to amend and consolidate the Public School Act, 1874; compendium of Acts and Regulations respecting Public, Separate and High Schools, 1878; the (Crooks) Act respecting Public, Separate and High Schools, 1879; the (Crooks) Act respecting certain amendments to the Public School Act, 1880; the (Crooks) Act for further improving the School Law, 1881; the (Crooks) Act respecting certain amendments in the School Law, 1882; the (Ross) Act to amend the Act respecting Public, Separate and High Schools, 1884; the (Ross) Act respecting the Education Department, 1885; the (Ross) Act to consolidate and amend the Public School Act, 1885; the (Ross) Act to consolidate and amend the High School Act, 1885; the (Ross) Act to amend and consolidate the Acts respecting Industrial Schools, 1855; the (Ross) Act respecting Separate Schools, 1886; the (Ross) Revised Act respecting Separate Schools, 1886, 1887; the (Ross) Act to amend the Public and Separate School Act, 1890; the (Ross) Act consolidating and Revising the Laws respecting the Education Department, 1891; the (Ross) Act consolidating and Revising the Public Schools Act, 1891; the (Ross) Act consolidating and Revising the High Schools Act, 1891; the (Ross) Act respecting Truancy and Compulsory School Attendance, 1891; the (Ross) Act to amend and explain certain portions of the School Laws, 1891.

CHAPTER XXVIII.

STATE OF EDUCATION IN UPPER CANADA IN THE EARLY DAYS.

EARLY EFFORTS TO ESTABLISH COMMON SCHOOLS.

In 1816, seven years after the establishment of District Grammar Schools, a praiseworthy effort was made to provide for the establishment and maintenance of Common Schools.* A liberal grant of \$24,000 a year, for four years, was made as an experiment. Whether the experiment was a success, or not, does not appear, but in 1820, the grant was reduced to \$10,000 a year. The result was that Schools were closed up here and there, all over the Province, inflicting grievous hardship on many worthy Settlers, and (in the scornful language of the day, and even of parliamentary utterances), many unworthy Teachers also.

In regard to the state of education in Upper Canada in 1817, and the fluctuating character of its progress since the settlement of the Province, in 1784, up to that time, Mr. Gourlay, a well-known Canadian Politician and Author, writes as follows:—

“There is no College in Upper Canada, but there are said to be several Townships of land set apart for the purpose of endowing such an Institution, when the population and circumstances of the Province shall require it.

“No provision is made by the law for Free Schools. The inhabitants of the several Townships are left to a voluntary support of Schools, according to their own discretion.

“An Act of the Provincial Legislature, in 1807, granted a Hundred pounds a year to the Teacher of one School, in each of the eight Districts under the direction of Trustees. In some Districts the School thus provided for is made a Free School; but in other Districts the salary was considered as a public encouragement to a Teacher of literary eminence, in addition to the compensation received for the tuition of each scholar.”—*Statistical Account of Upper Canada, etc., by Robert Gourlay, 2 volumes, London, 1822.*

The Reverend Doctor Strachan became a Master of one of these Schools, and Reverend George Ryerson and his Brother, Egerton, Master and Usher of another.

*In 1816, an Act was passed granting £800 for the purchase of a Library for the use of the Legislative Council and House of Assembly.

EXTRACTS FROM THE REPORT OF A COMMISSION APPOINTED IN 1839 TO ENQUIRE INTO THE
SUBJECT OF EDUCATION IN UPPER CANADA.

Commissioners: The Reverend Doctor McCaul, the Reverend H. J. Grasett and the Honourable S. B. Harrison, Mr. James Hopkirk,, Secretary.

In 1797 both Houses of the Legislature petitioned the King for an appropriation of waste lands of the Crown to form a fund for the support of a Grammar School in each District and a College, or University, for instruction in the different branches of a liberal Education. In 1807 an Act, limited to four years, was passed granting £800 for the support of eight District Grammar Schools. In 1808 the limiting clause (to four years) was repealed. In 1816 an Act establishing Common Schools was passed and £6,000 were granted for their support. In 1819 an amending Act was passed requiring annual Examinations in the Schools; that reports to the District Board of Education should be made each year; that "ten children of the poorer inhabitants," to be selected by ballot, should receive free tuition in each Grammar School, and that Trustees should give Certificates to Teachers. In 1820, the Grant to Common Schools was reduced from £6,000 to £2,500 per annum. In 1824, £150 per annum was granted for the supply of Common Schools, with Books, Tracts, etcetera, and that Teachers must be examined and licensed by the District Board of Education, one Member of which might certify as to the ability of the Teacher before the payment to him of the Public Grant. In 1873, the annual grant to Common Schools was increased from £2,500 to £5,650. No grants to a Teacher were to be made "unless the Trustees shall make it appear that they have made provision for his support, so as to secure him for his services in a sum at least equal to double the amount which may be allotted by the Board of Education from the public money." No school legislation took place during the years from 1833 to 1841.

District Grammar Schools.—The Commissioners made several recommendations for the improvement of these Schools, videlicet:—1. Uniformity in the system applicable to all the Schools. 2. Examination of Teacher, so as to test his qualification for the office of teaching. 3. Assistant in each School where there are 30 Pupils. 4. School House built on a uniform plan. 5. Admission of a certain number of free Pupils. 6. Quarterly reports from each School and systematic inspection of them.

Common Schools.—The Commissioners also made recommendation for the improvement of these Schools, videlicet:—1. That there should be a Model School with two Rooms in each Township, and at least two acres of land attached thereto for the use of the Master. 2. In each of these Schools there should be a male and female Teacher (married desirable), and, in addition, other "Teachers licensed to itinerate through the Township, beyond the sphere of the permanent School," say at places "more than two miles distant from it." "Thus provision is made for one permanent and four occasional Schools in each Township." 3. Fees to be \$2 per quarter, while one pupil in five might be admitted free. 4. The subjects of instruction should be: Spelling, Reading, Writing the Holy Scriptures, Geography, History, Arithmetic, Book-keeping, Mensuration, and in Girl's School Sewing and Knitting. 5. Books should be provided at a cheaper rate from Britain, or a series of compilations, or republications should be prepared and printed here, and that they should be appointed to be used in all the Schools of the Province. 6. The general control of the Schools should be vested in a Board of Commissioners, with a Secretary at Toronto. One of the Board should be Chairman and Inspector-General of the Schools—having control over the Grammar and Common Schools, and should be the medium of communication between the District Boards and the Council of King's College. 7. There should be elected Township Directors of Schools. The Commissioners add:—

Normal School.—"No plan of education can be efficiently carried out without the establishment of Schools for the training of Teachers." They, therefore, recommended that the Central School of Toronto should be a Normal School—others to be added afterwards.

Grants.—The Commissioners recommend that £21,410 be granted for District Grammar Schools—£12,000 from the sale of Grammar School lands, and £24,300 for Common Schools—£15,000 of the latter to be raised by taxation at the rate of 3d. in the £.

EDUCATIONAL OPINIONS OF PROMINENT PUBLIC MEN IN THEIR REPLIES TO THE COMMISSIONERS.

Honourable G. S. Boulton.—In his reply to the Commissioners, he said:—Teachers should be British subjects and should be examined by the Board of Education and approved previous to appointment. Each Teacher should receive at least \$20 per annum, exclusive of fees from Pupils. . . . I recommend the passage of an Act appropriating 500,000 acres of land for the support of Common Schools, as proposed in the last Session of the Legislature by a joint Committee of both Houses.

The Honourable William Morris, in his reply to the Commissioners, said:—The hundreds of the youth of the country who, for want of convenient institutions of learning, have been sent to and educated in the neighbouring Republic, where, if they had not imbibed a predilection for that form of Government, have been greatly exposed to the danger of losing that attachment to monarchical government, and the principles of the British Constitution, which is the essential duty of those who administer the affairs of this Colony to cherish in the minds of the rising generation.

The Honourable James Crooks.—The system of Common Schools, although in some instances abused by the employment of improper persons, indeed sometimes aliens, as Teachers, yet, on the whole, I think highly beneficial; perhaps were the system of Parochial Schools, as established in Scotland, with such modification as would be necessary under the different circumstances of this Province, engrafted upon the Common School System, it might be found to work well.

The Honourable P. B. De Blacquiere.—The present condition of Teachers is truly wretched, and reflects great disgrace upon the nation, and what but the actual results can, or could, be expected? I think a difficulty will arise as to finding Inspectors properly qualified, or who, in the present state of the Country, can be trusted.

The Reverend Robert McGill.—I know the qualifications of nearly all the Common School Teachers in this, (Niagara), District, and do not hesitate to say, that there is not more than one in ten fully qualified to instruct the young in this humblest department. I should doubt, therefore, whether the money granted to them being an equivalent good, or whether the state of education in this Province would be worse were these funds entirely withdrawn.

*The Reverend Robert Murray.**—The great difficulty attending any change in the present wretched system of education in the Province is to ensure the efficiency of that scheme which may be adopted in its room. To leave the supervision in the hands of the electors in each District, or to a few individuals appointed by them, probably themselves without education, would certainly tend to perpetuate the system of gross oppression to which Teachers have been subjected, and to disappoint the reasonable expectations of the Government. . . . It appears absolutely necessary to ensure the efficiency of a system (as suggested) that men of education, who themselves have had large experience in the education of youth should be appointed to superintend the whole system of operation. . . .

Mr. Malhon Burwell.—I cannot conceive anything more wanting in efficiency than our present system of Common School education. I annex for the notice of the Commission of Investigation a copy of a Common School Bill, which I have several times endeavored to get passed through the House of Assembly.

*First Superintendent of Education for Upper Canada, and the immediate predecessor of the Reverend Doctor Ryerson.

Right Reverend Bishop Strachan.—The Common School Bill, drawn up by Mr. Burwell, appears to be an able performance; it has several times been entertained by the House of Assembly, and once passed that Body, but was unfortunately lost in the Legislative Council. It is based on true principles, and contains within it the power of expansion as new Townships, Counties and Districts are organized. It may, perhaps, admit of a few modifications, but is, on the whole, by far the best measure for the establishment of Common Schools which I have seen.

STATE OF EDUCATION IN UPPER CANADA IN 1845.

Mr. Hamilton Hunter, Superintendent of Schools in the Home District (County of York), in his Report for 1845, says:—

“There is one fact in which I have been forcibly struck, in my visits to the Schools, which shows, in the clearest manner, the great necessity that existed in this Colony for the establishment of a system of Common School education. It is this: That in our Schools the amount of attainment, on the part of the Pupils, is generally in an inverse ratio to their size and age, after they have reached their twelfth or thirteenth year. The largest scholars that attend our Schools are by far the lowest in point of attainment, which shows how sadly the education of that portion of the community now about to attain the years of manhood and womanhood has been neglected. In many of our country Schools, it is a very common thing to find persons advanced to the age of young men and women commencing to learn the very first rudiments. The mind feels pained upon contemplating this; but it is gratifying to think that a remedy has been provided against it in the establishment of our Common Schools, by which the elementary branches of education are brought within the grasp of all. It leads us to reflect upon the melancholy state of ignorance that must have existed at no distant period in this Province had no means been provided other than those which formerly existed for placing the elements of knowledge within the reach of the rising generation.”

The Honourable Hamnett Pinney, Superintendent of Schools in the District of Dalhousie, (Carleton, etcetera), in his Report, says:—

“The Common Schools are very indifferently conducted, and the Masters in general very inadequately perform the duties required of them; a reform is expected from the establishment of the District Model School.”

The Reverend Alexander Mann, M.A., Superintendent of Schools in the Bathurst District, (Lanark), says:

“In existing circumstances I have declined giving a regular Certificate to any Teacher. . . . I made an effort on my own responsibility, and at my own expense to improve Teachers, by opening a private School, solely for their benefit, but as I did not meet with proper encouragement I was obliged to relinquish my purpose.”

Mr. Richey Waugh, Superintendent of Schools in the Johnstown District, (Leeds and Grenville), says:—

“The Trustees of many Schools employ Teachers only for whatever time the School Fund will pay their wages, and they receive but little benefit from the public money thus expended.”

Mr. Patrick Thornton, Superintendent of Schools in the Gore District, (Wentworth), says:—

“It is a matter of regret that the old parrot system of repeating words without attaching ideas to them, does still in too many instances prevail; and the dregs must remain till some of the old formal Teachers are off the field.”

The Reverend Newton Bosworth, F.R.S., Superintendent of Schools in the Brock District, (Oxford, etc.), says:—

The diversity of Books and modes of teaching referred to in my last Report, still exists, nearly to the same extent; and in the qualifications of Teachers also, as great a variety was observable as before. . . . It appears to me that parents should be impressed, to a much greater extent at present, with a sense of the necessity and importance of education for their children.”

Mr. George Duck, jr., Superintendent of Schools in the Western District, (Kent, etcetera), says:—

“In many of the Townships little, or nothing, was raised by Rate-bill. In many places the poverty of the settlements prevented it; and the only School that was kept open in these Districts was just during the time that allowance from the aggregate fund was sufficient to pay the Teacher. This course is, in fact, a very doubtful benefit, as the School is seldom kept open for more than three months in the year, and the children lose so much benefit, continuous education produces.”

The Reverend Doctor Ryerson, in his Report for 1845-46, speaking of School Houses in the Province, says:—

“With a few exceptions, the School Houses are deficient in almost every essential quality of places adopted for elementary instruction. Very few are furnished with any thing more than Desks and Forms of the most ordinary kind, and have no apparatus for instruction, nor appendages, or conveniences either for exercise, or such as are required for the sake of modesty and decency.”

Mr. Caniff Haight, in Canada of “Fifty Years Ago,” gives the following account of the Common School education in his day:—The School House was close at hand, and its aspect is deeply graven in my memory. It was a small, square structure, with low ceiling. In the centre of the Room was a Box Stove, around which the long wooden Benches, without backs, were ranged. Next the Walls were the Desks, raised a little from the floor. In the Summer time the Pupils were all of tender years, the elder ones being kept at home to help with the work. I was one of the lot of little lads ranged daily on hard wooden Seats, with our feet dangling in the air for seven or eight hours a day. In such a plight we were expected to be very good children, to make no noise, and to learn our lessons. It is a marvel that so many years had to elapse before Parents and Teachers could be brought to see that keeping children in such a position for so many hours was an act of great cruelty. The terror of the Rod was the only thing that could keep us still, and that often failed. Sometimes, tired and weary, we fell asleep and tumbled off the bench, to be awakened by the fall of the Rod. In the Winter time, the small School was filled to overflowing with the larger boys and girls. This did not improve our condition, for we were more closely packed together, and were either shivering with the cold or being roasted with the red-hot Stove. . . . I next sat under the Rod of an Irish pedagogue—an old man who evidently believed that the only way to get anything into a boy’s head was to pound it with a stick through his back. There was no discipline, and the noise we made seem to rival a bedlam. *pp. 17, 18.*

As far as my recollection goes, the Teachers were generally of a very inferior order, and rarely possessed more than a smattering of the rudiments of Grammar and Arithmetic. They were poorly paid, and “boarded round” the neighborhood. But it is not improbable that they generally received all that their services were worth. . . . The School Houses where the youth were taught were in keeping with the extent of instruction received within them. They were invariably small, with low ceilings, badly lighted, and without ventilation.—*pp. 157, 158.*

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