

LONDON AND MIDDLESEX
Historical Society

PART V.

Robert Wilson, The Pioneer Teacher
CL. T. CAMPBELL, M.D.

London Public Schools — 1848-1871
C. B. EDWARDS, B.A.

London Grammar School and Collegiate Institute
F. W. C. McCUTCHEON, B.A.

The Western University
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1914

PUBLISHED BY THE SOCIETY.

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The London and Middlesex Historical Society was organized in the year 1901. Its objects are to promote historical research and to collect and preserve records and other historical material that may be of use to the future historians of our country. Its funds are devoted exclusively to these objects; there are no salaried officers.

The Public Library Board grants the Society the free use of a room for its meetings, which are held on the third Tuesday evening of each month, from October to April, inclusive, and to which the public are invited—admission always free. Membership in the Society is open to any person interested in its objects, and is maintained by the payment of an annual fee of fifty cents.

TRANSACTIONS, 1912-13.

1912

Oct. 22—The Hundredth Regiment—

Miss H. Priddis

Nov. 19—London Public Schools, 1848 to 1871.

C. B. Edwards, B. A.

1913

Jan. 21—London Grammar School and Collegiate Institute.

F. W. C. McCutcheon, B. A.

Feb. 18—The Fourth Battalion Middlesex Militia,

Sheriff D. M. Cameron.

March 18—Reminiscences of Early London,

F. E. Perrin, B. A.

April 15—Early Surveys of Middlesex,

F. W. Farncombe, C. E.

May 20—The use of Catalogues in Historical Research,

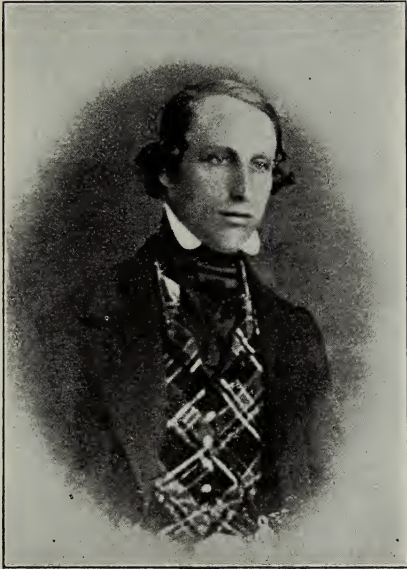
W. O. Carson, City Librarian

Oct. 28—The War of 1812,

Dr. Severance.

Dec. 30—Robert Wilson, the Pioneer Teacher.

Cl. T. Campbell, M. D.



ROBERT WILSON.

Robert Wilson, The Pioneer Teacher

By Cl. T. Campbell, M.D.

IT is somewhat singular that the three men of most importance in the pioneer educational work of London bore the same name, though they were unrelated, and of different nationalities. There was John Wilson, barrister, a Scotchman, the first local Superintendent of Education; Nicholas Wilson, an Irishman, one of the first teachers appointed, and a member of the staff for more than half a century; and Robert Wilson, an Englishman, and the first teacher in London who had a professional training in a Normal school. John Wilson's name as a lawyer, a member of Parliament and a judge, is written in Canada's history; Nicholas Wilson's name is endeared to two generations of Londoners; Robert Wilson's name is forgotten by all but perhaps a few of the older residents of the city. Let me recall for you the personality of one whose career of usefulness was cut short by an untimely death.

Robert Wilson was born in Hull, England, and came to Canada with his parents in 1830, when he was but a little more than thirteen. His father, Christopher Wilson, had followed a business somewhat on the line of commission merchant, selling principally for the farmers in his neighborhood. His association with agricultural work probably turned his attention to the idea of a settler's life in the colonies, and he emigrated to this country with a family of six children and his wife. He secured from Mr. Talbot a farm on the 12th concession of London Township, near the Lobo town line, about two miles south of the present village of Denfield, and leaving part of his family in Toronto, came with Robert and three other boys to London.

One can hardly imagine the feelings of a family of settlers like these as they surveyed the site of their new home. Before them an unbroken stretch of forest—the road by which they reached their destination only an embryo extension of the concession line from the better settled district to the east. No sound to strike the ear except such as nature might provide—the murmuring winds among the forest leaves, the singing of woodland birds, and the chirping of the smaller game that looked with inquisitive eyes on the strange visitors; while “the wolf's lone howl” or snarling bark from the dense thicket added a gruesome melody. But the pioneers had no time to admire the

beauties of nature, or grow nervous over unaccustomed sounds. They must set to work and build a home.

And a primitive home it had to be—a typical settlers' log cabin. There was no material but what the woods supplied; and no tools but the few the settlers brought with them. Lumber, bricks, glass—such luxuries were not for them. The house was built of logs undressed, laid one above the other, pinned by wooden stakes at the angles, and chinked with mud. The rafters and sleepers were of the larger limbs. The roof was of the clapboard variety—logs of oak, sawn into three feet lengths, and then split into slabs as thin as the grain of the wood might permit; these placed in position were tied down with strands of basswood bark. The floor was of logs split and laid with the convex side down. Windows and doors there were none; the spaces for those useful appurtenances being covered when necessary by extemporized curtains held in place in stormy weather by branches of trees. There was no time to put up a chimney and no bricks to make it with. But a hole was cut in the roof at the spot where the fireplace should be, and on the ground beneath the fire was started when required. Doubtless, many a time young Robert sat here with his brothers on the floor, with his feet hanging down, toasting his shins at the blaze, and watching the smoke as it curled upward through the hole in the roof where the chimney was to be. Of course, this was only the beginning. As fast as circumstances would permit, and material could be obtained, improvements were added. Doors and windows found their proper place; the chimney reared itself through the roof; the hearth appeared with its swinging crane, its pot hooks and hangers; the single room was partitioned off into apartments; and comfort succeeded to the hardships of the earlier days.

It was in these conditions that young Wilson commenced his life in Canada. The days were spent in hard work, clearing the land, planting the grain, tapping the maple trees, and making the sugar, gathering in the little harvest, patching up the log cabin, and adding to the primitive and unique furniture with which it was furnished. Father and sons, mother and daughters, had to be jacks of all trades and try their hands at everything for which to-day we go to the merchant and mechanic. There was no time for school and no school to attend. But whenever a spare moment could be snatched, Robert utilized it; for he was a natural student. He had received a rudimentary education before he left England, and he wanted more. Books were not easily obtainable, but wherever one could be borrowed or bought he availed himself of the opportunity. And the results of his work showed that after all, books are not absolutely necessary to

acquiring knowledge. It is the student himself more than his accessories that really counts.

A hard life this may seem to us; and yet it had its pleasures and recreations. For Robert there was always nature to be studied, and books to be read. Social life became more available. The township increased in population, neighbors came within riding distance, and then near enough to be reached by walking. Visits and social intercourse developed. Robert had taught himself to play on the flute and the violin and was a welcome guest wherever he went. The young people often gathered for an evening at the Wilson home, where music and games and dancing gave relief from the daily toil.

So he grew to manhood. Tall and slim, six feet in height, agile and alert in body and limb, with a smooth face and rosy complexion, brown hair, and bright brown eyes, with a clear, pleasant voice and a cheery smile. When, during the rebellion, he enlisted in the loyal militia, and as one of the London cavalry troop, he mounted his horse, and rode forth in defense of Queen and country, there were few more handsome lads among the yeoman soldiery of Upper Canada.

His military experience was devoid of results in itself, for there was no fighting to be done. But it was of decided service to him, in that it largely extended his circle of acquaintance, and brought him into contact with some men of culture from whose society he derived great benefit, and who gave him material assistance in extending the circle of his studies, and developing his own mental faculties. To none, perhaps, was he more indebted than to Mr. John Wilson, who became his guide and friend. Himself a country school teacher in his younger days, he could appreciate a young man's efforts at self-improvement, and sympathize with him in his ambitions. He seems to have been very much attracted by his young namesake, who, in return, gave him love and loyalty that lasted through life.

As he developed, Robert Wilson became satisfied that there was something else before him than a farmer's life. And as he realized that, under his circumstances, in trying to teach others he could teach himself, he commenced a little school in his own neighborhood. For this work he was already as well fitted as the average teacher. There was then no regular training for persons entering that profession in Canada, and no particular qualifications demanded. Anyone who felt so disposed could start a school, and if he could get enough people to send their children and pay the fees, his purpose was accomplished. While there were a few educated teachers, many took up this work because they could think of nothing better to do. Discharged soldiers, crippled mechanics, old women without any means of support,

and young people anxious to make a little money, tried their unfamiliar hand at the pedagogue's art. Wilson had better qualifications than most of these, for he had already learned more than the average backwoods settler, and more than many of his own age in the young and growing towns and villages. His success was apparent from the first, and he shortly after made a more ambitious movement to a better settled section on the 7th concession.

But even this soon proved too limited a field, and about 1842 or 1843 (I cannot find the precise date) he moved into the flourishing police village of London, bringing his niece with him as housekeeper. He opened his school first in a building on Ridout street, north of Dundas, but subsequently moved it to more commodious quarters in the new Mechanics' Institute building on the Court House Square. Here he taught for several years with marked success. He was well suited for the work. Apart altogether from his educational qualifications, he knew how to handle young people. Courteous and agreeable in his manner, kind and sociable in his disposition, he soon acquired the confidence and esteem of his pupils. He tried to make their lessons pleasant, and to interest them in their work. He did not confine himself to the then common practise of trying to drill a few lessons into them by rote, but endeavored rather to broaden their conceptions, and make them think for themselves. At the same time he was a firm disciplinarian; only the iron hand was concealed under the velvet glove.

It was about this time that he began to extend his activities outside the schoolroom. His school being held in the Mechanics' Institute building, it was but natural that he should associate himself with that organization, more especially as it was itself intended for educational purposes; and all the more because he saw that he could make it helpful for himself in his professional work, while he was helping a laudable undertaking.

Mechanics' Institutes had been inaugurated in England about 1823 by Dr. Birkbeck. The movement became very popular; spread rapidly over England; and was soon introduced into the colonies. Its object was the associating of artisans for their mutual improvement. This they affected by studying the elementary principles as well as the methods of their trades, and at the same time enlarging their acquaintance with matters outside their own occupation. They had classes and lectures, not only by skilled mechanics on their own work, but on general subjects by professional men. They had their working rooms, their reading rooms, and not least of all their libraries. In fact the movement may be considered the commencement of the public library as an educational institution.

In Canada there were institutes in Toronto and Kingston, as is evidenced by the appearance in the public accounts of grants to them in 1835. A third seems to have followed in Hamilton in 1839. And the next appears to have been in London, where it was permanently organized on the 1st of January, 1841. Apparently it must have existed in some form even before this date, for at an early meeting in the year the minutes refer to the securing of some books from the old Mechanics' Institute. Of this primitive Institute, however, I have not been able to obtain any further record.

The list of the first officers embraces the names of some who were at the time leading citizens, but became still more prominent in after years. They were nearly all workmen, or what might be termed master mechanics, though a few merchants and others appear on the roll. Marcus Holmes, carriage builder, was the first president; Ed. Matthews, builder, and S. Morrill, tanner, were the vice-presidents; J. Farley, a merchant, was one of the secretaries; Robert Fennel, a harness maker, whose shop was for many years a prominent feature of York street, west of Ridout, was treasurer. Others who attached themselves to the young association were men like Elijah Leonard and Wm. McBride, whose names are still remembered by those who knew London as late as two score years ago.

The institute grew and prospered. It commenced to accumulate a library; it obtained lectures not only from its active members, but from professional men like John Wilson, H. C. R. Becher, Rev. Dr. Cronyn, and the Rev. Mr. Proudfoot—first of that name. The first meetings were held in what they called the Seminary, or Government school building, then presided over by the Rev. F. Wright, soon to be followed by the Rev. B. Bayley. Then they had their meetings in the Methodist Episcopal Church further north on Ridout street.

But with their growth they became ambitious, and decided on having a home of their own. They secured a site from the County Council on the Court House Square, midway between the Seminary and the military magazine. Subscriptions and donations were gathered in to the extent of something over \$1,200, and before long they had their building ready for occupation, though it was not completed and fully equipped for a few years. It was of a somewhat Grecian style of architecture, constructed of wood, with a roof forming an acute angle with the sides of the building and a very obtuse angle at the apex. When completed, a row of pillars upheld the overhanging second story. The old structure, in a modified and rather dilapidated form, may still be seen on Talbot street, just north of Dundas, where it fills the useful but not ornamental purposes of a blacksmith's shop.

Wilson was not one of the original members of the institute, but he joined it subsequently, and became very active, filling at times the office of secretary.

His success as a teacher ought to have been satisfactory, but he desired to improve himself still further. The first training school for teachers was opened in 1847—the Normal School of Toronto. And the next year he appeared there as a student. He was the first man from London to obtain a normal school training, Mr. Nicholas Wilson following him the year after.

In 1848, the amended school act came into force, and a board of trustees was elected for London, and entered on its duties in the beginning of the year, John Wilson, barrister, being chosen as local superintendent of education. Four teachers were appointed at a salary of £50 a year and fees, the schools not being then free. Mr. Nicholas Wilson was one of the first appointments. But these men had not been trained professionally, and in its desire to secure the best talent available, the board wrote to Robert Wilson, offering him a school with a salary of £60 and fees amounting to six shillings and three pence, to ten shillings for each pupil. The offer was accepted, and he entered on his duties in May. That his work here was successful may be gathered from that fact that the superintendent of education in his report the following year, made special reference to the superiority of Robert Wilson's school, and the excellent results obtained by the only teacher who taught on the new normal system.

The need for enlarged school accommodation for the growing town soon became apparent. The late A. S. Abbott, for so many years our city clerk, was at that time collector of taxes. In the course of his house-to-house visitations, he was attracted by a vacant block, bounded by Waterloo and Colborne, King and York Streets. It was a little one-sided, but the town was growing in that direction. So he brought the matter to the attention of the local authorities who approved the idea; and Mr. John Wilson, superintendent of education, had sufficient influence with the Government to secure a grant of land. And here the board undertook the erection of what was so long known as the Union school.

In the preliminary work of preparing for this school, Robert Wilson was especially active, even going to New York in connection with the plans for the building. It was opened in 1850. Not unnaturally he expected the appointment of head master. Instead of that he was given the place of assistant, with a salary of £120—Mr. Nicholas Wilson being made principal. He was disappointed, and always attributed the action of the board to political prejudice. It is too far away from the time for us to be sure if there were any grounds for this belief. But we know that such

things do occur at times; and in 1849 and 1850, political feeling was very bitter in a certain class of London people. Be that as it may, his enthusiasm was certainly dampened, and in June of his first year he resigned. Mr. Nicholas Wilson's tenure of office did not last much longer, for he was superseded in 1851 by Mr. Hamilton Hunter.

Whether or not Robert Wilson intended resuming his profession later, I do not know. But there was no opportunity in London at the time. So he went into mercantile life, starting a general store on Dundas street, opposite the market. And this he advertised as a "temperance store." That was a novelty. All general stores sold liquor. In fact, it was the prevailing beverage. Many of the leading citizens were distillers and brewers. Taverns were found at every street corner, as well as along the block. The county roads had them located every mile or two. And the effects on the population were sufficiently marked to attract the attention of travellers from the old country like Mrs. Jamison, who speaks with some disgust of the drunkenness she saw on London streets.

But the leaven of temperance was beginning to work. There were a few active citizens who were not only total abstainers themselves, but were commencing to preach the gospel of social reform. Mr. Simeon Morrill, a tanner, and Robert Wilson, among others, organized societies of Sons of Temperance and Daughters of Temperance. They had public lectures and private entertainments. These societies became rivals for popularity with the tavern, and attracted quite a few young men by their facilities for social enjoyment. I have been told that among these pioneer "Sons" was a certain Mr. John Carling (not unknown to the present generation), though he subsequently entered upon an occupation which interfered with his membership. In the temperance movement Robert Wilson took a prominent part.

He continued his store for a year or two, and then, I understand, disposed of his stock to Mr. C. T. Priddis, who carried on the business as a dry goods establishment. I think Mr. Priddis was the first London merchant to confine himself exclusively to dry goods. Wilson then took up auctioneering for a livelihood. He erected a house for himself on William street, just south of the creek—an evidence of how the town was spreading eastward. Meantime he was interesting himself in civic affairs, and was recognized as a useful and enterprising citizen. In 1854 he was elected one of the councillors for St. George's Ward, having for his colleagues two men well known in London, who became still more prominent subsequently—Mr. John Carling and Mr. Wm. Barker.

His active career, however, was soon to close. In the April

of that year he was stricken with typhoid fever, and passed away at the end of the month. On the first of May his friends and fellow-citizens met at his house and viewed his face for the last time; then the funeral cortege moved on to London Township, and in the family plot in St. George's churchyard, on the 13th concession, they laid him away to rest.

Mr. Wilson was twice married. It was during his brief military career that he met the lady who became his first wife—Miss Ann Coyne, of a well-known Elgin County family. She only lived about a year, and died, leaving a baby girl, who soon followed her. His second wife was Miss Charlotte Cudmore of Woodstock, who survived him many years. There were also three children, two boys and a girl. I understand the boys are still living in the United States.

In religion he was an Anglican. In politics he was originally a Conservative, like most of Mr. Talbot's band of settlers in London Township. I use the word "Conservative" as the modern title of the old political "Family Compact" party. In later years his views seem to have changed. I never heard any explanation of the change, but I can readily imagine how it might have occurred. Mr. John Wilson was the Conservative member of Parliament for London; but he was greatly disgusted with the rioters who burned down the Parliament buildings in Montreal during the stormy period of Lord Elgin's rule. And he was especially displeased with the conduct of many of his own party leaders in condoning the disloyalty and turbulence of the Montreal mob. He did not hesitate to give expression to his feelings, with the result that in his own town he evolved a very bitter antagonism among many who had been his supporters. Robert Wilson was one of his most intimate and loyal friends; and I can readily understand that he followed his leader in his political views. And it is quite possible that in doing this he brought about the opposition which prevented his appointment to the principalship of the Union School.

I have endeavored to give you some idea of Robert Wilson's appearance and character. Of his attainments it seems difficult to speak in terms of moderation, when his opportunities are considered. With no scholastic training except his few months at the Normal School, but by his own untiring diligence and perseverance, aided by the sympathy and support of the better educated few who knew and appreciated him, but whose help could have been but casual at most, he became one of the best teachers of his day. He was a fairly accomplished musician, an artist of no mean ability, a poet whose verses, I am told, compare not unfavorably with the work of much better known men. That such a life as his promised to be should have been cut short untimely

by his early death, before he had reached the age of two score, was a loss to the community in which he lived, and of which he was an ornament.

Lest I may be thought to have drawn on my imagination, and be uttering praise undeserved, I will close with a few lines from a letter written by one who knew him well, and whose qualifications for the formation of a judicial opinion will be readily admitted by the members of the Historical Society. In a letter received from him a few days ago, his honor the veteran Judge D. J. Hughes of St. Thomas, writes:

"I knew and well remember Robert Wilson, as a teacher in the public school in London, an acquaintance that commenced with his service as a volunteer at the time of the rebellion in 1837 He was a pleasing, outspoken Yorkshire man, a typical English schoolmaster. He was well-trained and possessed a kindly, straightforward way which would have well received the polish of a higher education if he had possessed the opportunities not within his reach. He had musical talents which only needed cultivation to make them conspicuous; and his taste for poetry was evidenced by original verse that I have often enjoyed reading. But like many another aspirant for fame he was kept covered by want of a just appreciation of capable people of whom at that time there were few."

Mr. E. Clissold, of Ottawa, a pupil of Robert Wilson, writes as follows:

"Under Mr. Wilson's genial direction I got along well for the short time that I could be spared from work for I really loved the teacher, and loved to learn. Not only that, but Robert Wilson encouraged my taste for reading, letting me have ready access to his library at his home (near the corner of Richmond and St. James streets) where I was welcomed by his family, and found a congenial companion in his nephew, the late Michael Pickering, brother of Mrs. John H. Morgan, now of 546 Richmond street.

"Robert Wilson had the happy faculty of making his school attractive. He loved music, and he organized a good glee club, composed of his more advanced scholars, who sang at the temperance meetings for which the "Old Mechanics Institute" was in old times famous. Some of the members of this Glee Club whose names I remember were the late Adam Begg, and his sister the late Mrs. McIntosh, Waterloo and Dundas Street; Mrs. J. H. Morgan (nee Pickering), and her brother Michael; Mrs. Alfred Rowland St., (nee Clissold), besides many others—forming a merry band who lent attraction and charm to functions that otherwise might have savored of dullness."

London Public Schools, 1848-1871

By C. B. Edwards, B.A.

IN a new country people are so strenuously struggling to make a living that the common occurrences of home life, the daily toil, municipal and provincial affairs are taken as a matter of course, and little or no thought is given to recording passing events that would prove of deep interest to succeeding generations.

Probably at no time in the world's history has there been such a scientific and skilful effort to ascertain the true facts that are so necessary to write history that is reliable and trustworthy as has been the case during the past half century. Costly excavations have been undertaken, inscriptions have been deciphered, and ancient documents collected. The first two of these are not necessary in writing Canadian History, but a great deal can be done in the way of collecting documentary materials.

The various historical societies in Canada are doing a splendid work in this respect and are thus preserving a mass of information that will be of immense benefit to the historian who will write the story of our country. In this history a considerable part assuredly will be devoted to an account of how the young people were trained to take their part in the social, industrial and political life of Canada.

The Public School, as we have it in Canada, is a legacy from the new England States which made a virtue of giving all the children a thorough grounding in elementary Education. Shortly after the Pilgrim Fathers settled in Massachusetts they established schools for all the youth of the community, but it is to Horace Mann that they owe a debt of gratitude as the founder of the present-day system of Public Schools in the United States, an honor that we in Ontario pay to Dr. Ryerson.

The old Grammar schools now High schools and the Universities were modelled after the English pattern. Concerning the High School I shall say but little leaving to Principal McCutcheon a subject that is replete with interesting facts and valuable information.

The late Mr. Nicholas Wilson contributed to the London Free Press in 1894 the following account of the first teachers in London. "The best school in London in those early days was established about the year 1838 by Mr. William Taylor. Mr. Taylor was a man of fine physique, good education and consider-

able experience as a teacher. He came to Canada from Queen's County, Ireland, where he had kept an Academy for some years. He opened his school in a house on Talbot street, just south of York, but subsequently erected a more suitable building on Horton street, near Talbot, in which he taught for several years. The young Londoners who attended school before the establishment of the Public Schools, received their education principally from Mr. Taylor. He died about 1848.*

The Mr. Taylor spoken of was a graduate of Trinity College Dublin, and the grandfather of the writer's "better-half."

No records exist of organized common schools for the Town of London prior to 1848.

The minutes of the "Board of Common Schools for the Town of London," which met the 15th of January that year, record that "The following gentlemen were selected as the Board of Trustees for Common Schools for the Town of London, by the Mayor and Council of the said town, as required by 10 and 11 Vic., Cap. 19, entitled an Act for amending the Common School of Upper Canada for the year 1848." Then follows the names, viz., Samuel Eccles, William Begg, Harding O'Brien, Henry Dalton, John S. Buchanan, Henry Mathewson. At this meeting John Wilson, Esq., (afterwards Hon. Mr. Justice Wilson) was appointed Superintendent.

Four teachers were engaged for the year at a salary of £50 each. The teachers chosen were Nicholas Wilson, Mr. Fraser, Joseph Cortishly and Robert Rogers. The four schools were designated St. George's, St. Patrick's, St. Andrew's and St. David's, which would indicate a courteous and thoughtful regard for the patron saints of the various nationalities* inhabiting the British Isles, and further seem to indicate that representatives of each were to be found in the new town. The Board fixed the minimum rate for pupils at 2s 6d per quarter, and authorized the use of the Irish National School Books. It appears that the mayor, Henry Dalton, was ex-officio a member and chairman of the school board. Among the business transacted by the Board in 1848 was the decision to erect a new school to accommodate 350 or 400 pupils at a cost of £400, which sum, it appears, was readily voted by the council. The total expenditure for the year was £281 6s 11½d.

The minutes of the succeeding years are very interesting in showing the frequent changes of teachers, the names of those who served as trustees, some of whom afterwards rose

*Prior to this date the District Grammar School, or Seminary, as it was commonly called, was the only school receiving Government aid; all other schools were private ventures.

*The four wards of the village bore these names.

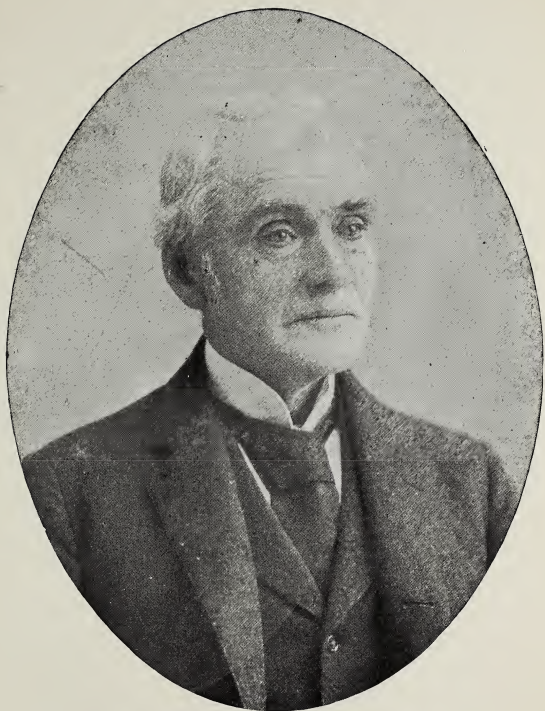
to high rank in Provincial and Dominion affairs, and the committees of citizens appointed to manage the various schools.

A report to the board at the close of 1848 shows that 362 pupils were enrolled during the year, with an average attendance of 252, of whom 193 were boys and 94 girls. There must be some error here, as 193 and 94 do not make 252. The superintendent declined to accept a salary; the secretary was a member of the board, and the treasurer received the munificent reward of £2 per annum.

At a meeting on the 29th May, 1849, tenders for the new school were accepted at a total cost of £1,329, the contracts being let to Mr. John Beattie for carpenter work, Mr. Joseph F. Rolfe brick and stone work, and Mr. Henry Roots for plastering. This building when erected was known as the Central School. It appears from the minutes of the school board that the buildings, or at least some of them, used for school purposes were rented.

Among the names of the trustees for 1850, the following appear: Messrs. John (afterwards Sir John) Carling, George Magee, William Elliot, who afterwards became county judge. The latter was elected as secretary and Mr. Henry Dalton as chairman for the year. At a meeting in February of this year, Mr. Nicholas Wilson was appointed head master of the town schools at a salary of £150 per annum. At the same meeting it was decided to secure, if possible, a female teacher, at a salary of £65 per annum. This, I believe, was the first woman that was employed, and it can be seen that, considering the value of money in those days, the salary was not a mean one, the pound being four dollars in our money. At a subsequent meeting it was resolved to engage two female teachers in the persons of Misses Haigh and Wharing, who were the pioneers of hundreds of others who have since that time given splendid service in the cause of education in London.

On March the 5th, the following motion was adopted: "Proposed by Mr. Mathewson, seconded by Mr. Carling, that the head master be requested to have the female school dismissed in the evenings at ten minutes before the male departments." Mention has already been made of the fact that all pupils attending the "Common Schools" had to pay fees varying from 2s 6d to 7s 6d per quarter, but at the meeting of the school board on the 15th March, 1850, the following motion was adopted: "That the trustees are of the opinion that the schools should be supported by an assessment upon property, and that the mayor and the town council be requested to carry out the same." Fees, however, were not entirely abolished till 1870.



NICHOLAS WILSON

The meeting of the trustees on the 12th December, 1850, was held in the Town Hall, and Mr. A. S. Abbott was chosen secretary pro tem, work having grown to such an extent that it proved too onerous for a member of the board to transact. Mr. Abbott was on the 19th December appointed as secretary to the board, a position he faithfully filled for over forty-two years. During all these years we have the minutes of the board written out in Mr. Abbotts' plain, precise handwriting, indicating the care and method which he exercised in carrying out his heavy duties—for we must remember that for most of this time he was, in addition to being secretary of the school board, clerk of the Corporation of the City of London. In connection with the place of holding the meetings of the school trustees in the years 1848-9-50, the minutes of many of the meetings begin as follows, after stating the date: "The trustees met at Mr. Balkwell's Inn." Subsequent to December, 1850, most of the meetings of the school board were held in the Town Hall till the completion of the City Hall, the first meeting in which was held on the 7th December, 1855. Thereafter the meetings of the board have always been held in the City Hall, except for a time in 1864-65, when they were held in the Central School.

A school census showed that on December 31st, 1850, there were 1850 children between the ages of four and sixteen in the Town of London.

During the year 1851, Mr. Hamilton Hunter was appointed head master of the common schools at a salary of £200 per annum, a position he retained till 1855, being succeeded by J. B. Boyle, Esq. During the year 1853, among the teachers who resigned was Peter Murtagh, who was succeeded by John Taafe, while among the women appointed was Miss Corrigan. In the early fifties Mr. Peter McCann was appointed by the board to collect the school rates.

In July, 1854, at a meeting of the Common School trustees, a deputation from the board of Grammar School trustees appeared. On motion of Hon. J. G. Goodhue (of the Grammar School Board), seconded by John Carling, Esq., it was resolved to unite the boards, if suitable arrangement could be made. The proposed union was not effected, however, until eleven years later.

Besides the names of trustees already mentioned who were members of the school board during the years 1848 to 1856 were Messrs. Alex. Johnston, E. W. Hyman (father of the Hon. C. S. Hyman), Samuel McBride and James Egan, the latter of whom is, I believe, the only survivor. Mr. Egan was instrumental in establishing a library in connec-

tion with the schools and many years afterwards was a member of the Public Library Board.

If other sources of information were lacking that the population of the new city was increasing the efforts of the trustees, as shown by the minutes of the board, to obtain additional accommodation in the Firemen's Hall and afterwards in the hospital would indicate that such was the case. The city council was requested to furnish £3,000 wherewith to buy land and erect a school house. This request was made at a meeting of the Board on the 2nd of September, and at a meeting on the 16th of the same month, the chairman reported that the request for funds had been unanimously granted. Truly the early city fathers acted with promptness that to-day seems almost unbelievable.

One hundred pounds was voted in 1855 for a library for the use of the schools of the city and £10 for chemical apparatus. The minutes of 1856 record a motion to declare the 24th of May a holiday in the schools.

In 1857 the City Council, upon application of the Board of Trustees, granted the latter the unappropriated clergy reserve fund, which was expended in the purchase of school sites and the building of school houses, the total amount being £4,500.

The Horton Street School, now Brenner's Cigar Factory, was opened in 1856, and the next year a small frame building with two rooms was placed on the eastern side of the Union School Block, at a cost of £159, the contractor being Mr. R. F. Mathews.

It is apparent that the summer vacation was in the early days of very short duration, for in 1857 the board only allowed three weeks, beginning the 3rd of August, but the next year the time was extended to four weeks.

The following extract from the report of Principal Boyle, August, 1857, indicates the number of pupils assigned to a teacher in the "old days:" "In order to instruct efficiently the 268 children transferred to the Juvenile School, a staff of three teachers would be required; but in a short time after removal many of the younger children will be withdrawn on the approach of winter. Having this in view, then, the more prudent course to pursue would be to open the school with only **two teachers**—a monitor from the senior class of the Union School can be sent to them."

On the 2nd November, 1857, a tender was received for 150 cords of dry wood at 2s 6d per cord (about 60 cents per cord). Truly the cost of living in those days was not excessive in the matter of fuel.

Up to 1857 all the children in London attended the Common Schools, but in this year R. C. Separate Schools were established, and most of the children of Roman Catholics were in consequence withdrawn from the Public Schools.

It is interesting to note that in the year 1858 the accounts of the board were for the first time kept in dollars and cents.

Two of the most important items of business, as indicated by the number of motions relating thereto appearing upon the minutes, were: salaries of teachers and appointment and salary of janitors. In this year the salary of the principal was \$900; male teachers \$550; female ranged from \$380 to \$250; while the secretary, who was also city clerk, received \$60.

In February, 1858, it was decided that in future the meetings of the board would be held on the first Tuesday of every month, which is continued up to the present time.

A motion in the March meeting of this year was: "That the Scriptures be introduced into the Common Schools of the city to be read as the morning and evening lessons," was voted down. The following amendment carried: "That the teachers be required to open and close school with that form of prayer recommended by the Board of Education."

An indication of the rich agricultural land within the city limits and the thriftiness of the janitors is the adoption of the following motion: "That James Boyce, janitor, be permitted to plant potatoes on the Central School grounds among the trees."

A month or two later, however, he was directed by the board to keep the school grounds perfectly clean, and "that cows, hogs or geese be not permitted to pasture thereon." It was further decided at the same meeting to rescind a resolution of keeping the schools open on Saturday.

A school was opened on Talbot Street in a rented house in September of this year (1858), and later, in the same year, a small school was erected where the present Talbot Street School now stands.

Among the new members of the trustees elected in the years 1859 and 1860 were Messrs. S. H. Graydon and A. G. Smyth, the latter of whom is still living, comparatively hale and hearty at the age of 89.

The efforts of the board to furnish better school buildings and to meet the requirement of an increasing population apparently met with some adverse criticism, as is always the case, for in the August meeting of 1859 we find that the following motion was unanimously adopted: "That Mr. G. G. Magee (chairman) be thanked for the able manner in which he defended this board from the charges of extravagances appearing in the city press."

The frequent reference to Principal Boyle which appear in the minutes of the Board show us that he possessed in no slight degree the confidence and support of that body. Not only was the selection and placing of teachers often left in his hands, but the administration of the rules of the board was vested in him.

In 1860 Mr. Hamilton Hunter, one of the teachers in the Union School, resigned after many years' very efficient service.

The great event in the school year was the visit of H. R. H. Edward, Prince of Wales, which took place on the 12th of September. The arrangements were very elaborate and numerous. The board appointed Messrs. Graydon, Ross and Hunter in conjunction with Principal Boyle to prepare the programme. A platform costing \$240 was erected on which were assembled the children. The following is an account of the reception of the Prince as contained in Vol. II. of Historical Educational Papers and Documents of Ontario:

"At London the royal carriage stopped in the centre of the semi-circular erection that had been built for the children of the public schools. Here the little ones, to the number of 3,000, commenced cheering and waving their handkerchiefs, and when the royal carriage was drawn up in front of them, sang the National Anthem in good style. This was one of the most interesting sights of the day. The departure of the Prince, like his arrival, was the signal for loud cheering on the part of the youngsters, and their little voices seemed to vie with each other in doing honor to their royal visitor."

The platform was erected on the east side of Richmond Street, opposite Kent Street, on the ground where now stands the Christian Science Church.

The policy of affording accommodation for the increasing school population led to the erection of two new brick schools, one on Horton Street, and the other on Bond (Princess Avenue), which were completed in 1862. It will be noted that the custom in early years had been to erect wooden school houses in the outlying districts to be supplanted later by brick structures.

The need of a place in which the pupils might properly receive physical training was met in 1861 by the erection, by popular subscription, of a gymnasium on the Union School grounds.

A subject that created considerable discussion in the years 1861-62 was a proposal to provide separate accommodation for the colored children attending the schools. The matter was debated at length at many meetings of the board. The local and chief superintendents of education were appealed to as to the legality of such an action, but, apparently, no satisfactory

solution could be arrived at. Finally, however, in 1862, a resolution was adopted that separate accommodation for colored children be provided **when financially practicable**. This condition has not yet been reached.

The requests by the authorities of various religious denominations for the use of the schools for public worship and as Sunday schools were very numerous, and would seem to indicate that London was poorly supplied with churches. As a usual thing these requests were denied, which, in some cases, brought upon members of the board a severe criticism from clergymen whose requests were refused. It was held by the trustees that as the schools were for all denominations it would be creating distinctions to grant the request of one denomination unless all received the same favor. Another reason for the refusal given was that the use of the schools for these meetings so disarranged the rooms that there was considerable trouble in preparing them for the day school.

In 1862 a teacher of vocal music was added to the staff, and in 1863, on motion of Messrs. Webb and Robert Gunn, it was decided that military drill should be taught in the schools, and that the brigade major be asked to furnish an instructor.

In this same year the Hon. Mr. Justice Wilson, local superintendent of schools, resigned a position which he had held continuously since 1848, with the exception of the period from 1852 to 1856, inclusive, when the Rev. W. F. Clarke occupied it.

The report which he made on his retirement from office was an important public document, as it summarizes in a clear and comprehensive manner the rise and progress of the common schools in the City of London. It is worthy of note that although there was in London a Grammar School that few of the city pupils attended it, but received instructions in the classical subjects and higher mathematics in the senior departments of the Central School. I have thought it wise to add to Judge Wilson's report that of Bishop Cronyn, who was his successor in office. The salary paid to the local superintendents was \$100 per annum; and both Judge Wilson and Bishop Cronyn devoted this sum annually to the purchase of books, which were given as prizes to the pupils attending the schools.

In the early sixties the City of London had for its local superintendents of public schools the Hon. Mr. Justice John Wilson and the Right Reverend Bishop Cronyn. The reports of the public school system and its capabilities by these two distinguished men will be read with special interest, as they are comprehensive in their character and thoroughly practical in their purpose and objects.

The London City Schools, by the Honorable Mr. Justice John Wilson:

“On severing the tie which has connected me for so many years with the work of education in this city, it may not be out of place to review the past, compare it with the present, and calmly rest our hopes of the future upon these considerations.

“I can refer with much satisfaction to the part I took in securing from spoilation the valuable block of land upon which the Central School now stands; and to the support and encouragement I was enabled to give the school trustees in their struggle for the erection of the buildings and the extension of the city public school system. I have watched with deep interest every effort of the Board to establish upon a firm basis a system which might confer the benefits of a sound, liberal education upon the whole youth of the municipality—open to all, adapted to the talents and wants of all. How far a design so comprehensive and so noble in its aim has succeeded, I purpose now to show. In the year 1850, the teachers employed were five—three males and two females; the number of children entered in the school during the year was 598; the average attendance was only 337. In 1855, when, according to the public records, the population of the city was over 16,000, the teachers were increased to twelve, and the number of children entered in the schools to 1,823, and the average attendance to 726. Although on enquiry I learn that the population is now (1863) practically no greater than in 1855, yet the pupils entered during the past year have increased to 2,825, the daily average attendance to 1,373 and the number of teachers employed to 22. But, if the Roman Catholic pupils were united now, as they were then, with the general school system, we would both have the number of pupils and teachers increased upwards of 100 per cent. in eight years, while the gross population of the city remains about as it was. This seems more than most sanguine friends of the cause could have hoped.

“It may be asked from what source the public schools derived such accessions to their numbers. Were the children not attending the public schools in 1855 uneducated? The reports furnished annually to the chief superintendent of education answer both questions, and adduce conclusive proof of the efficiency of the present school system. At the period alluded to there were large flourishing schools in many parts of the city, established and conducted by private parties on their own account. It may not be assuming too much to say that over 500 scholars were attending these schools about that time. Now there is scarcely a private school of any consequence to be found, all having been absorbed in the general school system.

Nearly all have availed themselves of the provision made for them by the board of trustees. If we add to these numbers the children attending the separate schools, we find a larger proportion of the juvenile classes enjoying the blessings of a good education in this city than in any other town or city in the province; and, as a consequence, no beggar children have been found in the streets. In point of attendance, therefore, the citizens of London have good reasons to be pleased with what has already been done, since now the education of almost all the youth of the city is under the care of the board elected by themselves; and, by the efforts of this board, the expansion of the means of teaching has nearly kept pace with the influx of pupils requiring to be taught. An improvement as striking has taken place in the manner of teaching and in the character of the instruction imparted as that which I have noticed in the attendance. In the period I first mentioned there was nothing attempted beyond the limited essentials of an English education. The public school board was unwilling to be connected with the county grammar school. At the date secondly mentioned, which I look upon as the turning point in our educational affairs in this place, something was added to the English course, with a few boys in the elements of the Latin language, forming merely a classical nucleus. This step was not favorably looked upon, because it was said to be unnecessary, and the headmaster's time would be taken from the supervision of the school. The trial, however, went quietly on. Now the English course is at once extensive and thorough, embracing every subject of importance to mechanic, the merchant or the professional man. The classical department has been extended so as to embrace Latin, Greek and French, and made comprehensive enough to qualify students for entering upon the study of any of the learned professions, or to matriculate in any college or university in the province. That this branch of the institution has been highly prized by the citizens is evident from the number of students found in the various classes. That it has been successfully conducted must be evident to every one who has watched its progress as I have done. A few facts are its best panegyric.

"The students of the Central School have for years past competed with those trained in the best schools in the province. Young men educated here have been subjected to every test, stood every examination, yet none of them have been rejected or "plucked"; they have entered classes for the church, law or medicine. Within the last few years eight young men of promise (two partly, six entirely trained in the Central School) have passed their preliminary examination with the highest

credit and entered upon the study of the legal profession; in addition to these, many have been educated, it is said, above the business to which they have devoted themselves. But this I deny, for neither the mental powers nor moral sentiment can be too highly cultivated for individual or public good; and we require more in this province of intelligent, educated, moral people than those of a highly educated upper class. In a community like ours, where no advantage of birth or exclusive privileges obtains, and where the way is open to the talented and aspiring, however humble their position, it becomes the duty of the patriot and the statesman to throw wide open the portals of learning to all, and to give all the means of making their talents available in the competition of life. It cannot be fairly objected that a liberal education to a young man is in advance of his position or prospects, for he need be confined to no position inferior to the scope of his capacity, enlarged by his education, and no position can long obscure true worth and great talents well cultivated.

“The Board of School Trustees of London have taken the initiative in a noble work, which I hope will, sooner or later, be emulated by other boards of the same kind throughout the province. They have led the way in bestowing that early and careful training upon the young who have the natural capacity to profit by it, which will enable them, on reaching manhood, to make their talents available to themselves and their country in any useful and honorable career. The expense of this system has been set at rest by the able report of the committee of last year, in which it was shown that the cost per pupil was less here, with all its advantages, than in any other town or city in the province. To the public I would say: With the future I have no concern, but it may be permitted that I should allude to it. This school system, which works so well here, was not brought about without deep thought in planning and great skill and energy in working out. By any ill-judged step much of this labor and care may become useless. To detract from the well-earned status of the school would be most injurious. To lower your standard where such endeavor has been made to advance it would be a loss, no less to the province than to you, for it would be a virtual acknowledgment that you had tried a higher education for the poor man’s son and found it either unsuited or unappreciated; yet neither conclusion would be correct. The system, in its working and the good resulting from it, has more than realized every hope.

“May I express a wish that you may advance? Year by year you can improve by the experience of the preceding. It is a false economy which aims at anything less than perfect efficiency. The best talent for your schools is cheap at any

price. If you underpay your teachers you will drive them from you and the profession into other modes of life, where their services cannot avail you. No greater good can be effected than by improving the educational institutions of the country; and, in my judgment, this can be best and most easily accomplished by securing the services of the best men. To me this has been a question fraught with deep interest. My most ardent wish is that the London schools may not only keep their present relative rank, but advance in usefulness from time to time, and enjoy the unlimited confidence of every class of the community.

"In conclusion, I must be permitted to say that to Mr. Boyle, your head master, and to the staff of teachers he superintends, you owe it that your schools are such as I describe. He has steadily and anxiously persevered in elevating the character of the Ward and Central Schools, and brought them to a state of efficiency I hoped for but scarcely expected to see, and, on every occasion, has cordially carried out any suggestions which were offered to him; and my whole official connection with him has been more than satisfactory."

The Right Reverend Bishop Cronyn, who succeeded Mr. Justice Wilson, in referring to the condition of the city schools, speaks of them in high terms of praise, and quite concurs with the admirable practice of specifically reporting to the parents on the progress of their children at school. He speaks of it as having an excellent practical effect on parents and children. He says:

"Since my appointment as local superintendent of the public schools in the City of London, I have visited and examined the Central and Ward Schools, in company with the head master, and I beg to report, for the information of the Board of Trustees, the result of my visit. I heard several classes in each of the schools examined by their respective teachers in various branches, and I was much pleased with the order which prevailed and the proficiency which the pupils evinced.

"I was much pleased to find that the business of each day was commenced with the reading of God's Word and with prayer for the Divine Blessing. I was present at the school on Talbot Street when the prizes were bestowed upon the children, and a more bright and intelligent group of little beings I never witnessed. Some ladies who accompanied me were much struck with the orderly and happy appearance presented by the children on that occasion. My predecessor in the office of local superintendent of the schools, the Honorable Mr. Justice Wilson, who was always during his long residence in London

most zealous to promote and improve the education of the people, was in the habit of devoting the salary of the office for the purchase of prizes to be bestowed upon the children at the annual examination. It will afford me much pleasure to do the same, and I would request the Board of Trustees to expend the amount for that purpose."

In 1864, Mr. Taafe resigned his position as teacher in the Union School, and Mr. John Miller, who afterwards became deputy minister of education, was appointed as one of the senior teachers.

The reading of cheap novels by the senior pupils in the Union School was, according to some of the trustees, quite prevalent, and action was taken by the board to furnish suitable reading matter in order that the taste of the children might not become perverted by the reading of sensational and harmful books.

Negotiations looking to the union of the County Grammar School and the Common Schools of the city were undertaken towards the close of the year 1864, and after various conferences between the boards governing each, a satisfactory agreement was arrived at in the year 1865. The first meeting of the combined boards, thereafter known as the Board of Education, was held in the City Hall on the 1st of August, 1865. At this meeting, Alex. Johnston, Esq., was elected chairman.

At the time when the Grammar and Common Schools were united under one board, the salaries of the teachers were again adjusted—that of the principals of the Grammar and Common Schools being fixed at \$1,000 each, the men being graded from \$550 to \$450 and the women from \$350 to \$175.

In the following year, among the new trustees were James M. Cousins, Esq., afterwards mayor, and Thomas Partridge, Esq., Jr., a prominent lawyer. S. H. Graydon, Esq., who subsequently became mayor, was elected chairman.

The visit to the city of Dr. Ryerson was marked by a lecture in the City Hall on the 2nd of February, at which the board attended in a body.

The outbreak of smallpox in June was so severe that the board ordered the schools closed on the 20th for the summer vacation.

Mr. St. John Hyttenrauch, afterwards music master in the public schools, began a class in the Central School in this year. The resignation of Mr. H. Hunter and Rev. R. Johnston in 1868 and Mr. Irwin in 1866 closed a long term of service in the public schools for each of these gentlemen.

Strange to say, the minutes of 1867 contain no reference to Confederation or of the first Dominion Day in Canada.

The question of the education of the deaf mutes was discussed by the board, but no action was taken. This has been provided for, however, by the provincial authorities.

The death in 1869 of Mr. Peter Schram, who for many years had been a diligent and efficient trustee, was sincerely regretted by his colleague in a resolution of condolence. Mr. J. C. Glashan, afterwards, in turn, public school inspector of West Middlesex and the City of Ottawa, was in this year (1869) appointed to the staff of Central School.

At the direction of the Board all teachers urged upon their pupils the necessity of vaccination.

The Chairman in 1870 was A. G. Smyth, Esq., who with the exception of Mr. James Egan is the only survivor of the trustees who served prior to that date.

In this year Mr. Thomas Robb, of New York, a former resident of London, donated a gold medal for competition among the pupils of the Public Schools. Subsequently he bequeathed a sum of money, the interest of which is devoted annually for the purchase of a gold medal to be given to the pupil of the Public Schools taking the highest standing at the Entrance Examination to the High School. Mr. J. B. Smyth also presented prizes in books.

The policy of supplying increased accommodation for the senior pupils of the public school by adding to the building in the Union School block was continued, but opposition to this plan was offered. Not until nearly twenty years later was a different plan adopted, that of erecting buildings large enough to provide for the complete public school course in each school district.

For several months in the latter part of this year the Board wrestled with a problem concerning discipline. It appears that two of the senior boys in the Central School, dissatisfied with the way in which the competitive examinations were conducted, wrote anonymously to one of the papers, alleging unfairness and favoritism.

Upon the discovery of their names Principal Boyle suspended them. Their parents appealed to the Board, which, in turn, invoked the opinions of the local and chief superintendents without avail. The matter was finally settled by the withdrawal of the offensive allegations and a suitable apology.

In 1871 Mr. J. G. McIntosh presided over the deliberations of the Board, after serving many years as trustee. In consequence of a new School Act requiring the appointment of an inspector of schools, His Lordship the Bishop of Huron resigned his position of local superintendent of schools in August. His resignation was followed in September by his

death, on which occasion the Board showed its appreciation by the following resolution of condolence:

"That the Board of High and Public School Trustees record their sincere sorrow on account of the death of the late Bishop of Huron, who for nine years held the office of local superintendent of schools in this city, also the high value which they attach to his services which were always cheerfully and pleasantly rendered, and their gratitude for his generosity in regularly placing the whole of the salary attached to his office at the disposal of the Board for prizes.

"They would also offer their sincere sympathy to the widow and family of the deceased and their prayer to God that this great affliction may be sanctified to them, and that they may be sustained under it by the abundant consolation of the gospel and the comfort of the Holy Ghost."

In this year the present King Street School was built at a cost of \$1,250 for the lot and \$2,680 for a school of four rooms, which to-day appears very cheap.

The estimates of the year show that after the receipts were deducted the Council was asked to provide \$2,000 for High School purposes and \$12,500 for Public Schools.

We find that the Board censured the Chief of Police for refusing to allow his men to continue delivering notices of the monthly meetings to the trustees.

J. B. Boyle, Esq., was appointed as the first public school inspector of the City of London on the 17th of October, 1871, after serving as principal of the common or public schools since 1855. He occupied this position for nearly twenty years, dying in harness in 1891.

Mr. Boyle represented the finest type of the old time schoolmaster—"severe he was and stern to view"—but this was only apparent, for beneath a dignified exterior lay a warm heart and kindly disposition. He was dignified, courageous, inflexible—dignified in his daily life, courageous in the discharge of his duty and inflexible to all attempts to weaken the usefulness of the schools. His scholarship was broad and deep and his executive ability was of a very high order. We have only to read his annual reports to the Board, most of which are fortunately preserved, to be struck with his grasp of educational affairs, his keen insight into the details of school administration and his mastery of the English language.

The History of the Public Schools in London falls naturally into three epochs, first from 1848 until 1871. During this period the foundations of public education were laid, experiments were made and results noted. The second period extends from 1871 to 1890, and was marked by the adoption of what is

known as the graded system by which each of the large school districts became complete in itself. The third period extends from 1890 till the present, and may be said to be characterized by the adoption of a more scientific system of education based upon the study of the child and illustrated by the introduction of the kindergarten, a more rational teaching of Art, Manual Training and Household Science. If signs do not fail we are at present at the opening of a fourth epoch in education, which may be termed the application of education to the life-work of the pupils and to which the general term Industrial Education has been applied.

In addition to the minutes of the Board of Trustees since the year 1848 there is also a series of printed yearly reports. Through the kindness of Mrs. John Anderson, a daughter of the late Inspector Boyle, I am in possession of a copy of each of these reports, printed on a single sheet of paper, from the years 1850 to 1862 inclusive (except that of 1853), and I intend handing them over to the Board of Education for safekeeping. Subsequent to 1862 and up to 1871 we have only the minutes for 1865 and 1870. It is to be hoped that the missing reports may be obtained.

Taken in conjunction with the minutes, they form an invaluable asset in writing an account of the rise and progress of the public schools in London. The reports, in consequence of the summary of the year's work, supplement and make clear the minutes.

The comprehensive report of Mr. Justice Wilson summarizes these documents up to the time of his retirement in 1863.

An appeal should be made to the public of the city to furnish the Board of Education with the missing reports for the years 1853, 1863, 1864.

To give anything like a full report of the schools subsequent to the year 1871 would take more time and space than could be taken in one paper or one meeting; but it may be that at some future time permission will be granted me to complete the outline already begun in this imperfect paper.

The London Grammar School and the Collegiate Institute

BY F. W. C. McCUTCHEON, B. A.

Previous to 1809 there were but four grammar schools in Ontario, one at Kingston, and one at Niagara, or Newark as it was then called, one at York and one at Cornwall, for in the year 1807 grants had been made to provide for a grammar school in each of the eight districts in which the province was divided. The grammar school of the London district, the forerunner of the present Collegiate Institute, was founded in 1809 at Vittoria, at that time a thriving hamlet in Norfolk County, about four or five miles from Lake Erie. The century has added little if anything to the size of Vittoria, and certainly nothing to its importance. In 1837 the school was transferred to London, under the principalship of Mr. Francis Wright, B.A. Four years later the Rev. Benjamin Bayly was appointed principal; and for nearly forty years he retained his connection with the secondary education of London in this position, and later in the principalship of the High School, the title by which the Grammar School was known after 1871. The original home of the Grammar School still stands—the old frame structure on the north side of King Street, adjoining the grounds of the County Buildings.

The Grammar School was essentially a Classical School; in fact the Reverend Principal refers to himself in his report to the board, not as Principal, but as Classical Master. The importance placed upon the study of the classics may be easily inferred from these reports, extract from which will be given later in the paper. The governing body of the Grammar School, including the superintendent in London, the Right Rev. Bishop of London, and its trustees, were appointed by the lieutenant-governor in council. Even the nomination of the principal by these trustees was ratified by the same official head of the province. The income for the support of the Grammar School was not derived by taxation of the local municipality, but from Crown lands and from fees imposed upon the students who attended. Thus, in its form of government, the old Grammar School was in no sense democratic, but as many members of the legislature had their sons educated at these schools and were convinced of the value of a classical education,

it was difficult for the superintendent of education for the province, Egerton Ryerson, to induce the legislature to make much change in the curriculum or in the mode of Government of the Grammar Schools.

In 1853 the Educational Act made it possible for the Grammar School Board and Public Schools Board to unite, but because of the antagonism between those who championed the cause of the humanities and those who favored the introduction of a wider curriculum, such a union was not brought about until some years later; in London, not till 1865. How great the antagonism was may be inferred from an extract from a letter written at the time regarding such a union.

“There have been no returns made by the trustees of Common Schools of the children of poor parents for gratuitous instruction in the Grammar Schools, as provided by law, and the board is of the opinion that under the present very defective system the Common Schools of the country will rather repress than encourage a desire amongst the people for education of a superior description. The trustees generally of the Common Schools are men who do not know the value of a classical education. In many cases, too, the masters are foreigners, and, therefore, anxious to keep the people from acquiring a liberal education, which, they well know, would be the surest means of . . . strengthening their attachment to those institutions which are based upon the soundest principles of Christian truth, and which have for ages successfully withstood the united attacks of infidelity, false philosophy and the restless desire of change so natural to man.—(Signed by the Rev. Benjamin Cronyn, A. M.; Mr. John Harris, County Treasurer, and Mr. Mahlon Burwell, M. P. P.)”

When the Public School programme was extended to include even the classical subjects taught in the Grammar School, such a union was inevitable.

In 1865 the union of the boards took place in London, and the Grammar School was granted accommodation in the old Central School on Colborne Street. At the time of the union, the trustees of the Grammar School were Ven. Archdeacon Brough, A. M., Rev. John Proudfoot, Rev. John Scott, Rev. John McLean, Rev. Francis Nichol; the chairman of the joint board was Alexander Johnston, the secretary, A. S. Abbott. The Rev. Principal Bayly was the only teacher who taught the Grammar School pupils exclusively. I quote from his report for 1865, the year of union, the report of the superintendent, Bishop Cronyn, and an extract from the report of Principal (later Inspector) Boyle, one of the greatest educational forces in the city.

Report of Classical Master.

To the Chairman of the United Board of Grammar and Common School Trustees for the City of London.

Sir—At the close of the first session since the union of the Grammar and Common Schools of this city, it is, perhaps, fitting that I should present you with a brief summary of the working of the classical department thereof.

In consequence of necessary alterations in the rooms, business was not resumed after the summer vacation until the 28th of August, at which time, or within the ensuing week, there were 32 boys engaged in classical studies; 9 of these new scholars chiefly from the county, the residue were old pupils of the Central School. Since that period 21 have joined the classical department, of whom 16 are new pupils, making in all 53. Three of these have since entered upon merchantile pursuits, and two more have been obliged to discontinue their studies through illness, leaving at the close of the term 48 upon the register. During the session there have been six studying the Greek language; of these, four have only commenced within the last three months, and the other two have not advanced beyond Arnold's First Greek Book. In Latin, one was reading Horace, but has since left school; another has been studying Virgil; eight are reading Caesar; twelve in Arnold's Second Latin Book, and the remainder in the first.

The gross number learning classics in your school, although larger than in most of the Grammar Schools of the province, may probably disappoint many of your board, but the imposition of a rate bill, however desirable in some respects, has caused a diminution in the attendance; and when we add to this the fact of a very large and nourishing establishment (essentially classical) being located in our city, I think we may rather congratulate ourselves upon our numbers being so respectable than feel any surprise at their paucity, and I feel little doubt that as the novelty wears off your school will suffer less from either of these causes.

In conclusion, I may perhaps be permitted to embrace this, the first opportunity I have had to express my entire satisfaction with the way in which the union of the Grammar and Common Schools is carried out; from the large and efficient staff of masters employed, the boys are at all times under instruction, which cannot be the case under any other arrangement; indeed, it appears to me that the progress of the pupils, at least in their English branches, must be more satisfactory than it can be in any merely Grammar School in the province.

I remain, your obedient servant,

BENJ. BAYLY, Classical Master, G. S.

London, Dec. 30, 1865.

Report of Superintendent.

Rectory, London, C. W., Jan. 1, 1866.

Sir—Having been absent in England for a greater part of the past year, and being much engaged with other duties since my return, I have not had time to visit all the schools in the city. I have, however, twice visited the Central School, once in company with Colonel Burrows, R. A., who expressed himself much pleased with the order of the school, and the proficiency of the several classes examined in our presence.

On my second visit I was accompanied by the Rev. Arthur Sweatman, M.A., Principal of the London Collegiate Institute, and he expressed the great satisfaction which he experienced from his visit to the various classes, and his high opinion of the order maintained, and the proficiency exhibited by the scholars.

I was also present at the half-yearly examination of the Grammar School Department, under the charge of the Rev. Benj. Bayly, and I am led to believe that great good will result from the union which has taken place between the Grammar and Common Schools. On the whole, I think the Board of Trustees have much reason to rejoice in the present state of the schools, and if sound religious instruction formed a more prominent part in the teaching, I think the schools would be all that could be desired.

This most desirable object, I think, may be obtained. I have had some conversation with the indefatigable Principal upon this subject, and I hope with his assistance to be enabled to accomplish this without in any way violating the principles on which the common school law is based.

It gives me much pleasure to devote the salary of the office of superintendent for the purchase of prizes to be bestowed on the children at the annual examination.

I have the honor to be, sir,

Your obedient servant,

BENJ. HURON.

Extract From Mr. Boyle's Report.

During the year 1865 a most desirable object was attained in bringing about a union between the Grammar and Common School Boards. This work had been often spoken of before; often thought of by both parties, and once or twice attempted without any satisfactory result. Of the benefit to be derived from it, there can be but one opinion entertained among those who understand the question. The Common School Board were

not prepared to forego the privileges with which the schools laws invested them, of keeping up, in connection with the Central School, a Grammar School department for the advantages of such of the citizens as desired a classical education for their children. From this cause, two institutions, apparently rivals, and double staff of teachers had to be supported. But five months experience has taught the wavering and doubtful that the labor required to teach each of these classical departments separately would be sufficient to manage both united with equal efficiency, and the public money will be expended with more economy when this rivalry has ceased, through the two schools coming under a united government.

Although the Educational Act broadened the Grammar School Curriculum, the emphasis was still laid upon Classics, and for some time, only those students studying Latin were taken into account when apportioning the Government Grant. It is not strange to find in some schools (and I presume London was no exception) such a report of numbers as the following: "Number on the roll 103, number taking Latin 102," etc., etc.

The Educational Act of 1871 substituted for the title of Grammar School that of High School, and made extra provision for commercial, scientific and English branches. In consequence the staff of the High School was increased to six teachers in 1872. In addition to Principal Bayly, the staff included Mr. W. O. Connor's, A. M., Wm. Remer, Nicholas Wilson for over 60 years identified with education in London, Miss Jessie Kessack and Miss D. D. Robertson. The first report of the Principal of the High School which I quote here will show that the Rev. Principal had not given up his faith to any great extent in the Classics. The increase in attendance at the High School in consequence of these changes may be noted by comparing the last report of the Principal of the Grammar School with the first report of the Principal of the High School.

Classical Master's Report

To the Chairman and Members of the United Board of Grammar and Common School Trustees of the City of London.

GENTLEMEN:—

I have the honor of submitting to your Board my Annual Report of the Statistics of the Grammar School Department of the Central School.

The total number of pupils learning Latin during the year 1870 amounted to 69, of whom 15 were also studying Greek. Average attendance nearly 40.

The books read were selections from Homer, Lucian, Xenophon, Horace, Ovid's Heriodes, Cicero, Livy, Virgil and Caesar, together with Harkness' Elementary Greek and Latin Books. In fact, we adhere strictly to the programme furnished by the Council of Public Instruction.

I remain, gentlemen, your obedient servant,
London, Jan. 3, 1871. BENJ. BAYLY.

Classical Master's Report

To the Chairman and Members of the Joint Board of High and Public School Trustees of the City of London.

GENTLEMEN:—

I have the honor of submitting to your Board my Annual Report of the Statistics of the High School of this city.

At the commencement of the year the numbers in attendance were 119 girls and 80 boys, and there were subsequently admitted at the two regular periods appointed for the purpose 46 girls and 58 boys, making a total of 303. This is the entire number of pupils who have attended during the year. There are at present upon our rolls 207; viz, 114 girls and 93 boys.

The High School pupils who have taken the voluntary subjects are in Classics, 50; in French 80; and in German, 28, but besides these, 23 boys from the Public Schools have been learning Latin, 41 of both sexes, French and nine German.

The books studied during the year have been in Greek, Homer and Lucian; in Latin, Horace, Cicero, Virgil, Ovid and Caesar, together with Harkness' Elementary Greek and Latin works; in French De Fivas' Grammar, his Introductory French Book and Charles XII., and in German, Ahn's Grammar.

I have the honor to be, Gentlemen, Your Obedient Servant,
BENJ. BAYLY,
London, Dec. 31, 1872. Head Master, High School.

An agitation was begun immediately for the erection of a separate building for the High School, but money was no more plentiful then than it is now, and there were as many demands for other purposes as there will always be; and the school was not erected for another six years. Instead of spending \$20,000 for a new High School building \$8,000 was

London and that these representations did receive the respectful and careful consideration of the government was evidenced by the erection of a handsome Normal School building thirty years later.

For the year 1876 Principal Bayly reported as follows:

To the Chairman and Members of the Board of Education, for the City of London.

GENTLEMEN:—

I have the honor of submitting to your Board my Annual Report of the Statistics of the High Schools of this city.

The number of regularly admitted pupils in attendance during the first half year, ending June 30, was 152, viz: 83 boys and 69 girls; the average attendance 117. During the last half of the year there were 91 boys and 76 girls, making a total of 167, average attendance 126.

The studies pursued during the year were Spelling and Dictation, Reading, Writing, Drawing Grammar, Geography, History, Composition, English Literature, Arithmetic, Mensuration, Algebra, Natural Philosophy, Chemistry, Bookkeeping, Geometry and Trigonometry.

The pupils taking the Classics numbered 37, French 41 and German 7. The books read were portions of Homer's Iliad and Odyssey, Xenophon, Horace, Virgil, Cicero, Caesar, Charles XII., Racine's Horace, together with Greek, Latin, French and German Grammars.

Respectfully submitted,

BENJ. BAYLY,

London, Jan. 2, 1877.

Head Master, High School.

The tendency so evident in modern days was beginning to show itself in the multiplicity of subjects.

In 1877 the School Board secured a free grant of park property of two and-a-half acres from the City of London to form the site of the present Collegiate Institute building. The sale of the Grammar School lands provided nearly all the funds for the erection of the building so that a new nine-roomed High School was provided at little cost to the ratepayers. In the last report to the Board date January 2, 1879, the old Principal was glad to record the fact that the number of pupils taking Latin had increased from 50 to 80. In that same month he passed to his reward, esteemed and respected by all those who knew him. He was succeeded in the principalship by Francis Checkley. The school is now known as the London Collegiate Institute. This is not the first in-

stitute in London to bear that name. In 1865 when the Grammar School and Public School Boards united, Dean Hellmuth established on the site of what was afterwards the Hellmuth Ladies' College, a boys' school, denominated the London Collegiate Institute, and the Rev. Arthur Sweatman was its first principal. On Mr. Checkley's resignation in 1887 Mr. Samuel Woods was appointed Principal. He had held the principalship of the Kingston Collegiate Institute for the 14 years from 1862 to 1876.

In 1888, an addition was made to the original building to provide suitable laboratories. In 1893 another large addition for needed class rooms and auditorium was made. In 1898 the present Commercial Building was erected.

With regard to the present building it is interesting to note that in 1888, the class rooms, the lighting and ventilation were severely criticized by Inspector Seath, the present Superintendent of Education. Twenty-four years later Inspector Wetherell reported that the inferior accommodations were deserving of the strongest condemnation. It is to be hoped that these conditions will be remedied and remedied satisfactorily in the early future.

As regards the change that has taken place in the curriculum of the modern Collegiate Institute, a good idea may be obtained by giving you the figures of the last report to the Education Department regarding the number of students pursuing the various studies. English Grammar 771, English Composition and Rhetoric 1037, English Literature 1037, Canadian History 904, British History 817, Ancient History 338, Mediaeval History 56, Modern History 33, Geography 771, Reading 771, Arithmetic and Mensuration 771, Algebra 864, Geometry 587, Trigonometry 65, French 648, German 80, Latin 718, Greek 10, Zoology 725, Botany 726, Chemistry 560, Physics 818, Mineralogy 17, Writing 661, Bookkeeping 661, Stenography 179, Typewriting 72, Art 692, Physical Education 950, Commercial 179, Manual Training 329, Household Science 346, Middle School Art 26.

Mr. F. W. Merchant succeeded Mr. Woods in 1876, and held the position till his appointment as principal of the Normal School, when he was succeeded by Mr. S. J. Radcliffe in 1899. Mr. F. W. G. McCutcheon followed in 1907, and Mr. J. Roberts in 1913.

As to whether our present curriculum is ideal or not this is not the place to express an opinion. The change from exclusively classical education to one which admits of every sub-

ject almost of any practicable benefit was inevitable; but with all the change in education in the last sixty years has not kept pace with the progress in other lines. The marvellous commercial, industrial and scientific progress of the last sixty, or forty or even twenty years is but feebly reflected in the progress of education in this country. The commercial greatness of Germany has been founded upon her splendid educational system. England is beginning to realize that not by her superior armaments so much as by her superior schools can she hope to compete with her great Teutonic rival, and it will be well for the people of Canada if they as a nation early realize that the best and the most economical expenditure of public money lies in providing a thorough and adequate education for all of its future citizens.



The Western University

[N. C. James, B.A., Ph.D.]

Like all the other Universities of Ontario, the Western University owes its origin to the need of educational facilities for students in Divinity. In February 1877 a meeting of the alumni and professors of Huron College was held in Christ Church, the Rector of which, the Rev. Canon Smith was Secretary of the Alumni, afterwards first secretary of the senate, and still later Registrar and Bursar of the University. At this meeting resolutions were adopted requesting the Bishop of the Diocese, then Bishop Hellmuth, to procure a charter, and to aid in soliciting funds for purchasing property and endowing chairs. Bishop Hellmuth took the matter up with his accustomed energy, procured a charter from the Provincial Government in 1878, and himself headed the subscription list with a cash donation of \$10,000.* The first meeting of the Senate as constituted by the act met on May 1, 1878, where meetings continued to be held for some time. Bishop Hellmuth was elected chancellor, Dean Boomer, Principal of Huron College, Vice-chancellor and Provost. It was decided to purchase the Hellmuth Boys' College at a price of \$67,000, assuming the mortgage of £4,500 then upon the property, and also the floating debt on the property. At the third meeting, June 20, 1879, the report of the Finance Committee showed that \$25,000 had been received, of which \$20,496 had been paid over to the Hellmuth College corporation. The Bishop also reported having obtained subscriptions in England amounting to \$32,420, of which \$21,853 had been paid. The constitution had in the meantime been drawn up and was adopted at this meeting. (See below).

At the same meeting steps were taken to unite Huron College with the University; for the plan from the first was to have one institution with one head and one organization.

May 20, 1881, Bishop Hellmuth reported the results of his second visit to England, which had netted an amount of \$10,000 in subscriptions paid, and a considerable sum promised.

*The Act empowered the petitioners to confer degrees in Divinity, Arts, Law, Medicine, subject to three conditions: there were to be at least four professors in arts; there was to be property amounting to \$100,000, and the standard maintained was to be at least equal to that of Toronto University.

The Bishop estimated that there would now be about \$9,000 available for professors' salaries, which would enable the Senate to open the University in October. At the same meeting an affiliation of Huron College with the University was agreed to, the University to hold in trust all the property and income of the college and to maintain a faculty of Divinity to the satisfaction in all things of the Council of Huron College.

The financial statement of Mr. G. F. Jewell showed the assets of the University to be some \$23,000, of which \$6,645 consisted of uncollected notes, and over \$10,000 of unpaid subscriptions not represented by notes. His tabulated statement shows what has been done up to date, and is as follows: Cash received, \$67,827, subscriptions, etc.; Rent of building, \$367. Total, \$68,194.

Disbursements, including \$45,149.98 paid for the property, amount to \$67,009. The cash balance is \$1,185. The mortgage on the property, \$21,850 is offset by the unpaid subscriptions which unfortunately prove in a large measure uncollectable. October 5, 1881, Medical Faculty of the City of London ask for and obtain affiliation with the University. At the same meeting the Chancellor announces that in accord with the request of the Senate he has appointed the first staff of the University. This staff includes the professors required for both Arts and Divinity courses, and is made up as follows: Biblical Exegesis, also Hebrew, Bishop Hellmuth, Chancellor of the University; Divinity, Provost Boomer, Vice-chancellor; Classics and History, Rev. F. W. Kerr, M.A.; Mathematics and English Literature, Rev. G. B. Sage, B.A.; Homiletics and Pastoral Theology, Rev. Canon Innes, M.A.; Apologetics, Rev. A. C. Hill, M.A.; Ecclesiastical History and Church Polity, Rev. J. B. Richardson, M.A.; Natural Science, Mental and Moral Philosophy Rev. Canon Darnell, Principal of Dufferin College; Modern Languages, Rev. C. B. Guillemont, B.A.; Geology, Botany and Chemistry, Rev. W. M. Seaborn; Liturgies, Rev. Alfred Brown, B.A.; Elocution, Rev. G. G. Ballard, B.A.*

On the following day, October 6, 1881, the University began its teaching work. In June of 1882 the medical faculty entered into a definite agreement with the Senate of the Uni-

*The two calendars issued during that period (1881-82) possess some curious features. In order to comply with the condition requiring the standard of Toronto University to be maintained, the Senate decided to adopt the course laid down in the calendar of Toronto. Those who prepared the first calendar for the W. U. took their instructions very literally, issuing a reprint of all the Pass and Honor courses offered in Toronto, regardless of their inability to carry out such courses. They even went so far as to insert some pages of information regarding medals and scholarships just as they stood in the Toronto calendar. In the second calendar, which consists of ten pages instead of the previous 52, the courses are cut down to suit the circumstances of the case, and, needless to say, the medals and scholarships offered at Toronto are omitted.

versity whereby the medical faculty were to be provided with certain rooms in the building and given sole control of the cottage and enclosure, the whole to be put in repair and furnished with the necessary equipment so that classes in medicine should be opened on October 1, 1882. The Medical Faculty consisted of Drs. Chas. G. Moore, A. G. Fenwick, J. M. Fraser, W. E. Waugh, Wm. Saunders, Chas. S. Moore, F. R. Eccles, J. S. Niven, J. A. Stevenson, W. H. Moorehouse, G. P. Jones, John Wishart.

April 27, 1883, the Chancellor announced that his recent visit to England had resulted in the raising of \$16,592 over and above expenses, and promised that his interest in and efforts to promote the success of the University would not cease with his approaching departure from the Diocese of Huron. At this meeting the Senate authorized the conferring of the first two degrees in course, that of B. A. upon Mr. B. F. Sutherland and that of M.D. upon Mr. W. Roche. Both these gentlemen had taken all except their first examination in Toronto. It might be mentioned that the first degree conferred by the University was the Honorary Degree of D. D. conferred upon Rev. Alfred Peache of England in recognition of his having endowed the chair of Divinity some time before the University was organized.

Thus far the prospects of success had been of the brightest; but at this date events were taking place which rapidly undid all that had been accomplished by seven years of uninterrupted effort. The hand which had guided the vessel was about to be withdrawn, and there was no other to take the helm. Bishop Hellmuth resigned the Chancellorship at the meeting of August 1, 1884, and on being requested by the Senate to retain the office in spite of his prospective removal to England, replied that he could only do so with the consent and approval of the Bishop of the Diocese. A deputation was accordingly appointed to interview Bishop Baldwin and if possible secure his approval of Bishop Hellmuth's continuing to work for the University and solicit funds in the Diocese of Huron. Bishop Baldwin having asked for time to consider the matter, finally refused his consent. It was afterwards learned that the request as presented to him had not even contained the words "in this Diocese," these words having been omitted by a clerical error. While the Senate felt and expressed the deepest regret at the turn affairs had taken, they proceeded to meet the changed conditions as best they could. It was decided to move the classes back into Huron College, all efforts to dispose of that property having failed; to place the University property

itself on the market, and to make a further attempt to collect unpaid subscriptions, of which there were many outstanding. But the misfortunes of the Senate were not at an end. At the meeting in June, 1885, notice was received from the Huron College Council, announcing that at the expiration of six months the college would withdraw from affiliation with the University. The Senate placed on its minute book a series of resolutions, concluding with the following: This Senate further desires to place on record the fact that in consequence of the withdrawal of the resources of Huron College, which constituted the principal part of the resources of the Western University, and which was originally so intended, the said University is unable to continue its functions in the Faculty of Arts, and must therefore refuse for the present to receive students in said faculty; and after the present undergraduates receive in due course the degrees to which they may be entitled that the said faculty of arts be suspended until further action be taken by this Senate." The Senate was unable to take "such further action" until the year 1895. The first attempt to carry on an arts course was given up, and a period of ten years ensued which might be called the dark age of the University, although certain events, auspicious or otherwise stand out prominently. Bishop Hellmuth's successor in the chancellorship was the Rev. Dr. Peach, the Vice-chancellor, Dean Boomer, having resigned on account of continued ill-health, Judge Davis succeeded him, and on his resignation next year, W. R. Meredith, was elected Vice-chancellor, and the Rev. Principal Fowell of Huron College was made Provost of the University. In August, 1886, on the request and with the co-operation of the Middlesex Law Association, a Faculty of Law was created, consisting of His Honor Judge Wm. Elliott, Dean; W. H. Bartram, Registrar; W. W. Fitzgerald, Bursar; W. P. R. Street, W. R. Meredith, James H. Flock, the Hon. David Mills, James Magee, Geo. C. Gibbons, I. F. Hellmuth, D. M. Fraser—an exceptionally able staff of lecturers. The Law Society of Upper Canada then provided no instruction in law, and it was generally felt that a course of lectures by experienced and successful lawyers would be a great boon to the many students who were reading for admission to the Bar. It was also confidently expected that the local examinations would be accepted by the Law Society in the course for the L.L.B. degree. Great interest was taken by the lawyers and the citizens generally in the opening of the new law school. The public inaugural lecture, delivered December 4, 1885 by Judge Davis, Vice-chancellor of the University, was well attended by

the citizens. The course of regular lectures opened on the ninth of December, with twenty-eight students in attendance. But when it was found that the Law Society would not accept the examinations of this law school in lieu of their own, a considerable number dropped out; and in June only three wrote on the examinations, of whom G. N. Weeks, Esq. obtained the high average of 91 per cent. In the Autumn seventeen students entered; but on the 12th of February following, Mr. Hellmuth reports that he has refused to deliver his lecture, as only two students were present. Altogether, during the brief existence of the Law School, some forty-four students were enrolled, most of whom are now successful lawyers in London or elsewhere; but the possibility of conducting a law school was finally precluded in 1889 by the action of the Law Society in requiring all students of law to take three years as Osgoode Hall.

On February 24, 1887 the Senate gave its consent to the removal of the Medical School to any building which the Medical Faculty should provide, to their taking with them the furnaces, fixtures, driving sheds, etc.; and further agreed to pay over to the Medical Faculty the amount of \$4,000 to help to defray the expenses of the new building, "so soon as the state of the finances of the University would permit it." In the light of the long years of financial embarrassment which followed, this promise now reads like a cruel jest; but it was made in all earnestness, and doubtless gave due encouragement to the members of the Medical Faculty, who proceeded to finance their branch of the University as best they could and ultimately with success.

It has been mentioned that the original purpose of the Western University was to provide opportunities for the higher education of Divinity students of Huron College, and each successive principal of that institution was firmly convinced that without such facilities as a University affords it would be impossible to carry on a Divinity School in London. The Rev. Principal Miller, who succeeded Principal Fowell in 1891, and his assistant, the Rev. David Williams, now Bishop of Huron, were the authors of a proposal by which the staff of Huron College might be utilized as professors in the arts course, the revival of which they strongly urged upon the Senate. It was decided to call a public meeting, as a means of appealing to the general body of citizens for support. At this meeting the plan submitted was approved of and a committee was named to devise means of raising the necessary funds. This committee failing to secure an agent to proceed

with the work, a larger committee was appointed to consider the whole question. This committee in turn named a small committee, and it looked as if there might be an endless chain of large and small committees; but this time the third committee decided to ask the Senate to procure such legislation as would enable it by a two-thirds vote to become an undenominational body. The committee of the citizens were, in case the suggested change were made, to pledge themselves to raise \$100,000 for endowment, either by subscription, a vote of the council, or a vote of the citizens. Accordingly a new act was passed making the changes necessary to render the University undenominational. But the amended charter was never adopted by the Senate, which feared that they would be giving up some substantial support, principally from England, for the sake of what seemed a very shadowy prospect of aid from the general public here. Accordingly the Arts course remained for four years longer in a state of suspended animation. In the meantime the mortgage held by the Star Life Insurance Co. was accumulating interest, until at length, in May, 1894, it was found necessary to hand over to the company that piece of property in which practically all the resources of the University had been sunk. The Senate of that day has been very generally blamed for having purchased the property, and in the light of after events it would appear that their course was hasty and ill-advised. But there were ten acres of land and apparently a fine building, situated most advantageously within the city. The cost of the building was put at \$63,000, that of the land at \$3,000, that of a dining hall which had been added to the building \$6,000 more, making \$72,000. The value of the land was supposed to have increased enormously, so that one estimate placed the value of land and buildings at \$104,000. For this the University paid \$67,000, which seemed like a good bargain. Yet the building was a poor one and the land proved almost unsaleable at the time when it was placed on the market. The assumption of a mortgage, too, might seem speculative. But subscriptions had flowed in freely, and under the midas touch of Bishop Hellmuth everything seemed likely to turn into gold. Then Bishop Hellmuth's hand was withdrawn and even the subscriptions already promised remained in large part unpaid. The delinquent subscribers must bear a share of the blame; for if they had kept their promises the property would have been safe and further efforts to raise funds would have been more successful. As it was, public confidence in the ultimate success of the undertaking was for a long time shaken. The shipwreck of the

whole University scheme might seem complete; but some things had been accomplished; seeds had been sown which though long buried ultimately grew and have continued to grow. Three things may be pointed out as having been achieved during this period. A charter was secured as a foundation for future work. When it is considered that in all probability no more charters will be issued for universities in Ontario, the value of this one will be better appreciated. Secondly, a successful medical school was established and through the enterprise and skill of its faculty has brought great credit to the University with which it is connected and to the city of London as well. Lastly, a certain amount of missionary work had been done and a large element of the population was inspired with an ambition to see London a real University city.

