

ing in the Normal School and School of Pedagogy being lost to the State. Notwithstanding all this some refer to the Ontario system as a liberal and efficient educational system. How can it be liberal and effective, I ask, when it is so restricted both in quantity and quality? Even the practical results of its own restricted sphere of work are at times severely criticized, and acknowledged to be an inadequate return for the cost of maintenance.

John Stuart Mill says: "That the whole or any large portion of the education of the people should be in State hands, I go as far as any one in deprecating; all that has been said of the importance of individuality of character and diversity in opinions and modes of conduct involves, as of the same unspeakable importance, diversity of education. An education established and controlled by the State should only exist, if it exist at all, as one among many competing experiments, carried on for the purpose of example and stimulus to keep the other up to a certain standard of excellence."

Now, will the affiliation of Voluntary Schools, with our present system, accomplish any good? Let us consider, for a moment, what we mean by the affiliation of Voluntary Schools. At the present time we have in existence many private schools which, according to their efficiency, or special inducements, attract the interest of parents who see in such schools an opportunity for securing some instruction, or some accomplishment, not obtainable in our Public Schools. At present these schools stand apart from our State system of education, and it naturally follows that, in order to have sufficient income to maintain efficient work in them, the standard of the fees must be made so high as to be prohibitive to the average citizen, who already has very probably paid heavy taxes towards the support of the Public School.

These private schools can thus alone be patronized by the wealthy class; while the less fortunate in this world's goods are forced to limit their children's education to the restricted, illiberal, and possibly inefficient Public School of his section. In the affiliation of Voluntary Schools we contemplate the recognition by the State of all the splendid work accomplished by private enterprise under certain conditions. The usual conditions required in Voluntary Schools before receiving recognition by the State are properly qualified teachers, a proper standard of efficiency in the secular instruction pertaining to elementary education, and public inspection. When the Voluntary School has satisfied the State as to the efficiency of its work, it is recognized as a State School, and entitled to a grant from the public funds in proportion to the number of children educated therein.

In order that I may be more explicit, let me here set out a definite scheme for the recognition of Voluntary Schools as part of the State system of education.

NATIONAL SCHOOL SYSTEM RECOGNIZING VOLUNTARY SCHOOLS.

"TAXATION."

1. All ratepayers to contribute to a common building "fund" necessary to meet the cost of providing accommodation for all Public School children not attending Voluntary Schools.

2. All ratepayers to contribute to a common educational "fund" necessary (with the Government grant) to meet the cost of imparting elementary secular instruction to all the children attending Public Schools (including Voluntary Schools).

"VOLUNTARY SCHOOLS."

3. Any school conducted in a suitable building provided at the cost of its supporters and (a) having an aver-