

In most cases students have to be sent from home, in order that they may attend Grammar Schools, so that no advantage on the score of economy can be claimed for them in preference to the Institute. The arguments in favour of the perpetuation of the Literary Institute at Woodstock, distinct from the theological school, are therefore very conclusive.

When so hearty a voluntary as our esteemed brother Fraser goes in for subsidizing the Literary Department by a government grant, the subject will come up before the minds of the Baptists of Canada for careful consideration, and may receive earnest condemnation by some, as compromising a principle for which we have long and earnestly contended; yet, in considering it, we hope that a due degree of candor will be exercised. Let the *pros* and *cons* be duly weighed; and if it can be shown, that when we assume all the pecuniary responsibility of the theological department, we may receive a portion of the government grant for secular education, without compromising our principles, let us, by all means, be ready to avail ourselves of it for the benefit of the Literary Department. —*Canada Baptist*.

## 7. COUNTY VS. TOWNSHIP SUPERINTENDENTS.

The majority of the Peterborough County Council were favourable to the appointment of a County Local Superintendent, rather than retaining the system of Township Superintendents. The fact is, that in several townships it is difficult to find a local man capable of worthily discharging the duties of this office, and besides, the duties of superintending the schools of a township or two are apt to be overlooked when brought into collision with the requirements of the main business pursued by the individual. To be well done, these duties require that a man's whole time and attention should be devoted to them, and this renders it desirable that his field should be tolerably large. We are aware that the valuable services of more than one of the Township Superintendents of last year, have been discontinued with regret, and only that the principle of the appointment of a County officer might have ample scope. This system has worked admirably in the county of Northumberland and also in Durham, and it is difficult to see why equally gratifying results should not be attained here. Indeed the principle is not new in its application to this county. In 1844, and for several subsequent years, Elias Burnham, Esq., discharged the duties of County Superintendent, for both Peterboro' and Victoria, when the state of the roads required his long and toilsome journeys to be performed on horseback. The laborious task was undertaken more from patriotic than pecuniary considerations, for the remuneration was then a mere pittance of \$100 per year. In 1851, Mr. Burnham was succeeded in this office by Thomas Benson, Esq., at a salary of \$520, but he found the duties so laborious, and the remuneration so inadequate, that he retired at the close of the year. From that time until the present, Township Superintendents have been appointed, with results at times far from satisfactory. We trust the appointment now made will be found to meet the views of the greater number of Municipalities and that beneficial results will follow in the elevation of the character and general success of our public schools. As will be seen, the back townships are not included in this arrangement, and have superintendents of their own. —*Peterboro' Review*.

## 8. IRREGULARITY OF ATTENDANCE AT SCHOOL.

Can not something be done to secure the regular attendance of pupils at school? This irregularity of attendance is a great evil, and has been felt by teachers for years, but one in a great measure over which they have not the least control. I was glad some time ago to read of the subject being broached, but sorry to find that nothing has yet been done. I am almost ready to say (though it would be hardly true) that our school system is complete except in this one thing. 'Tis surely discouraging for a teacher, after working hard with a class to give them information and brighten their ideas, and perhaps to see his efforts beginning to be crowned with success, for a few of them to leave for a few days, come back again a few more, drop off, then come back again, &c., and each time of their coming back being not only behind themselves but (as the teacher has not time to have a separate class for the irregular ones) keep the regular attenders behind also who have (in a sort of way) to wait till the others catch up, and while this is being done some more drop off, and thus goes on the never-ending trouble. And what progress can a school make while such a state of things exists? Comparatively none at all. If progress is made it's almost a miracle. If not made, i.e. outwardly, 'tis useless for the teacher to complain about the irregularity of attendance. The trustees and parents pay him, and no matter what may be the discouragements (and they are many!) if progress is not found he must as soon as his time expires, leave, and another one be engaged in his

place. This (irregularity of attendance) is I think one of the most disheartening things with which teachers are concerned. No person likes his hopes to be disappointed, and neither does a teacher. Though I allow that if they were more inclined to excite ambition in their pupils and make the school a delightful place for them to come to, it would remedy it a little, yet it will not cure it altogether. The parents whose will is law are very little effected by this course pursued by the teacher and therefore will retain their children at home when it suits them even for the most trivial excuses. I think that nothing will effectually cure the evil till our head school authorities take the matter in hand and make a law somewhat of this nature: "To insist on the attendance of each child at school (except in cases of sickness, &c.), so many days in the year." I should be glad indeed to see something done to secure the regular attendance of pupils at school and that nothing should ever seriously hinder the prosperity of our system which even now is among the best, if not the best itself, that is in the world at the present time. —*Fergus News Record*.

J. S. ROSS.

West's Corners, March 7, 1867.

## 9. ENACTMENT REGARDING EDUCATION IN THE CANADA CONFEDERATION BILL.

93 Section. In and for each Province the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by law in the Province at the Union.

2. All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic subjects, shall be and the same are hereby extended to the Dissident Schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

3. Where in any Province a system of Separate or Dissident Schools exists by law at the Union or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor General in Council from any Act or decision of any Provincial Authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

4. In case any such Provincial Law as from time to time seems to the Governor General in Council requisite for the due execution of the provision of this section is not made, or in case any decision of the Governor General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor General in Council under this section.

## 10. SCHOOL PROVISIONS OF THE CANADA CONFEDERATION ACT.

OPINION OF COUNSEL (OBTAINED BY THE "GLOBE" PUBLISHING CO.)

The effect of the 93rd section taken by itself is to confer upon the Provincial Legislatures exclusively the power to make laws in relation to Education, subject to certain restrictions or provisions; but at the same time to authorise the Parliament of Canada, in certain cases, and only so far in those cases as the circumstance of each case require, to pass remedial laws on the same subject. The restrictions or provisions to which the Provincial Legislatures are subject are as follows:—

1st. The first sub-section provides that no law of the Provincial Legislature shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons has by law in the Province at the time of the Union.

2nd. The second sub-section provides that all the powers, privileges and duties which at the time of the union are by law conferred and imposed in Upper Canada on the separate schools and school trustees of Roman Catholic subjects, shall be, and they are by this sub-section extended to the dissident schools of Protestant and Roman Catholic subjects in the Province of Quebec. We think the schools referred to are those established under the school law of Lower Canada.

3rd. The first sub-section it will be seen restrains the local legislature from prejudicially affecting any existing right or privilege. The second sub-section requires the extension of and does extend to dissident schools in Lower Canada certain powers, privileges and duties, but there is no obligation to introduce a system of separate or denominational schools into any Province where no