

## ESTABLISHMENT OF COLLEGIATE INSTITUTES—CONDITIONS OF GRANT.

41. And whereas it is desirable to encourage the establishment of superior classical Schools, it shall be lawful for the Lieutenant-Governor in Council to confer upon any High School, in which not less than four masters are fully employed in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the name Collegiate Institute; and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor in Council to authorize the payment of an additional sum, at the rate of, and not exceeding seven hundred and fifty dollars per annum out of the Superior Education Fund, provided under the authority of the tenth section of the Consolidated Grammar School Act, passed in the twenty-second year of Her Majesty's reign, and chaptered sixty-three; Provided, that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year: and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor in Council, under the conditions provided by this section.

## ESTABLISHMENT OF INDUSTRIAL SCHOOLS IN CITIES, &amp;c.

42. The Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, and management and discipline of such school or schools.

## ANNUAL PAYMENTS TO SUPERANNUATED SCHOOL TEACHERS' FUND.

43. Each male teacher of a public school holding a certificate of qualification under the School Acts of this Province shall, and each such female teacher may, pay into the fund for the support of superannuated school teachers the sum of four dollars annually; and each Inspector of Schools is hereby authorized and required to deduct one half of such sum semi-annually from any payments made by him to any male teacher under his jurisdiction, and transmit the same to the Education Department; Provided always, that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund; And provided further, that on the decease of any teacher, his wife, or other legal representative, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum.

## VACATION FROM 1ST JULY TO 15TH AUGUST IN HIGH SCHOOLS.

44. The summer vacation in the high schools throughout the Province shall be from the first day of July until the fifteenth day of August inclusive.

## AUDIT OF HIGH SCHOOL TREASURER'S ACCOUNTS.

45. The treasurer of every High School Board shall submit his accounts to the county Auditors to be audited by them in the same manner as the county treasurer's accounts are audited, and it shall be the duty of the county Auditors to audit such accounts.

## TRUSTEES' ACCOUNTABILITY FOR SCHOOL MONEYS, &amp;c.

46. The one hundred and thirtieth and seven following sections of the Consolidated School Act, passed in the twenty-second year of the reign of Her Majesty, and chaptered sixty-four, shall apply to every school trustee or other person, into whose hands any school moneys or school property shall come, and who neglects or refuses to account for, or deliver up the same when called upon by competent authority to do so; and the County Judge, upon application of any two ratepayers in a school section or division, supported by their affidavit of the facts made before a Magistrate, shall have the same jurisdiction in the case, as he has in that of a secretary-treasurer, by the said sections of the Consolidated School Act; Provided always, that it shall be the duty of school trustees to exact security from every person to whom they entrust school money, or other school property, and to deposit such security with the Township Council for safe keeping.

## TORONTO SCHOOL ACT OF 1869.

47. The provisions of the Act passed in the thirty-second year of Her Majesty's reign, chaptered forty-four, intituled "An Act to amend the Act respecting Common Schools in Upper Canada," are,

except the ninth and tenth sections thereof, hereby declared to apply to the city of Toronto alone.

## INCONSISTENT PROVISIONS OF OTHER ACTS REPEALED.

48. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.

## REFORMS IN THE SCHOOLS OF ONTARIO.

In two former articles on this subject we pointed out the great improvements which the School Bill, if passed in its present form, will and must introduce into the elementary education of our people, and the necessity of continued efforts to persuade the public in general that better salaries must be given in order to secure better teachers than we have in our common schools. In reading the reports forwarded to the Department by the different local superintendents throughout the country, we notice one universal complaint—that the trustees generally engaged those who will accept the lowest salaries, and there is but one cry—for more reasonable remuneration. There is certainly reason to hope that the changes in the manner of granting certificates to teachers, the appointment of county inspectors, and the enforcement of compulsory education will have a tendency to secure a better paid, and therefore a better class, of teachers. Meanwhile the state of elementary education in many of our schools is sufficiently deplorable. It is in a knowledge of our mother tongue that the pupils seem to be most deficient. If anything is taught to the "fathers of the coming men," surely it ought to be spelling and enough English grammar to enable them to detect the most glaring blunders; and yet our own experience and the reports of all competent judges pronounce the common schools of this country most lamentably destitute of these accomplishments. We will content ourselves with presenting the evidence of this with regard to the common schools in our towns; for it will readily be admitted that the country schools cannot as a whole surpass the former in any respect. A quotation from the report of A. Bartlett, Esq., of Windsor, will suffice in relation to the latter: "Our board of Public Instruction for the county is a mere farce, in so far as the majority of its members know anything about examining teachers, and they are often a great stumbling-block in the way of doing impartial justice to persons being examined. A township superintendent may not be able to construct, or even spell out, a sentence in English, but his vote at the County Board is as good as that of a man with a university education." The greater includes the less: if the attainments of the examined are presumably less than those of the examiners, *a fortiori* will the attainments of the pupils be less than those of the aforesaid township superintendents? The Inspector of Grammar Schools, that worthy and indefatigable man who visits twice a year more than one hundred schools in all parts of Ontario, has yet found time to examine and report upon the condition of education in some of the common schools in cities and towns. Let us hear what he says of them. Speaking of the Brockville school he says: "I tried them in the exercise which I have been in the habit of giving to the grammar schools in English dictation and false syntax. Here, for the most part, they failed. With few exceptions the spelling was bad, and the class very generally failed in detecting the violation of the rules of syntax." The Kingston and Galt common schools are very highly spoken of; but of Prescott he remarks: "The master told me at once that *none of them* would be found equal to my usual spelling and grammar test. I had to content myself therefore, with lower work. The pupils, for the most part, were not apt in spelling orally the more difficult words of the lesson they had previously read; and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar. I found that a large number—sometimes, indeed, the whole class—had but little comprehension of what they were reading." All he could say of the senior pupils at Brighton was that they "were sufficiently expert in detecting ungrammatical constructions and accurate enough in spelling to justify the belief that they might soon be advanced to what I consider ought to be the standard of admission into our high schools. At Stratford four boys and twenty girls were subjected to his customary tests in dictation and grammar; the result being that six of the girls were fit for promotion into a high school, but not one of the boys. We close with his remarks anent the school at St. Thomas: "Six boys and eight girls were put to the test, and in every case failed. In about half a dozen instances the syntax, though not faultless, was respectable, but the spelling was in every case poor. The exercise was new to the class. The grievous deficiencies of some and the weakness of all in the orthography of their own language were therefore not surprising, though demonstrating painfully, when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our