

more than to the junior schools, unless the average daily attendance should fall below 10 pupils—although every one of these schools may be vastly superior to the senior school of the county. This section of the Act reduces the system of apportioning the Grammar School fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might be kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and universities. The Common School law amply provides for giving the best kind of a superior English education in *High Schools*, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work, is a misapplication of Grammar School funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number.

8. The 8th Section raises the minimum apportionment to be made to a new Grammar School from \$200 to \$300. The granting of \$200, without any sum being required from local sources, has had the effect of rapidly multiplying feeble and very inefficient Grammar Schools, with very inadequate provision for the support even of an inferior teacher. This section, in connection with the 6th, will have the effect of providing for each new school at least \$450, exclusive of fees, instead of the miserable pittance of \$200 and fees.

9. The 9th Section harmonizes the Grammar and Common School laws in regard to arbitrations between trustees and teachers. The arbitration system has worked well, and affords an effectual protection to teachers. The local superintendent should not be an arbitrator, for the reasons given in the Act.

10. The 10th Section simplifies the present law in regard to the qualification of Grammar School masters, and does away with the expense of a board of examiners, at present in existence. There is now an abundant supply of graduates in Canada for our 100 Grammar Schools. Confining the graduation to British universities, is not an objection to American universities, *per se*; but the standards and modes of teaching in the British and Canadian universities are more in harmony with the requirements of our Grammar Schools—leaving out of view the questions of political bias, and the desirableness of holding out inducements to our own young men to enter the universities.

11. The 11th Section will render effective the provisions of the law relating to meteorological stations, of which several are now in operation. The observations are required to be taken *three times a day*, and recorded in a book, which necessitates the continuous attendance of some competent person at the station. The returns received from these stations have been, more than once, of use to the Committee of