

itself, and it is only in the sense of supplementing the local efforts, where there is also some measure of general benefit to the Province, as a whole, that the Provincial revenues should be called upon to contribute. At present, while the minimum Provincial grant per annum is the sum of \$400 for each High School, the county is bound to pay \$200, and the further funds requisite have to be raised by the town or village, or by the High School District, where such exists. I shall have more to say on this subject, when this Bill goes into Committee. That, however, is the principal one of any proposed amendments in relation to High Schools.

Another amendment relates to the University of Toronto. I propose to make it clear as regards the question of affiliation, that it should depend upon the responsibility of the Senate to the Lieutenant-Governor in Council. Now, it is not clear whether Convocation would or would not have a voice in the matter. The intention was no doubt that the right to interfere in the Government, the University should rest solely upon the responsibility of the Senate and the Lieutenant-Governor in Council; but that Convocation, which is a fluctuating body and owes no responsibility to any one in particular, should have the opportunity of discussing matters affecting the university as a whole, while matters involving responsibility should rest with the Senate and the Lieutenant-Governor in Council. I have thrown out these remarks in order that when the Bill comes to a second reading, the hon. members can bring their experience to my assistance, and that the country at large should understand what is proposed. I now move the first reading of the Bill. (Loud Applause.)

13. NECESSARY THINGS IN THE SCHOOL LAW TO BE COMPLIED WITH.
—The following provisions of the law are very often neglected. They are important and should be enforced. Non-compliance with them is punishable with fine: A copy of the minutes of every meeting (annual or special) signed by the Secretary and chairman must be sent to the Inspector of Schools. Clerks of Townships are also required to inform the Inspector of all business done by their respective councils, which has any reference to School Sections or Schools. They are in addition required to prepare a map of their respective Townships, showing the boundaries of all the School Sections. This must be posted up in the office of the Clerk, and a copy of it sent to the County Council.

14. CENTRAL COMMITTEE OF EXAMINERS.

The Chairman of the Central Committee of Examiners desires that an intimation may be given in the *Journal*, that communications or certificates, examinations and other matters relating to the work of the Committee, should be addressed to the Education Office, and not to individual members of the Committee, as the Committee does not desire to receive any letters except such as may be referred to it by the Department.

15. EDUCATIONAL EXHIBITION AT PHILADELPHIA.

As requested by the Superintendent of the Educational Exhibition, now open at Philadelphia, we have much pleasure in attracting attention to the following circular just issued by the manager of the Exhibition:—

"From the Official Bulletin of the International Exhibition, at Philadelphia, you will learn that the Council of Education of that Exhibition, intend to make the Educational Department the best arranged and most complete educational display ever attempted.

"The Council expresses the hope, that you will call the attention of your people to this most laudable feature of the Exhibition, and aid them in securing from your countrymen and Institutions of Instruction, any material that shall enable them to make the Department which they have in charge, what they intend it shall be, an exposition of the best in educational appliances and results.

"We particularly desire exhibits from your Technical, or Art, schools.

"We would also request one approved series of text books, and any maps, charts, &c., used in your schools."

16. JAPANESE EDUCATION COMMISSION TO THE CENTENNIAL.

Since the return to Japan of the Vice-Minister of Education and his suite, he has addressed a letter to the Ontario Education Department, dated Tokio, 26th February, from which we take the following extracts:—

"We arrived safely here on the 8th ult. * * * * *
I am exceedingly obliged to you, not only for your kindness which you had evinced towards us during our stay in Philadelphia, but also for your great kindness in showing us your own Department,

and other Educational Institutions in Toronto during our short trip to Canada, where I enjoyed the visit so much and got so much information about education in your country. I hope you will accept my warm thanks.

"I have the pleasure to inform you now, on my return to Japan, I shall be able to collect the school material which I promised to send to you from here.

"FUJIMARO TANAKA,
"Vice-Minister of Education."

II. Education in Various Countries.

1. PROGRESS OF EDUCATION IN JAPAN.

By a recent decree of the Mikado in Japan, the tax on agricultural products has been greatly reduced, while a corresponding reduction of governmental expenses has been ordered. We note that the appropriation to the Mombusho, or Department of Education, is curtailed from \$1,704,000 (in 1876) to \$1,200,000 (for 1877), while the salaries of educational officials have also been reduced. This seems at first a damaging stroke to education. It is only apparently so. The great burden lifted from the farmers will enable them now to send their children to school more easily than before, and thus a far more general attendance at the rural schools will be secured, and the appropriation applies to all other governmental departments. The lightening of the tax has caused universal rejoicing all over the country. Only one more great national blessing is now wanted, and that is to reduce the already too large army and military budget. This establishment costs nearly twice as much as the Department of Public Works, and five times more than that of Education. When will Japan thoroughly learn that "education is the cheap defence of nations!"

The Empress has been visiting the ancient and medieval capital of Kioto, and while there, attended the exercises of many of the girls' schools, encouraging them by both her presence and presents. She is a power for good among her people.

Hon. David Murray, the American superintendent of schools and colleges in Japan, recently enjoyed the honour of an audience with his Imperial Majesty the Mikado. Dr. Murray was congratulated on his successful efforts in obtaining, while on his recent visit to the United States, an educational museum of all the appliances used in the American school system. Dr. Murray will continue, for several years yet, his engagement with the Department of Education in Tokio.

Lieutenant Wasson, formerly of the United States army, and now a professor in the Imperial College of Japan, has been decorated with the Japanese Order of Merit, and is the only foreigner in the educational service thus honoured. Mr. Wasson served with the Japanese army in Formosa.

Hon. F. Tanaka, the Japanese vice-Minister of Public Instruction, arrived in Japan early in January. Mrs. Tanaka and his attaches also arrived by the same steamer.

Professors Terry and Houghton, both graduates of Yale College, have arrived in Tokio, and begun their duties in the Imperial College, the chair of the former being that of Law, and the latter, English Literature.

Another delegation of Japanese students from the Imperial College are now on their way to this country and Europe, to spend several years in the study of law, or of the sciences.—*New England Journal of Education*.

2. PROGRESS OF TECHNICAL EDUCATION IN MASSACHUSETTS.

The interest manifested in favour of mechanical education seems to be growing as the discussion proceeds. The hearings before the Commissioner on Education of the Massachusetts Legislature have called out the endorsement of Mr. Ruggles' ideas from the best informed men of the State. Hon. Elizur Wright takes the ground that our common school system is set up "wrong end foremost," and thinks children should be taught the use of tools before they learn to read, write, and spell. This view is, in a sense, akin to the kindergarten idea, and the progress being made in this direction may pave the way for the adoption of Mr. Wright's views. The present proposition, however, contemplates providing mechanical schools, that will take boys who have graduated from our public schools, and help them to discover their natural bent of mind, and aid them to qualify themselves to earn their own livelihood by acquiring a useful trade. The question will soon be before the Legislature, and Massachusetts may claim the honour of being the pioneer in favour of industrial schools, as a fitting supplement to the present school system.—*New England Journal of Education*.