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## THE EDUCATION ACT.

Systems of education, like other human institutions, are subject to various changes. Scientists tell us that there is no such thing in the universe as absolute inertia. If this is true even in regard to the inorganic world of matter, how much more applicable to the unceasingly active world of mind? The men whose names adorn history's page, and whose record will be embalmed in the memory of a grateful posterity, are those who have sought to accomplish changes not for the mere sake of change, but because they were improvements; whose lives breathed the spirit not of restless empiricism, but of true philanthropy; and who, burning with the ardor of conviction, and stimulated with the consciousness of duty, sought to remove existing evils by inaugurating needed reforms.

During the past thirty years there have been many changes in the educational system of this Province, and it would be folly to deny that the majority of these have been improvements. Among the most noted of these may be mentioned

the establishment of the system of Free Schools, the elevation of the standard of the teaching profession, the new system of school inspection, the facilities afforded for the establishment of free public libraries, and the purchase of maps and apparatus, and the revised programme for the classification and studies of the pupils in our High and Public Schools. It is also worthy of note, that as statistics show, the Province has from year to year made great and gratifying progress, under the influence of these changes. While a higher standard has been required from teachers, their salaries and privileges have rapidly increased; and while the law has been made more and more stringent in regard to school accommodation, trustees generally have shown praiseworthy liberality, and spent immense sums in repairing old, and erecting new and commodious school-houses. The last change, embodied in what is known as Mr. Crooks' Education Act, has received the royal assent, and is now law. The Act is a very short one,