

were then taken up and discussed separately. Mr. Woods said that he did not approve of appointing High School Trustees in the same manner as Common School Trustees were chosen, as such men as the latter did not always take a sufficient interest in matters pertaining to education. Another point worthy of consideration was that a consequence of the passage of this Act would be, that schools would be supported by general taxation, and no fees would be collected. Teachers would, therefore, not receive sufficient remuneration for their services, and if they did not they would not spend their time in teaching for the mere love of doing so, when by applying their abilities in another direction they could receive twice as large salaries, and this was the main consideration in every occupation. Mr. Hodgins referred to the difficulty with which they had had to combat during the last fifteen years in gaining public aid for the Grammar Schools. When members of the Government had been spoken to on the subject, they replied that Grammar Schools were not as popular with the general public as the Common Schools. Originally the Grammar Schools were instituted for the purpose of assisting the University in the dissemination of classical education; and in carrying out the provisions of the proposed Bill there would be a great deal of difficulty in retaining the assistance they had hitherto derived from the Legislature. The barrier between Grammar and Common Schools in the shape of moneys, was now practically removed (cries of "no"), and after the proposed system had been in existence for some years, he had no doubt the result would be made to raise the standard of Common Schools. The Rev. Mr. McClure asked Mr. Hodgins if anything had been considered in drafting this Bill in reference to qualification for Trustees except property qualification? Mr. Hodgins answered no; and that the Legislature had declined to decide that no tavern-keeper should be a Trustee. Mr. Hunter, the Secretary, with all deference to Mr. Hodgins and the Educational Department, would say that the Grammar School masters of the country should have been consulted before such a sweeping measure as that proposed was adopted. Mr. Kirkland felt that they would have some difficulty under the proposed Act in getting men properly qualified to occupy the position of Trustees. They should try and get from the Legislature the privilege of electing some men for their educational qualifications. Mr. Buchan believed that if all the Boards of Trustees were elective there would be no difficulty on the money question; and it was also his opinion that when the Trustees felt that they were in charge of both the highest and the lowest educational institutions, they would begin to take pride in discharging their duties properly. They would, in fact, feel that their reputation was at stake, and that they were expected to make every school as efficient as possible. (Hear.) When the Trustees were all elected, men of educational qualifications could not always be got on the Boards, but they could get men of wealth to fill the position of Trustees, who would represent the thinking and mercantile classes of the people. The Rev. Mr. Young said, he believed there was no obligation on County Councils or other public bodies to contribute one cent for the support of Grammar Schools, and that had created very serious difficulty in various parts of the country. Trustees and Masters had been in continual fear of the means they were receiving being extinguished, and Archdeacon Patton of Cornwall had told him that he was ashamed to be going year after year to the County Council, hat in hand asking their assistance for the school. In order to be able to receive money from the County Councils they must have control of the schools, and to give them that power would result in the extinguishing of a number of the poor Grammar Schools of the country which he thought would be very wholesome. Mr. De Roche said, that his experience in teaching Grammar Schools was that the gentlemen who were elected as Common School Trustees were quite as liberal in voting money for the support of schools as the gentlemen appointed to the County Council. He thought the elective element was quite as intelligent and just as much interested in school matters as any person they could get; and that interest in those matters was of even more importance than scholarship. On the Board of Trustees of the school with which he was connected there were mechanics and clerks, and he found them very liberal. Mr. Woods next drew attention to what he called a very absurd clause in the Act, which provides that when a boy goes to a school not situated in the municipality in which he resides, that municipality is obliged to pay *pro rata* for him. If the payment of fees was done away with how was this to be done? Mr. Hodgins, in response to Mr. Woods, said that if that gentleman would refer to the clause which he had characterized as an absurdity, he would find that it contained the words "of that county." It was not intended to apply to pupils going from one part of the Province to a school in another county. The Secretary said that there was to be no fee fund nor any County Council assistance under this Bill, and the question was, could the Grammar Schools be supported when those two sources of revenue were cut off? Mr.

Hodgins wished to put in an exact position before the meeting the state of affairs under this Bill. The Board would be elected in July, they would then meet and settle as to the amount which would be required to maintain the Common and Grammar Schools of the locality, and having done so, they would send in their estimates to the Council of the municipality. By law that Council must raise the money, and it was immaterial to the Board how the money was raised so long as it was provided. It would certainly be a question of locality as to the capacity of raising the money; but the whole process was one so often tried in the country, and so successfully, that he did not see any difficulty at all in the matter. It was certainly a vital point to be considered, whether the Legislature would compel a municipality to support a school when it was not able to support it. The full amount required to maintain the schools would be raised by the municipality and the Legislature together, and as for the Common Schools, he had never known of any difficulty in raising the money required for their support. The President—In the case of such a place as Dundas, would the town be compelled to raise the money for the support of the school without the assistance of the county in general? Mr. Hodgins—A certain portion of the county would be set apart as a Grammar School district, and each municipality therein would be required to assist in raising the money for the support of the school.

Clause 9 of the Bill was then taken up. It provided that any Grammar School having an attendance of 70 pupils, not less than 20 of whom shall be studying Latin, shall be entitled to take the name of "Collegiate Institute," and to receive an annual grant of \$750 from the Superior Education Fund. Mr. Kirkland remarked that under this clause Kingston would not be entitled to have one of those Institutes, as the attendance was only 65, and it was necessary that there should be a High School in that City. Mr. Thom—Mr. Woods says he has difficulty in keeping the school down to that, and therefore he shuts himself out from the privilege of making his school a Collegiate Institute. Mr. Woods—I do not want 70 pupils in that school. Mr. Kirkham thought it would be better to make the number about 50, or otherwise the benefits would be confined to but a few. The Secretary said that Mr. Hodgins would see that the only hope any Grammar School master could have of his school not being extinguished under this Bill was to be found in this 9th clause, for they believed that the rest would extinguish them. Mr. Buchan said that he would approve of the Bill if that clause was not in it. The Rev. Mr. Young would ask the Secretary did he mean that the Bill would extinguish them as High Schools? The Secretary—As classical schools. The Rev. Mr. Young—It is perfectly certain that girls equally with boys must, under this Bill, be admitted to the Grammar Schools. In that case the education in the High Schools ought to be adapted to the wants of both; and so far as girls are concerned, I am of the opinion that it should not be classical. I would not debar any girl from the study, however. Rev. Mr. McClure—This Act would debar them from the study of the classics in the Collegiate Institutes. The Rev. Mr. Young was of opinion that with a large class of boys also their education should not be classical. The effect of the Bill would be to extinguish most of the classical schools in the country, while it made it imperative that Latin shall be taught to such pupils as it was their parent's desire should learn it. He thought the course ought, in the main, to be a course of instruction in the higher parts of English. At present, in the highest Common Schools in the country, the knowledge of English obtained was exceedingly small, and the same was the case in England. He had examined boys who, when they were asked to read a plain English paragraph, did not, by the manner in which they read it, show that they understood its meaning. He, therefore, thought the Common Schools were defective in this respect, but believed that a system of education could be introduced in those High Schools, which would send forth average pupils, of say 15 years of age, with a knowledge of the English language far beyond what they now obtain. That was one point he would aim at. Another main feature which he would desire to see introduced into the schools, is the element of scientific education. In the Grammar Schools generally, there was nothing of the name of physical science at present taught. Neither was there in the schools of the country generally, whether in private or other schools. He would make these two things chief in the High School; but, of course, he would connect with them mathematics, French, and all other branches now taught. In that way, he thought, a system of education of infinitely more value than that existing might be taught. The Secretary—Professor Young, what would you make a test subject in a Grammar School? In answer to this question, the Rev. Mr. Young said that a good test subject ought to be a high course of English instruction, and then gradually, as the masters themselves entered into his ideas of the subject, he would introduce physical science taught in a different way from the manner in which it is now taught. If the teachers would read the last part of John Stuart Mill's work