

may have been available for Grammar Schools during the then next preceding year.

Differences between Trustees & Masters as to salary, &c., how to be settled.

9. All differences between Boards of Trustees and Head Masters and Teachers of Grammar or Common Schools in cities, towns and incorporated villages, in regard to salary, sums due, or any other such matter in dispute between them, shall be settled by arbitration according to the provisions of the Common School law relating to such arbitrations; and in cities, towns and incorporated villages the Local Superintendent, (being an officer of the Board concerned, and having no jurisdiction in the case of Grammar Schools) shall not act as an arbitrator; but in the event of a difference of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

Qualification of Head Masters.

10. After the passing of this Act no person shall be deemed to be legally qualified to be appointed Head Master of a Grammar School, unless he be a graduate of some University within the British Dominions; but any person legally qualified and appointed to be a Head Master in any Grammar School during the year next before the passing of this Act shall be deemed qualified notwithstanding this section.

Additional allowance for meteorological stations.

11. Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the form and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.

Number, &c., of such stations, how fixed.

Additional allowance for military instruction.

12. It shall be lawful for the Governor in Council to prescribe a course of Elementary Military Instruction for Grammar School pupils, and to appropriate out of any money granted for the purpose, a sum not exceeding fifty dollars per annum to any school, the Head Master of which shall have passed a prescribed examination in the subjects of the military course, and in which school a class of not less than five pupils has been taught for a period of at least six months; such classes and instruction to be subject to such inspection and oversight as the Governor in Council may direct.

Conditions.

School Acts to apply to Town of Richmond.

13. The provisions of the Acts relating to Grammar and Common Schools shall apply to the town of Richmond, in the county of Carleton, the same as to any other towns or incorporated villages.

Certificates to meritorious Teachers.

14. It shall be lawful for the Council of Public Instruction, with the sanction of the Governor in Council, to make regulations for giving to meritorious Common School Teachers, certificates of qualification which shall be valid in any part of Upper Canada until revoked.

Inconsistent enactments repealed.

15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed.

4. EXPLANATORY REMARKS ON THE NEW GRAMMAR SCHOOL ACT.

1. The 1st Section of this Act is designed to harmonize the Grammar and Common School systems in cities. At present the County Council appoints all the trustees of Grammar Schools in the cities, and otherwise exercises exclusive municipal control over the school—although it is, to all intents and purposes, a city school, and is often aided from city funds. In regard to Common Schools, the city has the entire control of them.

2. The 2nd Section is designed, also, to give towns and incorporated villages a voice in the management of the Grammar Schools within their respective boundaries; but it is not desirable to give them exclusive control, as the area of a town or village is not sufficient for the support of a school, and as many of the pupils come from outside of the town or village, and it is expedient to encourage such attendance. The town or village, however, should have an equal voice with the county in the appointment of trustees, as the Grammar School is chiefly supported by the smaller municipality, and is within its boundaries.

3. The 3rd Section is a necessary supplement to the second.

4. The 4th Section is designed to simplify the system of control

over Grammar School property, and to fix the responsibility for its care and management in the trustee corporation. Many of the sites have been given by the Government or by private individuals, and the trustees, frequently, do not feel free to act under such circumstances. This section removes all doubt and uncertainty on this subject.

5. The union of Grammar and Common Schools referred to in the 5th Section, does not, as a general rule, work well, nor is it desirable to encourage such unions. Experience has proved that the tendency of these unions is to impair the efficiency and lower the standard of both kinds of schools to a uniform level. The old law, passed in 1855, provided for the union of Grammar and Common Schools in rather a loose way, but did not provide for the dissolution of the union, nor for a division of the property, although, in many cases, such a dissolution was desired by the trustees. The old law also provided for the reduction of the number of Common School trustees, after election, from 8 to 6 on the joint Board, while it left the full number of 8 Grammar School trustees appointed by the County Council.

6. The principle embodied in the 6th Section, is in harmony, though in a modified degree, with that of the Common School law which declares that each municipality receiving a share of the Legislative School Grant shall contribute an amount equal to the aid received. In this Act only one half of the amount granted is required as a condition of receiving aid. The Act does not declare that a municipal rate for this sum shall be levied. The amount may be contributed from the Clergy Reserve Fund, or from any other source, or from the general funds of the municipality. If a rate be imposed, however, it is not required that it shall be levied on the entire county, but it may be levied on the town, village, or township in which the Grammar School is situated.

7. The 7th Section is intended to remove a gross anomaly in the present system of apportioning the Grammar School fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School 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 twice a day, and