

whose history is embodied in these volumes and forms also the subject of a special work by the same author.

General features and central authority.—The Ontario system of public education, which was described in detail in the Commissioner's Report for 1892-93 (Vol. 1, Chapter VI), is justly celebrated for its thorough organization, the admirable balance of central and local control, the correlation of all grades from the kindergarten to the university, and the provision for insuring even in the rural districts the services of trained teachers. Elementary education is compulsory and free in the public schools. Subject to the approval of the provincial government, all regulations for public schools are made by the minister of education.

Local control.—The municipal system of Ontario affords a full measure of local self-government. The Province is divided into counties, which are subdivided into minor municipalities, consisting of townships, incorporated villages, towns, and cities. These corporations are given certain powers and have certain responsibilities with respect to education. Through their municipal councils counties are under obligations to make grants of money to high schools, and both counties and townships must contribute certain sums in aid of public schools. Each township is divided into school sections, and each of these sections is provided with a public school. There is a board of trustees for each school section, village, town, and city. The ratepayers (men and women) elect the trustees. These, within the provisions of the provincial statutes or regulations of the education department, appoint the teachers, who must have a Government diploma, and determine the amounts to be expended for buildings, equipments, and salaries.

Sources of income.—The provincial grant for education comprises (1) grants to elementary schools; (2) grants to secondary schools; (3) grants for the training of teachers; (4) grants for technical education. By statute the amount appropriated for public and separate schools is divided on the basis of average attendance in each, respectively.

In 1896 the grant for elementary schools was \$310,851. The greater part of the school income is provided by the school section, village, town, or city. From these local sources the total received in 1896 was \$4,575,261.

High schools.—Liberal support is given to high schools, and strenuous efforts are made to prevent pupils from dropping out of the schools until the advanced course is completed.

It is clearly recognized that the best means of stimulating the lower grades is to encourage pupils to qualify themselves for entrance upon the higher. The success of these efforts is shown in a comparison of the current statistics with those of earlier date.

The number of high schools in 1882 was 104. In 1896 they had increased to 130. The attendances at the same dates were, respectively, 22,348 and 24,567; the number of teachers, 332 and 574. The amount paid for teachers' salaries, which in 1882 was \$253,864, had