

now courts of equity to a limited amount, would sustain the trustees in case of an appeal to them.

"3. The meeting had no authority to dispute the right of the trustees to fix the amount of the remuneration payable for the services rendered to the Section. All it could lawfully do was to see that the expenditure of the money collected, or received, was duly accounted for. No arbitration is therefore required in the matter."

#### NUMBER 33.

##### *Trustees alone can fix the salary of the Teacher.*

Certain rate-payers having disputed the authority of Trustees to increase the salary of their Teachers, they sought to obtain the vote of a public meeting condemnatory of the Trustees. The following reply was sent to the appellant in this case:—

"The Trustees have alone the right to increase the salary of their teacher as they may judge expedient. That is their duty and privilege, as you will perceive by the fifth clause of the twelfth section of the School Act of 1850, which states expressly that it is the duty of trustees 'to contract with and employ all teachers for [their] School Section, and determine the amount of their salaries.' A public meeting can simply say *how* the money shall be raised, and not *how much* shall be paid to the teacher."

#### NUMBER 34.

##### *Personal responsibility of Trustees for neglecting to keep open a School.*

The Trustees of a School Section being opposed to free schools, refused to keep open the School of their Section, and defied the inhabitants to compel them to do so. An appeal was made to this Department, and the law of the case was stated to be as follows:—

"I have to direct your attention to the ninth section of the Supplementary School Act of 1853, contained in the *Journal of Education* for June 1853, from which you see that trustees are made personally responsible for their neglect of duty in not keeping open a School, and thus entailing on the Section the loss of its share of the School fund to which it would otherwise be entitled."

#### NUMBER 35.

##### *Libraries must be under the control of a Corporation, and not of an Association of Subscribers.*

A number of individuals in a Township having subscribed a sum of money with which to establish a Library, wrote to this Department to know if, by transmitting the amount of their subscription, they would be entitled to an apportionment from the Library Fund, and have the control of the books. A reply in the negative was sent to them as follows:—

"I have to state that unless the Township Council, as a Corporation, assume the responsibility of taking charge of the Library books, you cannot, I regret to say, avail yourselves of the liberality of the Legislature. You should hand the Council your contributions, and thus let it act in behalf of the Township. In that case all parties will have access to the Library, free of charge, upon compliance with the rules and regulations for the management of Public Libraries in U. C. The Trustees of each Section concerned, could take charge of a portion of the general Library, and thus distribute the books over the entire Township."

#### NUMBER 36.

##### *Township Councils can establish Branch Libraries.*

A Township Council being anxious to contribute from the general funds for the purpose of establishing Public Libraries throughout their Municipality, hesitated to do so, fearing lest it had not the power to divide the Library into School Section branches. Having applied for information on this point, the following was sent:—

"The Municipal Council which you represent has full authority to divide the Library into as many branches as it pleases, so long as it, or some competent person, or persons, on its behalf, becomes responsible for the management of the Library and safe keeping of the books, as required by the regulations of this Department.

"The Council can appoint the Trustees, or other parties, to take charge of the Library, or parts of it, the Council being still responsible for the cost and management of the whole Library.

"The books can be changed from one branch Library to another, under the authority of the Council—thus permitting all the residents in the Township to have access to all the books of all the branches."

#### TO LOCAL SUPERINTENDENTS.

As it is near the time at which the Local Superintendents visit the schools under their charge, we would recommend them at each visit to obtain such statistical information relative to the financial and other items of their Annual Reports as will enable them to check and revise the Trustees' Reports when received, at the close of the year. This intimation is thus early given that more care may be observed in reporting the educational operations of the current year, as the reports hereafter to be accepted by the department must be free from arithmetical inaccuracies and prepared in accordance with the general instructions, so that the Chief Superintendent may be enabled to present his report to the Legislature at an earlier period of the year than heretofore. The Blank Forms of Reports, for 1854, will be sent out early in November.

#### GRAMMAR SCHOOLS A NATIONAL CONCERN.

The *Brantford Courier*, in speaking of the success of the second year's operation of the County Grammar School, thus observes:—

It is a matter of congratulation that the demand for instruction in the higher branches, has enabled the learned Principal to maintain the character of the Institution intact—it is what it professes to be, a Grammar School. It is unfortunately the case that in some parts of the Province, the utilitarian spirit of the age has so far affected the character of these Colleges for the people that they have been forced to do either wholly or in part the work of the Common Schools, and thus they have either been deprived altogether of their distinctive characteristics or have degenerated into mongrel institutions, without any uniform system or object.

It is, however, somewhat strange that their peculiar characteristics have been urged as a reason why such institutions should have no claims on the patronage of a mechanical or agricultural population—the question has been asked, "what more do the children of the middle classes require than a common school education? Such a question may best be answered by asking, for what purpose is a national system of education established at all? Is it merely to prepare our children for their particular business in life—to make them good farmers, good mechanics, and good merchants; or in addition to this, to prepare them for that calling, which they have in common with all their neighbours; their calling as citizens and men. Which question does it best become a lover of his country to ask; How can I make my son a good merchant? or how can he be made a useful member of society?"

Every man, unless he wishes to starve outright, *must* read and write, and cast accounts, and speak his native tongue well enough to attend to his own particular business.

But surely this is not the only object of Education; men have also duties to perform as members of the body politic; and the education which prepares them for this is called liberal. Such education our Grammar Schools should give. But it unfortunately happens that because every man must attend to his duties as a citizen, men have formed a habit of thinking that that business is easily learnt. It is true that one may know but little about it and yet pass through life very comfortably; he manages to get a wife, and to bring up a family, and to mix pleasantly in society.

But if the same man knew as little of his particular calling as he does of his general his income would be exceedingly small, for men will not put their lives into the hands of a medical quack when a skilful surgeon is at hand, nor will they give a shilling per pound for bad beef, when they can obtain good beef in the next stall for the same price.

A man's unfitness for his particular calling may thus be easily detected, and a bad baker, a bad lawyer, or a bad physician is properly avoided.