

education, the sum appropriated for High School Education, the doings of the people, and what is done in the neighbouring States." "The sum," he further remarked, "apportioned to High Schools this year out of the Legislative grant amounts to from \$18 to \$20 per pupil; while the sum apportioned to Public Schools amounts to only thirty-eight cents per pupil. This disproportion is altogether too great, and is exciting attention in some quarters. Formerly the Legislative Grant for Public Schools amounted to upwards of fifty cents per pupil; the increase of the grant has not been at all in proportion to the increase of pupils in the schools. Besides, the aggregate amount raised in the Province for Public School purposes during the last year is \$2,124,471, the whole of which sum, except the Public School proportion of the Legislative Grant (of \$194,171), has been self-imposed and raised by the people in the several municipalities, being an increase of \$180,106 over the preceding year. The Legislature ought certainly to keep pace with, if not take the lead of, the people in their various localities in its liberality to promote public education. "He explained that no grant would be more popular and beneficial than an increase of \$50,000 to the Public School Grant. The population of the neighbouring State of Pennsylvania does not increase faster in proportion than that of Ontario. In 1869, the Legislature of Pennsylvania granted for common school purposes, \$500,000; in 1870, \$650,000; and in 1871, \$750,000 were recommended by the State Superintendent. We ought not to fall behind our near American neighbours in educational matters, especially when we have an overflowing revenue."

2. A new item of \$2,500 was put into the estimates for the organization and inspection of schools in the new districts of Algoma, Nipissing and Muskoka, (for which the School Act makes no provision) and also in remote parts of several interior counties in unorganized townships. In recommending this grant the Chief Superintendent said "It is most important to assist and encourage the new settlers to establish schools for their children; but they often do not know how to proceed, and I am dependent upon information communicated by private individuals in their several neighbourhoods. But the visits of a qualified Inspector would encourage and instruct the new settlers as to their duty and modes of proceeding, and at the same time furnish the Education Department with reliable information and suggestions as to the best means of assisting these new settlements in providing school education for their children. A copy of the liberal regulations under which aid is given to schools in new and poor townships, is herewith appended.* I propose \$6,000 with which to aid these schools—the same as last year."

3. The sum of \$2,000 was put in the estimates for a *third* Inspector of High Schools and Collegiate Institutes. In regard to this item the Chief Superintendent said:—"The duties of these officers are onerous, requiring their absence from home and travelling about eight months of the year, while their qualifications must be of the first order, both as Teachers and Scholars. But I propose to add to their duties, by requiring

them to inspect the Roman Catholic Separate Schools, and also to examine the principal Public Schools in Cities, Towns, and incorporated Villages, (which are feeders to the High Schools), at least to see how far the programme and regulations are carried out in these schools. The local Inspectors of these schools are appointed, paid, and their duties prescribed by the several Boards of Trustees. I have no means, except from these local officers, (who are only responsible to the Boards that appoint and pay them), to learn whether the school law and regulations are observed at all. The same remark applies to Separate Schools. When Professor Young was High School Inspector, I authorized and requested him to visit the principal Separate Schools, and report the results. He did so, and his reports were, upon the whole, very creditable to the schools. Sometimes complaints are made to me that the Separate Schools are not conducted according to law, and the registers and reports of the attendance of the pupils are not correct; but I have no means of ascertaining anything on the subject, except from the Trustees of Separate Schools themselves, without appointing an Inspector, whom I have no means of remunerating for his trouble; and if he be a local man, or Inspector of the rival Public Schools, objections are made, and with some show of reason, against his appointment. I therefore propose to devolve this duty on Inspectors of High Schools, to remove all reasonable ground of local complaint on any side, and in order to secure adequate means of reliable information in regard not only to Public Schools in Cities and Towns, but also respecting the Separate Schools; as the 26th section of the Separate School Act provides, that "The Roman Catholic Separate Schools (with their registers) shall be subject to such inspection as may be directed from time to time by the Chief Superintendent of Education, and shall be subject to all such regulations as may be imposed from time to time by the Council of Public Instruction for Upper Canada."

4. The sum of \$82,000 was provided for High Schools and Collegiate Institutes, including \$2,500 for new High Schools. These can only be established by the sanction of the Lieutenant-Governor in Council, but in the establishment of new High Schools, the allowance to existing High Schools will not be diminished.

5. A new item of \$2,800 was also proposed for Teachers' Institutes, which are regarded, established and multiplied in the neighbouring States as most efficient means of prompting and promoting the improvement of Teachers, and as feeders to the Normal Schools. In regard to this item the Chief Superintendent remarked:—"As early as 1850 provision was made in the School Act for this purpose, by granting "For the encouragement of a Teachers' Institute, a sum not exceeding \$100 in any County or Riding." (Consolidated Statutes, 22 Vic., chap. 64, sec. 120, clause 'F.')

By the 106th section, clause 14 of the same Statute, the Chief Superintendent is authorized "To appoint proper persons to conduct County Teachers' Institutes, and to furnish such rules and instructions as he may judge advisable in regard to the proceedings of such institutes, and the best means of promoting and elevating the profession of school teaching, and increasing its usefulness." But I have not acted upon the provisions of the law; I have thought it would be a waste of time and money to do so; for though impressed with the importance and utility of Teachers' Institutes, I felt that their usefulness depended upon the manner in which they were commenced and conducted, and there were no Teachers of sufficient eminence in the several counties, and so thoroughly grounded and experienced in school organization, teaching and discipline, to command the confidence of Teachers generally, and render the exercise of Teachers' Institutes successful. But now we have a considerable number of

CONDITIONS OF AIDING PUBLIC SCHOOLS IN NEW AND POOR TOWNSHIPS.—Special aid will be granted (as hereinafter specified), by the Education Department to "Public Schools in new and poor Townships," upon the following conditions, viz.—1. That a School Section or Division, with definite boundaries, has been set apart by the Township Council (where such exists), or where none exists, by a public school meeting, and approved, as reported to the Department by the County Inspector. 2. That, at a first school meeting three resident ratepayers (where the township is organized), or other suitable persons (in a township not organized) have been elected as trustees by the ratepayers (in organized townships), or by subscribers to, or other supporters of the school (in a township not organized); and that subsequently the election of one trustee takes place annually in the section or division. 3. That a building and other accommodation, considered by the County Inspector as suitable for the school, have been provided by the trustees. 4. That a teacher holding a legal, or other certificate, recognized as sufficient by the County Inspector, has been employed by the trustees for at least six months of the year. 5. That in sections or divisions, in new townships, without municipal organization, at least one-third of the annual salary of the teacher (for the first year), one-half of the salary (for the second and third years), and two-thirds of the salary (for the fifth year), together with the whole of the other expenses of the school have been provided from local sources. 6. That the school accounts of the section or division have been duly audited by one person appointed for that purpose by the trustees, and one by the ratepayers, and the audit reported to the Inspector and approved

previous to the payment by him of the next grant made by the Department (See N.B. below.) 7. That all of the information asked for in the accompanying forms has been fully given, so far as it is in the power of the trustees to do so. 8. That a report in a prescribed form be sent in to the County Inspector, at the times specified, and certified by him as satisfactory.

I. Upon the foregoing conditions, the Department will, for the first year of the existence of a poor school recommended for such aid by the Inspector in a new township without municipal organization, make an annual grant to it of a sum at least equal to the rate of two-thirds of the annual salary of the teacher, as certified by the trustees; for the second and third years, the grant will be at the rate of one-half of the annual salary of the teacher, and for the fourth and fifth years, at the rate of one third of the salary of the teacher as certified by the trustees.

II. The grants to schools in poor townships with municipal organization, will be made upon a different basis, at the discretion of the Department, and upon the special report and recommendation of the County Inspector.

NOTE.—Should facts or circumstances, reported to the Department, warrant it, the grant may be increased, reduced, or withheld altogether in any particular year, or at the end of any particular period specified, as may be deemed most expedient.

N.B.—No part of the grant made by the Department can, under the School Acts, be applied to any other purpose, than that of the payment of the salary of the Teacher.