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# JOURNAL OF EDUCATION,

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February last, the local examiners are authorized not to exact one-third of the marks allotted to each of these additional subjects, as the limit for passing, so that candidates who pass satisfactorily on other subjects, may not be rejected.

(Signed) ADAM CROOKS,  
Minister.

Education Department,  
March 21st, 1877.

3. SUPERANNUATED TEACHERS.

COPY OF AN ORDER IN COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, THE 26TH DAY OF MARCH, A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education, dated the 22nd day of March, 1877, the Committee of Council advise that pensions be awarded by your Honour to the Teachers named in the annexed Report of the Deputy Minister of Education in accordance with the provisions of the Act.

Certified. J. G. SCOTT,  
Clerk Executive Council,

26th March, 1877. Ontario.

The Deputy reports to the Minister of Education that he has carefully examined the accompanying applications of Public School Teachers, and as they have complied with the law and regulations on the subject, respectfully recommends the applicants for superannuation, viz:

NAME.	Religion.	County of Birth.	Residence.	Age.	Service in Ontario.
William John Hull.....	Episcopal.....	Ireland.....	Tp. Minden.....	66	80½ years.
William Poole.....	Episcopal.....	Ireland.....	Kemptville.....	65	23 years.
James A. Thompson.....	Baptist.....	Ireland.....	Tp. Mersea.....	64	35½ years.
John Anderson.....	Methodist.....	Ireland.....	Tp. Kinloss.....	58	16½ years.
John G. Boyd.....	Presbyterian.....	Ireland.....	Tp. Haldimand.....	55	15½ years.
Samuel Derby.....	E. Methodist.....	Ireland.....	Tp. Plantagenet.....	54	22 years.
Mathew U. Adams.....	R. Catholic.....	Belgium.....	Sandwich.....	50	22½ years.
John McNamara.....	R. Catholic.....	Ireland.....	Seaforth.....	49	17 years.
William Beattie.....	Methodist.....	Ireland.....	Tp. Sarnia.....	49	17 years.
Margaret Brown.....	Friends.....	Ontario.....	Tp. Hallowell.....	44	11½ years.

Respectfully submitted,  
(Signed) J. GEORGE HODGINS,  
Deputy Minister.

Education Department,  
Toronto, March 22nd, 1877.

4. COMPULSORY ATTENDANCE IN PUBLIC SCHOOLS.

Memorandum thereon.

Under sections 27 and 86, and others of the Consolidated Public Act of 1874, the School Trustees and Public School Boards are respectively required to ascertain before the end of the year, through the Assessor, Collector, or some other person appointed by them the children from seven to twelve years of age inclusive, who have not attended any school (or who have not been otherwise educated), for four months of the year, according to the 156th section of the Act.

I. Proceedings of the Education Department.

1. MIDSUMMER EXAMINATIONS, 1877.

The Admission Examination for Collegiate Institutes and High Schools will be held on Tuesday and Wednesday, the 3rd and 4th July.

The Intermediate Examination will be held on Tuesday, Wednesday, Thursday, and Friday, the 10th-13th July.

Candidates for admission are required to send their names to the Head Master by the 1st June.

The examination for Provincial First and Second Class Public School Teachers' Certificates will commence on Monday, 9th July, and the examination for County Third Class Certificates on Tuesday, the 10th July. These examinations will continue throughout the week.

Candidates are required to send their names to the Inspector by the 1st June.

The candidates for the Intermediate and for the Second Class Certificates will be examined on the same papers and at the same hours in the following subjects, viz.:

English Grammar and Etymology; Geography; Dictation; Arithmetic; History; Algebra; Natural Philosophy; Euclid; English Composition, and Book-keeping. But although the papers will be the same, the standard required for Second Class Certificates will be higher than for the Intermediate, and papers will be provided for the additional subjects for Second Class Certificates.

(Signed) ADAM CROOKS,  
Minister.

Education Department,  
April 1st, 1877.

2. ADMISSION TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Memorandum as to ensuing Examinations.

With reference to the additional subjects in English History and Reading, as prescribed by Order in Council, approved 15th

It is made the duty of the School Trustees or School Board to notify the parents of such children of this neglect, and in case of continued neglect, then to impose a rate Bill, so to make complaint before a Magistrate.

The means of ascertaining any cases of neglect is not given by the Act, but the Assessor or other person can have no difficulty in this, if the School Registers are perfectly kept, and the School census regularly taken. The parents or guardians have nothing to do with the Returns required by the Department, and can only be required to give to the Assessor or other person, truthful information of the material facts necessary to enable him to perform his duty to the Trustees or School Board. It rests with the Trustees or School Board to make proper returns as required by the regulations of the Department.

It will be seen that it is only in case of continued neglect, that the Trustees or School Board have the right to prosecute, and by the amendments to the law passed last session, the Trustees or School Board should themselves ascertain before taking any proceeding, whether the alleged neglect is not excusable for the reasons which the law recognizes as lawful cause.

The Act also contemplates that the Trustees should themselves be personally active in order to induce the requisite attendance of children. More may be done by the personal visits of Trustees, by argument and persuasion, than by actual resort to legal proceedings, but these are imperative under the Act, when a milder course proves useless.

(Signed) ADAM CROOKS,  
Minister.

Education Department,  
Toronto, March 22nd, 1877.

##### 5. MEMORANDUM AS TO RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

1. A difficulty has arisen in School Section, No. 11, Sombra, with respect to the action of the School Teacher, in suspending from attendance the children of the Roman Catholic resident rate-payers.

These children had, under the directions of their parents, refused to stand up with the other children while the Teacher, at the opening of the School, was reading the Lord's Prayer, and, at the close, when pronouncing the benediction.

2. The Teacher considered that to allow these children to sit while the others were standing during these exercises, would be such non-compliance with the Regulations of the Department, as would authorize the Inspector to report the neglect, and the School might thus become disentitled to its share of the Legislative grant.

3. The Trustees sustained the Teacher, being of opinion to allow this would be a disrespect to the religious exercises prescribed by the Regulations for the opening and closing of Public Schools,

4. The parents then appealed to the Inspector, who replied, that he thought the Trustees had the right to insist that those children who would remain in the school-room should so far engage in the prayers as to stand while they were read, and if any objected to this, the law provided they might retire.

5. The matter has now been brought before me by the parents, who contend that it is their privilege to refuse to allow their children to join or take part in any religious exercises to which they object, and that their children cannot be excluded from the School during these exercises.

In this, as in most rural Schools, I assume there is but one room, and no proper shelter to be found outside of it.

6. I think that both parties have been acting under some misapprehension of their correct positions, but no doubt as they honestly understood them.

Neither the Teacher nor the Trustees considered they could act otherwise without neglecting the prescribed Regulations according to their view of them, and the parents knew that the School Law expressly conceded to them the fullest liberty of objecting to any religious exercises being imposed upon their children. The difficulty has arisen from misapprehending the sense of the Regulations of the late Council of Public Instruction respecting religious exercises in opening and closing the Public Schools.

These Regulations are not "imperative," so that they must be carried out by the Trustees, but are "recommendatory" only.

This recommendation is prefaced by a quotation of the 142nd section of the School Act, which secures to parents the fullest right of control over the religious instruction of their children, and is followed by the statement that no pupil should be "compelled to be present at these exercises against the wish of his parent or guardian expressed in writing to the Master of the School."

This regulation, therefore, preserves to the parents, in this case,

the liberty to exercise the rights which they have insisted upon, and there need have been no difficulty with the Teachers or Trustees in this case giving full effect to the wishes of these parents if there was any convenient place to which those children could retire, while these opening and closing exercises were being conducted. The General Regulations, however, require all the children to be present at the prescribed time for opening the School, and to remain for dismissal together. So that unless there are two school-rooms, the children whose parents object to their joining in these daily religious exercises could not retire during them, unless into the open air. All the children have the same right to the school-room during school hours, and none can be properly excluded. In the absence of two school-rooms, into one of which the children of objecting parents could retire during these exercises, it would follow that they must remain in the same school-room, but without being obliged to take part in the exercises. These, however, are amenable to the same strict order and discipline as should prevail during the ordinary exercises of the School, and subject to the full authority of the Teacher. The Teacher could properly require them to occupy a form or seats by themselves, and to maintain a respectful demeanour, subject to the usual penalties for disobedience.

My counsel to the parties is that they should now act in accordance with the expression of what I consider to be their respective positions, and henceforth co-operate harmoniously, and thus secure to all the children of the section the advantages which the School can no doubt satisfactorily afford.

(Signed) ADAM CROOKS,  
Minister.

Education Department,  
Toronto, March 31st, 1877.

##### 6. SEPARATE SCHOOLS AND MUNICIPAL OFFICIALS.

The attention of Trustees of Separate Schools, and of Municipal Officials, is especially directed to the provisions of the amended Education Act of last session, by which the respective supporters of Public and Separate Schools can be definitely ascertained in each year by the Assessment Roll.

Section 46 of the School Act of 1874, has been amended, so that it is now the duty of each Municipal Council (in townships, villages, towns, and cities) to cause the Assessor of the Municipality, in preparing the annual Assessment Roll, to distinguish by different columns, the supporters of the Public and Separate Schools, so as to be taxable respectively for their respective Schools.

There is also an appeal to the Court of Revision in case of any complaint in this particular.

The Council of the Municipality is also required to cause its clerk in making out the Collection Roll, to place proper columns therein for distinguishing the liability of rate-payers for Public and Separate School rates respectively, and also for any School debts contracted for such Schools respectively; and the Municipal Council is further required to collect through its collector and other officials, the School rates levied for Public and Separate Schools respectively, and to account annually for the sums so collected.

The Trustees of Separate Schools are entitled to avail themselves of these provisions instead of those prescribed in the Acts relating to Separate Schools, by giving notice thereof to the Clerk of the Municipality at least one week before the time prescribed by the Assessment Act for preparing the Assessment Roll.

These amendments are intended to remove one of the chief causes of irritation between Public and Separate School Trustees, which previously existed in the difficulty of definitely and legally ascertaining the rate-payers respectively liable to pay School rates to the respective Schools.

For a better understanding of them, the text of these provisions, as appearing in section 13 of the amended Act of last session, is also given as follows:—

It shall be the duty of the Township Council:—

"To cause the Assessor of the Township in preparing the annual Assessment Roll of the Township, and setting down therein the School Section of the person taxable, to distinguish between Public and Separate, and in setting down therein his religion, to distinguish between Protestant and Roman Catholic, and whether supporters of Public or Separate Schools, and the Assessor shall, accordingly, insert such particulars in the respective columns of the Assessment Roll prescribed by law for the School Section and religion respectively of the person taxable, and the Court of Revision shall try and determine all complaints in regard to persons in these particulars alleged to be wrongfully placed upon or omitted from the roll (as the case may be), and any person so complaining, or any elector of the Municipality, may give notice in writing to the Clerk of the Muni-

cipality of such complaint, and the provisions of 'The Assessment Act of 1869' in reference to giving notice of complaints against the Assessment Roll, and proceedings for the trial thereof, shall likewise apply to all complaints under this section of this Act.

"To cause the Clerk of the Township, in annually making out the Collector's Roll, to place further columns therein, so that under the head of 'School rate,' the Public School rate may be distinguished from the Separate School rate, and also under 'special rate' for School debts, to distinguish between Public and Separate School purposes, and the Clerk of the Township shall prepare such Collector's Roll accordingly, and the proceeds of any such rate shall be kept distinct by the Collector, and accounted for accordingly.

"To cause, through their Collectors and other Municipal officers, to be levied in each year, upon the taxable property liable to pay the same, all sums of money for rates or taxes legally imposed thereon in respect of Public or Separate Schools by competent lawful authority in that behalf and at their request, and to account annually for the sums so to be collected.

"The foregoing provisions shall be construed so as not to affect or impair any of the provisions of 'The Act respecting Separate Schools,' or of 'The Act respecting Roman Catholic Separate Schools,' and it shall be optional with the Trustees of each Separate School, and of each Roman Catholic Separate School established under the respective Statutes in that behalf, to avail themselves of the foregoing provisions of this Act, instead of those specially prescribed in the said respective Statutes, for the purpose of ascertaining the supporters of their respective Separate Schools in such Municipality, and the taxes payable by such supporters, and the collection thereof, and in cases where such option is exercised by the Trustees, compliance with the special provisions of the respective Separate School Acts shall be unnecessary, but the Trustees in order to avail themselves of the foregoing provisions of this Act, shall give notice of such intention to the Clerk of the Municipality at least one week before the time prescribed by the Assessment Act of 1869 for preparing the Assessment Roll.

"The foregoing provisions shall also apply to cities, towns and villages, and to the respective Councils and officers thereof."

(Signed) ADAM CROOKS,  
Minister.

Education Department,  
Toronto, 27th March, 1877.

## 7. ROMAN CATHOLIC SEPARATE SCHOOLS' POWER OF BORROWING.

### Memorandum thereon.

1. Section 7, of the Act of 1863, confers on the Trustees of Separate Schools, as a body corporate, all the powers then possessed by Trustees of the Common Schools.

2. The powers of Trustees of Common Schools at that time, are to be found in the Consolidated School Act—Upper Canada—22 Vic., ch. 64. Under Section 27, the Trustees are authorized to acquire and hold the school property, and to do whatever they judge expedient, with regard to the building, repairing, renting, warming, furnishing, and keeping in order of the school-house. They may also dispose by sale or otherwise, of any school property not required in consequence of a change of site, and convey the same under their corporate seal, and apply the proceeds for other lawful school purposes. All property acquired for school purposes is vested in the school corporation for these purposes, and they are Trustees of it for the ratepayers who support it, (see *Scott vs. Trustees, Burgess and Bathurst*, vol. 19, U. C. Queen's Bench Rep. p. 28). They have power to collect by rate (and now under the Act of last session, can have this done by ordinary municipal agency), such sums from the persons liable as supporters of the school, as may be required for school purposes.

3. Having regard then, to these powers, and to the principles applicable to corporations of this nature, the Trustees have no power to make a valid legal mortgage of the school property, either directly or indirectly in the manner proposed.

(Signed,) ADAM CROOKS,  
Minister.

Educational Department,  
21st March, 1877.

## 8. IN THE MATTER OF MR. GEORGE EDGCUMBE, B.A.

COPY OF AN ORDER IN COUNCIL, APPROVED BY HIS HONOUR THE LIEUTENANT-GOVERNOR, THE 26TH DAY OF MARCH, A. D. 1877.

Upon consideration of the recommendation contained in the annexed Report of the Honorable the Minister of Education, dated

26th day of March, 1877, the Committee of Council advise that the certificate of eligibility as Head Master of a High School granted Mr. George Edgumbe, Bachelor of Arts, be revoked and cancelled.

Certified. (Signed) J. G. SCOTT,

Clerk Executive Council,  
Ontario.

26th March, 1877.

The undersigned respectfully submits for the consideration of His Honour the Lieutenant-Governor in Council, the following with reference to the case of Mr. George Edgumbe, B.A., late Head Master of the Elora High School, that on the 20th last month the attention of the undersigned was called to a paragraph published in the weekly *Globe* newspaper of the 9th of the same month, referring to the circumstances connected with the assumed marriage of Mr. Edgumbe with a pupil of the High School, and the alleged divorce of his wife by some proceeding in the state of New York.

That on the High School Board being required to furnish information and to explain their action in connection with the statement made in this paragraph, the chairman of the Board on the 16th inst., reported that it is unquestionably true, according to "Mr. Edgumbe's own admission made to the Trustees, that he "was married to the young woman referred to, and at the time "and place specified, having as he affirms, been divorced in New "York State a short time before, from his former wife."

That Mr. Edgumbe has accordingly, in the judgment of the undersigned, been guilty of such immorality as to become disqualified from any longer holding the position of Head Master of a High School, and he respectfully recommends that his certificate be revoked and cancelled.

Respectfully submitted,  
(Signed) ADAM CROOKS,  
Minister of Education.

Education Department,  
Toronto, March 20th, 1877.

## 9. MANUFACTURING ESTABLISHMENTS' EXEMPTION FROM SCHOOL RATES.

Memorandum as to effect upon the School Rates, where a manufacturing establishment is exempted from taxation by a Municipal Council, under Section 259 of the Municipal Institutions Act.

The authority under the Consolidated Public School Act, 1874, to levy rates for school purposes, is expressed to be "upon the taxable property." Thus (a) Section 46 (7), requires the Township Council "to cause to be levied in each year upon the taxable property of the schools concerned," &c.

(b.) Section 141 (a) empowers the Township Council "to levy and "collect the rate upon the taxable property of the school section, to "defray the expenses of the school as determined by the Trustees."

(c.) Section 61 (1), requires the County Council "to levy yearly upon the several townships of the county, for the payment of the salaries of legally qualified Public School teachers, &c., such sums as shall be at least equal" to the apportionment from the Legislative grant.

(d.) Section 26 (13), requires the Trustees "to provide for the "salaries of teachers, &c., by rate upon property, and to employ "all lawful means to collect the same." Sub-section (14) provides, that the trustees shall "apply to the Township Council, or as they may judge expedient, employ their own" lawful authority for the levying and collecting by rate according to the valuation of taxable property as expressed in the assessor's or collector's roll, all sums for the support of their Schools, &c.

It follows that taxable property for school purposes is such as is liable to direct taxation under the provisions of the law in that behalf. These are to be found in the "Assessment" and "Municipal Institutions" Act.

The 8th Section of the Assessment Act (32 Vic. c. 36) provides, that "all municipal, local or direct taxes or rates shall, when no "other express provision has been made in this respect, be levied "equally upon the whole rateable property, real and personal, of the "municipality or other locality, according to the assessed value of "such property." And section 9 enacts, "that all land and personal property in the Province of Ontario shall be liable to taxation," subject to certain exemptions mentioned in this Act.

The 259th section of the Municipal Institutions' Act (36 Vic. c. 48), confers express power on Municipal Councils, to exempt "any manufacturing establishment, in whole or in part, from taxation for "any period not longer than ten years, and to renew this exemption for a further period not exceeding ten years."

It will be observed that this authority applies to taxation generally, and is equivalent to exempting such property from all liability to assessment, and from being rated on the assessor's roll.

The rate for school purposes as well as municipal, is to be levied and collected, as appears by section 26, sub-section 14 of the Public

School Act," according to the valuation of taxable property as expressed in the assessor's or collector's roll."

The conclusion is that where a Township Council has passed a valid by-law under the municipal law for exempting a manufacturing establishment from taxation, such property would not be liable to school rates.

(Signed) A. CROOKS,  
Minister of Education.

Education Office,  
March 14th, 1877.

#### 10. MEMORANDUM RESPECTING THE "CANADIAN NATIONAL SERIES OF READING BOOKS," AND MR. WARWICK.

1. Mr. Warwick, in his letter of the 22nd March, 1877, complains that the late Council of Public Instruction authorized Mr. Lovell, in February, 1875, to print this series on the same terms as other publishers.

2. The Regulations on this subject which were then in force, are the 1st, 2nd, 3rd, 4th, 8th, 9th, 10th, and 12th of those adopted in April, 1869; and the 5th, 6th, 7th, and 11th, which provided for the payment of the author or editor, and the recoupment of or contribution by different publishers of sums so paid, were suspended on the 31st March, 1873, and on the 16th December, 1873, formally cancelled, as appears by resolutions of the Council of Public Instruction to that effect.

3. On the 23rd September, 1867, the copyright in this series was, by a legal instrument, transferred by Messrs. James Campbell & Son, and others, and became vested in the Chief Superintendent of Education, on behalf of this Province.

4. On the 31st January, 1871, by the award declared in the reference between Messrs. Campbell & Son and the Chief Superintendent, under the Regulations of April, 1869, as they then existed, Messrs. Campbell & Son were directed to pay, and did pay, the sum of \$1,500 as in the award mentioned, to the editors of the revised edition of this series, as one of the conditions on which Messrs. Campbell & Son were authorized to print and publish such revised edition. The letter of one of the arbitrators (dated 24th March, 1871), which accompanied the award, states "as under these (i.e., Regulations), each publisher was to pay the same amount, the compensation to the authors was reduced one-half in Messrs. Campbell's case."

5. On the 28th of June, 1871, Mr. Warwick, by his bond (with sureties), became bound to the Chief Superintendent to fulfil the conditions of the Regulations as they then stood (a copy being annexed to his bond), on receiving permission to print and publish this revised edition; and Mr. Warwick complied with these regulations, and paid the like sum of \$1,500 as his proportion of the compensation payable to the editor.

6. On the 2nd February, 1875, permission was next granted by the Council of Public Instruction to Mr. John Lovell, "to print the series of five Readers and the Spelling-book, or Companion to the Readers, upon the same condition as other publishers." This permission does not appear to have been acted upon, nor have the conditions been fulfilled.

7. Mr. Warwick, on hearing of this permission to Mr. Lovell, by letter dated the 22nd February, 1875, reminded the Chief Superintendent that Messrs. Campbell and himself had to pay \$1,500 each to the editor of this series, with the understanding (alleged in this letter), that in case any other person published them, Messrs. Campbell and himself should either receive back their proportion of the amounts so paid, or the new publisher should pay the like sum to the editor; and Mr. Warwick submitted that if this was not carried out he would suffer very great loss.

8. A Special Committee of the Council of Public Instruction thereupon undertook the consideration of the question, and reported thereon to the Council on the 7th July, 1875, by whom the Report was adopted. The Committee in their Report stated that "the Regulations are not explicit on the point; but they are of opinion that Messrs. Campbell and Warwick's right to contribution from the competitors, if they had such right, was confined to the first year of publication; and that after that period the Council might grant permission to others without any payment whatever, if they thought fit. Your Committee have no doubt whatever that Messrs. Campbell and Warwick have no legal claim for contribution; and they are of opinion that under all the circumstances, and especially considering the long monopoly these gentlemen have had, justice does not require the Council to exact any payment from the parties now desiring permission to publish."

9. Mr. Warwick, in his letter to me of the 22nd instant, complains that he was unjustly treated, and submits the grounds on which he contends a different conclusion should have been arrived

at by the late Council of Public Instruction. He objects (1) that he was not heard in support of the actual agreement made; (2) that any consideration, profit, or loss, cannot determine the true agreement; and (3) the Council of Public Instruction should not by its own resolution, and without his being heard, have assumed to alter to his prejudice the Regulations of April, 1869.

10. The Council of Public Instruction, and Messrs. Campbell and Warwick, were reciprocally bound under this state of facts by a complete contract, the terms of which are contained in the Regulations of April, 1869, so far as they are to be fulfilled by the Council of Public Instruction, and by the respective bonds of Messrs. Campbell and Warwick on their parts, no evidence of any verbal understanding with any members of the Council would be admissible to vary the contract as thus ascertained. Messrs. Campbell and Warwick, by paying the sum of \$3000 to the editor of this revised series, as the full remuneration awarded, acquired for at least twelve months the exclusive right of printing the series, and no other publisher could have obtained permission to print during that period. I think that the regulations are quite explicit on this point; and that by the payment of \$3000, Messrs. Campbell and Warwick only acquired these exclusive rights for one year; and to that extent only was the Council of Public Instruction, as the owner of the copyright, restricted in their full right of sanctioning the printing and publishing as they pleased. No. 4 of the Regulations removes all ground for a different contention. It declares that the interests of the publisher (who is called upon to pay the editor's remuneration), is sufficiently provided for in having this exclusive right for one year at least.

11. In this view of the true agreement between the parties, the Council of Public Instruction were at full liberty, without reference to Messrs. Campbell and Warwick, and without any just cause of complaint on their part, to authorize Mr. Lovell or other publishers to print from the editions of their series on such conditions as the Council thought fit.

I am unable, therefore, to recommend to His Honour the Lieutenant-Governor in Council, that any action should be taken on Mr. Warwick's communication.

ADAM CROOKS,  
Minister of Education.

Education Department,  
Toronto, 29th March, 1877.

#### 11. RECENT CHANGES IN SCHOOL LAW.

The principal changes made by the Act of last Session in the existing law respecting the Education Department, and the Public and High Schools, are as follows:—

##### I. THE EDUCATION DEPARTMENT IS AUTHORIZED:

1. To grant equivalents in the examination of Public School Teachers, for passing High School examinations, and to arrange with other bodies for the like.

2. To establish County Model Schools.

3. To frame regulations, as to elementary teaching; elements of Chemistry, Mechanics, and Agriculture, being optional.

4. To require as a further condition for Teachers' Certificates, that they shall also possess a knowledge of teaching, to be gained in County Model Schools, or the Normal Schools.

5. To grant Second as well as First Class certificates to Teachers on examination by the Central Committee, the power of County Boards to grant Second Class certificates having been (by the amended Act) taken away.

6. To encourage Teachers' Associations as well as Institutes.

7. To require witnesses before any commission to be examined on oath.

8. To contribute one-half of the cost of Maps and apparatus purchased by a school corporation from any parties.

9. To pay the travelling expenses and part of maintenance of students at the Normal Schools, being candidates for Second Class certificates.

##### II. THE PUBLIC SCHOOL LAW IS AMENDED:

1. As to terms and vacations in the Public Schools:—The Public School year shall consist of two terms; the first shall begin on the third day of January, and end on the seventh day of July; the second shall begin on the eighteenth day of August, and end on the twenty-third day of December. There shall be two vacations during the year for Public Schools; the Summer vacation shall be from the eighth day of July to the seventeenth day of August inclusive; the Winter vacation from the twenty-fourth day of December to the second day of January inclusive; in the case of

united Public and High Schools, and also of Public Schools in Cities, Towns, and incorporated Villages, in which High Schools are situated, the vacations shall be the same as are prescribed for High Schools.

2. As to elections:—The voting is to be by open vote as heretofore, and the poll is to be opened at ten o'clock, and in rural school sections the poll may be closed after eleven o'clock, when a full hour has elapsed, without any vote having been polled.

3. As to school sites:—These are required to include the necessary ground for the building, offices, and play-ground, and the arbitration as to value can be proceeded with as against the owner, and any lessee or mortgagee of his, and a perfect title obtained.

4. As to power of Trustees to borrow on time:—The township council is now required to pass the requisite by-law for this purpose.

5. Boards of Examiners in Cities have ceased to exist.

6. The right to superannuation has been extended to Public and High School Inspectors at their option, on the like conditions as in cases of Public School Teachers.

7. Provision has been made for the better inspection of schools in remote parts of the Province.

8. These three doubtful points have been settled:—1. In the case of Rural School corporations, the resolution of at least two Trustees is necessary to bind the corporation, and in the case of Public School Boards, a majority of the members must be present to constitute a quorum, and the vote of the majority of any quorum shall be valid and bind any corporation. In case of tie the chairman has a double vote. 2. A by-law for creating a debt for school purposes does not require a vote of the electors or rate-payers. And 3. No change can be made in the site of a school house without the consent of the majority of the school meeting held for the purpose, and the functions of the arbitrators are confined to selecting a new site in case of difference between the Trustees and majority of school meeting.

9. The following special provisions apply to establishing Township Boards:—

(1.) At the annual meeting in any year of the school section in a Township, the question of forming a Township Board may be submitted in each section for the decision of the meeting, and whenever in any Township at any such annual meeting two-thirds in number of the school sections so decide, the Council of such Township shall thereupon pass a by-law to abolish the division of the Township into school sections, and to establish a Public School Board accordingly; and this shall take effect on the first day of January in the next following year, and it shall not be necessary that any portion of the Township which forms a union with another Municipality or portion thereof shall be considered in respect of the said requisite number of two-thirds of the School Sections of the Township.

(2.) The Township Council shall in the by-law for establishing the Public School Board divide the Township into four wards which shall be the same from time to time as the wards for municipal purposes, when such exist in any Township.

(3.) After the by-law goes into effect, all the Public Schools of the Township shall be managed by one Board of Trustees.

(4.) At the first and every subsequent election, two fit and proper persons, resident in the Township, and possessing the same qualifications as are prescribed for Municipal Councillors of the Township, shall be elected School Trustees in and for each ward by a majority of the votes of the resident assessed freeholders, householders and tenants thereof; one of such trustees (to be determined by lot at the first meeting of the trustees after their election), shall retire from office at the time appointed for the next annual school election, and the other shall continue in office for one year longer, and until his successor has been appointed, and shall then retire.

(5.) Such election shall take place annually on the second Wednesday in January of every year, at the time, in the manner, and as prescribed by the said recited Act, for the election of Trustees in Towns divided into wards.

(6.) The Trustees so elected shall be a corporation under the name of "The Public School Board of the Township of \_\_\_\_\_ in the County of \_\_\_\_\_" and shall be invested with, and possess, exercise and enjoy all the rights, property, powers and incidents, and shall be subject to the same duties and obligations as Trustees in Rural School Sections under the provisions of the said recited Act chapter twenty-eight, and in any other statute, by-law, regulation, deed, proceeding, matter or thing shall be construed to stand and to be substituted for each and all of the Trustees of the former School Sections of the Township.

(7.) After the Public School Board is established, the portions of the Township theretofore united with an adjoining Municipality, or a portion thereof, shall cease to be so united, on the first day of January next following the passing of the by-law for establishing the Township Board, and in the intervening period between the passing of the said by-law and such first day of January a new union may be formed under the provisions of this Act, under which

the said former union may be continued or another union formed, but the portion of the Township in any former union shall remain liable for any rate such portion was subject to while so united for the payment of any debt or loan, so far as the creditors or lenders thereof are concerned, and in cases where unions now existing are not re-formed under this Act, such unions shall continue to exist under and subject to the provisions of the Acts in force at the time of their formation.

(8.) The Township Council shall, so soon as the by-law for establishing the Public School Board is passed, appoint the County Inspector jointly with two other competent persons, not residents of the Township, and they, or any two of them, shall in a report to the Council, value the existing school-houses, school-sites, and other school property in each and every section, or portions of the Township, and ascertain their respective debts and liabilities; and the said valuers, or any two of them, shall thereupon adjust and settle in such manner as they may deem just and equitable the respective rights, claims and demands of each and every school section or portions of the Township and the Township Council shall pass a by-law, and give full effect to the report of said valuers.

(9.) In cases where a portion of the Township Municipality, on the establishment of the Public School Board, ceases to be united with any other Municipality, or portion thereof, the Council of each such Municipality shall respectively appoint one competent person, who with the Inspector or Inspectors having jurisdiction in the respective Municipalities concerned, shall in a report to the Councils of the respective Municipalities, value and adjust all rights and claims consequent upon such disunion between the respective portions of such Municipalities, and determine by what Municipality or portion thereof, and in what manner the same shall be settled, and the disposition of the property of the Union, and any payment by one portion to the other, and the report of the majority of said persons shall be valid and binding; and in cases where the persons to make this report would be an even number, the County Judge shall also be added.

(10.) In case twenty resident assessed freeholders, householders, or tenants, in more than one-half of the school wards of the Township, petition the Township Council to submit a by-law to the vote of assessed freeholders, householders and tenants of the Township for the repeal of the by-law under which the Public School Board was established, but not until after the Township Board has existed for five years at least, a by-law shall be submitted to such vote accordingly, and the proceedings shall be in conformity with the Municipal Institutions Act, except that the vote shall not be by ballot; and in case in the majority of such wards the majority of the votes are for such repeal, the Township Council shall pass a by-law to disestablish such Public School Board, and form school sections instead thereof; but no appeal shall take effect until the first day of the month of January next following, which will be more than three months after the voting upon the by-law for that purpose, and the Council shall also, in the same or another by-law, appoint the County Inspector jointly with two other competent persons not residents of the Township, and they or any two of them shall, in a report to the Council, value the school-houses, school sites and other school property, which may thereupon become the property of such School Section, and shall also adjust and settle the respective rights and claims consequent on such repeal, between the respective School Sections, or between any School Section and the Township, and all payments to be made by or to any of them.

(11.) In Townships where Public School Boards have already been formed, the same shall continue as they now are in all respects until the first day of January next after the passing of the Act, when the provisions of this Act shall also apply to them as if established under this Act, and the Township Council of each such Township shall, three months before the said first day of January, pass the requisite by-law for dividing the Township into wards for school purposes, if there are none such for municipal purposes.

10. With reference to unions, divisions or alterations of School Sections in the same Township, the Township Council has now full power to act, after notice to all parties affected, and with power in any case to any aggrieved party to appeal to the County Council, through the Committee to be appointed as under the former law, but their decision is now to continue in force for the period of five years at least, and till lawfully repealed by the Township Council, but subject in this also, to appeal to the County Council.

This useful provision as to valuation of property, has also been added:—On the formation, dissolution or alteration of a Union School Section, or on the formation, division or alteration of any School Section in the same Township, the County Inspector and two other persons appointed by the Township Council as valuers shall value and adjust in an equitable manner, all rights and claims consequent upon such formation, division, dissolution or alteration between the respective portions of the Township affected, and de-

termine in what manner and by what portion or by whom the same shall be settled; and the determination of the said valuers or any two of them shall be final and conclusive.

11. School Trustees may arrange for payment of Teachers' salaries quarterly, and may borrow money for this purpose in anticipation of receipts from school rates.

12. The legal difficulties which were found to exist respecting unions between portions of different Municipalities, have now been removed, and the machinery has also been simplified, and is now more calculated to result in just and satisfactory arrangements. The provisions for this purpose are as follows:—

All sections and sub-sections contained in the Acts respectively chaptered twenty-seven and twenty-eight, and passed in the thirty-seventh year of Her Majesty's reign, relating to the formation, alteration, or dissolution of union sections, or divisions composed of parts of different Municipalities, or part of one Municipality and another, are repealed, except as to existing unions, and the following are henceforth substituted therefor:—

(1.) A union school section may be formed between (1) parts of two or more adjoining Townships, and (2) part of one or more Townships and an adjoining Town or incorporated Village, after authority has been given by-law of the Council of each Municipality affected; but such union shall not take effect until the first day of the month of January, which will be at least three months after the passing of such by-laws respectively; and such by-laws shall be passed upon and according to the report of competent persons, one of whom not being a member of the Council shall be appointed by each Municipality concerned, and such persons with the Inspector or Inspectors having jurisdiction in the respective Municipalities or the majority of them shall report upon the expediency of such union, the location of the school-house, or any change in the site thereof, and the proportion in which the part in each Municipality is to be liable to contribute towards the erection and maintenance of the school, and other requisite expenses, and for what period of years, with provisions for the renewal thereof; and the contribution of each part shall be levied therein in each year according to the assessed value of the property of each rate-payer therein, and not upon any assessed equalization of the assessment in the parts to be united. In cases where the persons to make the said report would be an even number, the Senior County Court Judge shall be added.

(2.) The union of parts of two or more townships shall be deemed one school section, and as belonging to the township in which the school-house is situated, and the provisions of this Act respecting rural school sections shall apply thereto; and, in like manner, the union of part of one or more townships with a town or incorporated village shall be deemed one school district or division, and as belonging to such town or village, and the provisions of this Act respecting Public Schools in Towns or Villages shall apply thereto; and such part of the township for the election of the trustees, inspection, taxation, and other school purposes, shall be deemed to be united to such town or village.

(3.) The boundaries of such union school may be altered or dissolved by the Council of either Municipality in which part of the union is comprised, in case the same is petitioned for by a majority of the assessed freeholders and householders of such part: and in case there shall be any disagreement as to the terms of such alteration or dissolution, the same shall be determined by the Inspector or Inspectors having jurisdiction in the respective municipalities concerned, and one competent person, to be chosen by the Council of each municipality or the majority of them, but no dissolution shall take effect until the first day of the month of January, which shall be at least three months after the passing of the By-law in that behalf. In case, where the persons so to be appointed would make an even number, the Senior County Judge shall be added, and the determination of the majority of them shall be final.

(4.) All existing school sections, and all unions of school sections comprised of parts of the same or different municipalities which now exist in fact, and whether formed in accordance with the provisions of the law in that behalf or not, are to be deemed as having been legally formed, and such unions shall hereafter continue to exist, subject, however, to the provisions of this Act, as if they had been formed thereunder; and in cases where any union has heretofore been adjudged by any Court or Judge to have been illegally formed, or where any proceedings are pending on that ground, further proceedings may be stayed, upon payment of such costs or expenses, if any, as the Court or Judge may award.

13. The School Board of a Town (not separated) may place the schools under the County Inspector, when they will receive the like allowance as rural schools.

14. Permits can only be granted subject to the Regulations of the Education Department.

15. Townships, cities, towns and villages are now required

through the Assessor, Assessment Roll, Clerk and Collector of the Municipality, to ascertain the supporters of Separate Schools, to assess and collect rates payable for this purpose as well as for the Public Schools, and thus to make the municipal machinery available for comprehending in its action all rate-payers who are liable to pay school rates, either public or separate, without risk of any omission or confusion. Further details are given in a special minute on this subject, see p. 34.

16. The County Council is also authorized, on its part, to arrange for payment of Teachers' salaries quarterly, and in future their Treasurer is to pay over moneys applicable for this purpose to the Treasurers of the Townships and other minor municipalities, upon whom the Inspector's orders in favour of school Teachers are to be drawn.

17. Provisions have also been made to meet the exceptional circumstances which attend the schools in the territorial and unorganized districts of the Province, as to the Inspection, management by Boards, unions, and school accommodation, and upon the petition of five heads of families, the school Board must provide adequate school accommodation and a teacher for their children and others.

18. County Councils are authorized to levy annually the sum of one hundred dollars at least in aid of each County Model School, and also fifty dollars towards teachers' institutes or associations, being amounts equal to the Provincial grants for the like purposes.

19. The extent of the school accommodation required by law has been lessened, so as now to accommodate two-thirds of the number of children who have the right to attend.

20. The power of County Boards to issue Second Class Certificates has been withdrawn, but they are authorized to renew Third Class Certificates, subject to the regulations of the Education Department.

21. A Trustee *ipso facto* vacates his seat; (a) when convicted of felony or misdemeanor; (b) when absent from meetings for three months without leave expressed by resolution or minute; (c) and when he ceases to be a resident within the school municipality.

22. The Trustees and School Board are now authorized to examine into the circumstances under which absence of children from the school has occurred, whether this can be lawfully excused.

### III. HIGH SCHOOLS.

1. As to High School districts which existed on the 2nd March, 1877, these, and arrangements connected therewith, are continued until the County Council thinks fit to discontinue the same.

2. For the future, High School districts cannot be established out of part of a County, by the County Council, except where the High School district is constituted by, (1) one or more counties, (2), or an electoral district. The County Council in any such case may constitute a County or Electoral District, a separate district for High School purposes which shall contribute in such amount as the Council may determine, for the support of the High School or High Schools therein, separately from any other County or Electoral District under the jurisdiction of such County Council.

3. Any arrangements of this nature which existed on the 2nd March, 1877, are continued until discontinued by the County Council.

4. Councils of Counties and of Cities or Towns separated, may mutually agree for the establishment and support of a High School which is to be common to both Corporations.

5. Councils of Cities and Towns separated must contribute annually for the support of their High School, at least an amount equal to the *minimum* appropriation to the High School from the Legislative Grant, and shall also provide such other sums for accommodation and support as may be required by the High School Board.

6. Councils of Counties must contribute annually for the support of their High Schools, an amount equal to the appropriation to the High School from the Legislative Grant, while the Town, Village, or Township municipality in which the High School is situate, must provide such other sums as may be required by the High School Board, for School accommodation and support.

7. The terms and vacations are now as follows:—

The High Schools shall open on the seventh day of January, and close on the Thursday before Easter; they shall reopen on the first Tuesday after Easter, and close on the thirteenth day of July; they shall reopen on the first day of September, and close on the twenty-second day of December: there shall be three vacations for High Schools in the year; the Easter vacation to extend from Good Friday to Easter Monday, inclusive; the summer vacation shall begin on the fourteenth day of July, and end on the thirty-first day of August, and the Christmas vacation shall begin on the twenty-third day of December, and close on the sixth day of January, and the High School Boards are authorized to dismiss during the

period when the Intermediate examination is going on in such school, those pupils who are not engaged in the examination.

ADAM CROOKS,  
Minister.

Education Department,  
March 21, 1877.

## 12. NEW EDUCATION BILL, ONTARIO.

SPEECH OF HON. MR. CROOKS ON FIRST READING.

JANUARY 22nd, 1877.

MR. SPEAKER,—I beg to move for leave to introduce a Bill entitled an Act to amend the several Acts respecting the Education Department, the Public and High Schools, and the University of Toronto. In making this motion, I propose to state briefly the principal provisions which I have attempted to introduce into these amendments not in order to bring about any radical changes in the principles which we find already on the Statute-book, but rather to give more effect to those principles; and I hope upon the second reading of the Bill that these different proposed amendments will receive full discussion from hon. members, knowing that the most satisfactory measure which can be adopted will be that which has been the result of full discussion and deliberations by the House, composed as it is of many members who have so large an amount of practical experience in connection with this question. I would not myself have presumed to enter upon several of the proposed amendments unless it had been extremely desirable that, when the Revised Statutes respecting Education were being consolidated, they should be compiled with a view of making them a *vade mecum* or compendium of our School Law. But for that circumstance of endeavouring to make as far as possible the Revised Statutes on Education a perfect compendium to enable any ordinary person of experience in these matters to understand the Law, I would have preferred to defer submitting to this House and the country any amendments of this law at the present. My experience has been, of course, very brief, but I have endeavoured as far as possible to overcome my own deficiency by ascertaining the judgment and views of those, many of whom have had a lifetime's experience in the general education of the country. I have been, however, very careful not to assume to introduce any new principle, but to extend what we now find in the existing law in those respects, which may be considered an improvement in the judgment of hon. members. I propose to take up the amendments in the same order in which the Law will be found in the Revised Statutes. Under the general title of education, it is proposed in the Revised Statutes submitted to the House, so to separate the several subjects coming within the general title, that access and information can be very readily obtained. As far as Public and High Schools are concerned, the first part will contain everything which properly relates to the Education Department and the Minister administering it. The second part will comprise the law respecting Public Schools, and the third, that relating to High Schools; while under the same titles will be found that part of the law which relates to Separate Schools, and the whole text of the Act of 1863, relating to Roman Catholic Separate Schools. Then there are also the other institutions, as the University of Toronto and Upper Canada College. The amendments I propose to introduce are such as relate chiefly to that part of our educational system which is under the control of the Education Department. Under the title of the Education Department I desire to submit two substantial questions for the consideration of the House in order to effect improvements in regard to them. The High Schools have occupied a very prominent position—a very useful one, no doubt—in our educational system, and by one step after another, have come to occupy conspicuously a position which is dependent mainly on scholastic as distinguished from other considerations. (Hear, hear.) It is upon their educational merits that High Schools have risen, by the system of admission examinations, and of late by the intermediate examinations; but it is further thought desirable to encourage them to improve their standard, so that the curriculum may be such as to enable a boy of ordinary ability and industry to prepare himself for any career in after life. I also propose to give other encouragements in connection with the appropriations from the Legislative Grant, so that the High Schools may obtain credit for all such distinctions which their pupils may obtain in examinations before learned bodies, such as the Law Society, or in matriculation at Universities either in Canada or Great Britain, also to give facilities which may further encourage High Schools to improve their position in the work of superior education. The Education Department has also to consider the best means of improving the

qualification of teachers in the Public Schools. The great deficiency in our system at present arises from the very large number of inexperienced teachers who have charge of the great majority of the schools of the Province. We must carefully examine the position of our Public Schools with reference to the qualification of the teachers in charge of them, in order to understand fully what our position now is in this particular. In 1875 the number of Public Schools was 4,834, and these schools were in charge of 6,018 teachers, of this number 3,552 hold certificates of the third-class, and 539 have only permits, so that two-thirds of the whole number of teachers hold only certificates of the lowest class; and, to it will appear further, that there is a larger influx in 1876, as compared with 1875, of third-class teachers. At the July examinations of 1876, 1,801 candidates were successful, of whom 1,668 obtained third-class certificates, only 11 First, and 122 second-class certificates. Thus the tendency will necessarily be to fill up vacancies as they annually occur, with those teachers who are inexperienced, and have not had any actual practice in the art of teaching and no knowledge of teaching other than they may have gained when pupils themselves. The teacher is called upon to begin with the dawn of intelligence in the youngest child sent to school, and there is greater need of experience in the gradual process of developing the latent faculties than where they are more matured. The 1,801 successful third-class candidates came out of a total of 4,485 applicants. This shows the tendency of our youth, male and female, to enter into the teaching profession, and it is clear that there is a superabundance of material from which to draw our teachers, and the proposition is not now how to encourage the youth to enter the teaching service, but rather to take advantage of this tendency, and afford facilities for their improving themselves. A spirit prevails which is very creditable among the many young men and woman, who are becoming teachers, and if opportunities for gaining improved experience are afforded them, they will not neglect to take advantage of them. Such opportunities must be accessible, in the sense of being convenient of access, to teachers in different localities throughout the Province. Another difficulty in the training of teachers arises from the temporary nature of the teaching service. In this particular our experience is similar to that of the States of the Union, from Massachusetts in the East to Illinois in the West. The average period of service is under five years; in Massachusetts it is three and a-half years, and our experience would probably result in the average here not being more than five years. I find, since the new system came into force under the Act of 1871, that from 1871 to 1874, 13,883 candidates for certificates presented themselves. Of these, 7,928 obtained certificates—about 6,000 being in the third-class, only fifty-two in the first class, and 900 in the second-class. Taking then into consideration these two circumstances, it is proposed that the law shall be so amended as to extend the advantages of that kind of training which is designated "Normal" or which consists in the theory and practice of teaching; to supply this it is proposed to establish in each county one or more county model schools, in which the opportunity will be given to candidates for third-class certificates to spend some weeks for observation, and practical knowledge, besides being required to pass a satisfactory examination in the prescribed subjects and this will be an advantage to teachers and their pupils alike.

The value of a teacher so trained will be improved, and trustees will prefer the teacher who thus has gained experience in a county model school while the teacher will be able to take charge of a school without being entirely inexperienced. It is also possible to further improve the position of teachers, and to give to schools who are looking out for a higher class of teachers than the holders of third-class certificates, better opportunities for obtaining these. The Normal School at Toronto, when first established, was obliged to fulfil two offices,—that of a seminary or academy for the instruction of students in the higher subjects of education, and the other in their special training as teachers. The necessity of the time required that the Normal School at Toronto should fulfil these two functions, but now the reason for the former appears to have been removed, through the existence of High Schools in every part of the Province. This question, therefore, can be dealt with by affording further opportunities to candidates for second-class certificates, for availing themselves of Normal School instruction, while they can make up the deficiencies in their general education, in the High Schools which these can now readily and conveniently supply in many particulars, perhaps, better than the Normal School (Hear, hear.) It is proposed, therefore, to give the Department authority to make such arrangements in connection with the Normal School, as will facilitate the attendance of candidates for second-class certificates at the Normal Schools. In order to overcome the obstacles of distance and small means, it is proposed to pay the travelling expenses of candidates for second-class certificates to either of the Normal Schools, and to contribute about one half of the weekly ex-



pense of maintenance while attending those schools. It is not intended that candidates shall attend longer than two months—and they are expected to successfully pass an examination at the end of that period in the theory and art of teaching. This class of candidates will not be called upon to attend classes of general instruction in the Normal School, but are to take advantage of the Model Schools in connection with the Normal School, so that by practice and observation they may obtain a knowledge of the best methods of teaching, and the two Normal Schools can thus, without excluding students who are anxious to get the fullest advantage from them, so as to obtain first-class certificates, be made available for a large number of those who desire to secure second-class certificates, and it is hoped that the result of this experiment will be a large and early accession to the teaching ranks of holders of second-class certificates. It is not proposed to interfere in any sense with the regulations, so far as the status of those now in the profession may be concerned, but it seems to me that by the scheme now proposed the great problem, how to afford a sufficient number of second-class teachers to the different schools which are anxious to obtain them, can best be solved. The required attendance at the Normal School being only for the short period of two months, and facilities being afforded for passing the subjects of examination through the High Schools, there should no longer remain any substantial difficulty in the way of annually adding to the ranks of the profession a sufficient number of adequately trained teachers. The amendments proposed are to enable the Department to frame general regulations which may enable it to carry out the necessary details of this scheme.

When we come to the amendments in the law respecting Public Schools, it will be found that these are necessary for the improvement of the system, and in some instances for more accurately expressing the law. In many points there will not be found room for much difference of opinion or much discussion, as regards the taking of land for school sites, the different holidays, and the like. But I, however, propose to introduce a new machinery for the formation of Township Boards. Township Boards may now be formed under certain conditions mentioned in the School Law, but unfortunately those provisions are not sufficiently explicit to free any attempt of this kind from difficulty. I propose to make the formation of Township Boards much easier and more acceptable than in the past. These provisions are entirely of a permissive character, and will enable school sections if they think proper, to form Township Boards. It is optional with the school sections to adopt them, and cannot be imposed upon them by the Department. I understand the cardinal principle of our system of education to depend on the people themselves, in applying their own means and local knowledge in the management of the public schools. \* \* \* \*

It is not, therefore, proposed to ask any school section to give up its separate existence as a corporation unless the requisite majority of the school sections agree to that course. But the new machinery introduced for this purpose will be found on the whole satisfactory. And the general character of this amendment is that the school corporations themselves can alone take advantage of these provisions.

I also have dealt with another practical difficulty in the formation of union sections between parts of different municipalities. I do not disturb the law as it exists in reference to unions between portions of the same township. I offer new machinery for settling the complications which exist as to unions between parts of different municipalities. The details can be more fully considered on the second reading of this Bill.

I also found, upon my entering the Department, another difficulty in connection with the working out of the principle established by the Separate School Acts. Honourable members will understand that there are two Acts relating to Separate Schools—one in relation to Separate Schools which may be taken advantage of by Protestants and coloured people, and the other for Separate Schools which may be formed by Roman Catholics. The machinery for the purpose of giving effect to the principle contained in these two Acts has been found to be defective. Without assuming in any way to interfere with the principles contained in those Acts, I propose to introduce by a very simple expedient, means which will be effectual in relegating to each class of schools its proper supporters. In examining into decided cases, I find that the steps now necessary for defining the supporters of Separate Schools has always given rise to disputes, and whenever a legal question has been raised it has turned out that the steps taken in order to secure the status of a supporter of the Separate School have in most cases been illegally taken. The cases which I find reported have not related to Roman Catholic Separate Schools but to Separate Schools which Protestants and coloured people are allowed to establish. One case arose in the township of Ops, and the other in the township of Anderdon, in the County of Essex. The judges in these cases showed how unsatisfactory the existing machinery

was for the purpose of arriving at the simple result of securing to the supporter of a particular school—public or separate—his true position of liability as a ratepayer. I propose to take advantage of existing municipal machinery for the purpose of showing the respective liabilities of the supporters of Public and Separate Schools, and the machinery will have this great advantage over the present, that no ratepayer in the municipality can then escape the responsibility of contributing according to his assessment towards some particular school. Many do escape in connection with the present system. It is a system which necessarily leads to confusion, and provides very imperfect machinery for carrying out the principle which the Legislature of the former Province of Canada gave effect to in these Acts. I hope the experience of Honourable Members may be found to agree with mine in considering that the proposed provisions will overcome all those difficulties which in certain municipalities have produced much irritation between supporters of Public Schools and Separate Schools.

I have mentioned the main features of the amendments. I propose to make more clear some clauses as to compulsory attendance. I wish to make it perfectly clear that the trustees on the School Board are to be allowed to judge whether the ability or the child to attend school has not been excused by one of those valid excuses which the law permits. Now it seems to be a question whether it is the duty of the Trustees or School Boards to see that a child's not attending for a certain time was caused by proper reasons or not. It is proposed to make that quite clear.

The next, in regard to High Schools, is a subject which probably presents more difficulty at the present time than almost any other. The Province has contributed to these schools very liberally, and from year to year its contributions have been increasing. I have a statement showing that while in 1869 only \$27,613 of Provincial funds was appropriated in aid of Grammar Schools, we contributed in 1875 as much as \$80,000; and that while the contributions from the Provincial revenues, in connection with the High Schools, have been increasing in that rapid ratio, there does not appear to have been the same increase in the contributions of the different localities which derive special and peculiar benefits as distinguished from the general benefit derived by the Province. The question is now being discussed what area in a county can be properly called upon to contribute to the maintenance of a High School situate in any of its towns or villages. The original intention at the institution of the Grammar School evidently was that it should be an institution for a county as the Common School should for a township. By the Act of George III. under which a large portion of land was set apart for Grammar Schools, the expressed intention was that a public school on the plan of the English public schools should be established in every county, and thus the means for higher education secured. As I have mentioned, our High Schools have recently received an impetus in their development which is very satisfactory, and calls for further efforts now. The Grammar School being originally a county school, the County Council gives origin to every High School in the county just as it can take the initiatory steps for abolishing the High School. The main question in either establishing or discontinuing High Schools is the money resources for its maintenance. In many counties the liberality of the Council and the people is quite satisfactory, while in other counties there is extreme parsimony, and this has led many counties to confine the area of taxation for the support of the High School to the town or village in which it is situated. In considering the question, it appears that the whole benefit is not derived by the town or village in which the school is placed, but that the surrounding country is deriving substantial benefits from the School, and the return I have prepared shows that, so far as the attendance of children from the outlying districts compared with those from the town or village, the proportion is one-third to two-thirds. Under these circumstances it would appear to be unfair to leave the whole or a larger portion of the maintenance of the School upon the particular locality. There has been a good deal of discussion on this question. Some County Councils are prepared to admit that there should be a larger amount of liberality shown, considering the benefit the county as a whole gets from the High Schools, and the large contributions from the Provincial revenue. The county now only pays one-half of the amount contributed by the Province; this is an anomaly which I think merits discussion. The reverse prevails in the case of High Schools to that which prevails in regard to Public Schools (Hear, hear). While in the latter case the contributions from the Provincial revenue, are less than \$1 per head, in the case of High Schools it exceeds \$8 per head. There are under 9,000 pupils attending these High Schools, and we are giving \$72,000 a year for the support of those schools. It appears to be a sound principle, on which to lay the proportion of Provincial as compared with local burdens that in cases where the locality is especially benefited, the burden should be borne by the locality

itself, and it is only in the sense of supplementing the local efforts, where there is also some measure of general benefit to the Province, as a whole, that the Provincial revenues should be called upon to contribute. At present, while the minimum Provincial grant per annum is the sum of \$400 for each High School, the county is bound to pay \$200, and the further funds requisite have to be raised by the town or village, or by the High School District, where such exists. I shall have more to say on this subject, when this Bill goes into Committee. That, however, is the principal one of any proposed amendments in relation to High Schools.

Another amendment relates to the University of Toronto. I propose to make it clear as regards the question of affiliation, that it should depend upon the responsibility of the Senate to the Lieutenant-Governor in Council. Now, it is not clear whether Convocation would or would not have a voice in the matter. The intention was no doubt that the right to interfere in the Government, the University should rest solely upon the responsibility of the Senate and the Lieutenant-Governor in Council; but that Convocation, which is a fluctuating body and owes no responsibility to any one in particular, should have the opportunity of discussing matters affecting the university as a whole, while matters involving responsibility should rest with the Senate and the Lieutenant-Governor in Council. I have thrown out these remarks in order that when the Bill comes to a second reading, the hon. members can bring their experience to my assistance, and that the country at large should understand what is proposed. I now move the first reading of the Bill. (Loud Applause.)

**13. NECESSARY THINGS IN THE SCHOOL LAW TO BE COMPLIED WITH.**  
—The following provisions of the law are very often neglected. They are important and should be enforced. Non-compliance with them is punishable with fine: A copy of the minutes of every meeting (annual or special) signed by the Secretary and chairman must be sent to the Inspector of Schools. Clerks of Townships are also required to inform the Inspector of all business done by their respective councils, which has any reference to School Sections or Schools. They are in addition required to prepare a map of their respective Townships, showing the boundaries of all the School Sections. This must be posted up in the office of the Clerk, and a copy of it sent to the County Council.

#### 14. CENTRAL COMMITTEE OF EXAMINERS.

The Chairman of the Central Committee of Examiners desires that an intimation may be given in the *Journal*, that communications or certificates, examinations and other matters relating to the work of the Committee, should be addressed to the Education Office, and not to individual members of the Committee, as the Committee does not desire to receive any letters except such as may be referred to it by the Department.

#### 15. EDUCATIONAL EXHIBITION AT PHILADELPHIA.

As requested by the Superintendent of the Educational Exhibition, now open at Philadelphia, we have much pleasure in attracting attention to the following circular just issued by the manager of the Exhibition:—

“From the Official Bulletin of the International Exhibition, at Philadelphia, you will learn that the Council of Education of that Exhibition, intend to make the Educational Department the best arranged and most complete educational display ever attempted.

“The Council expresses the hope, that you will call the attention of your people to this most laudable feature of the Exhibition, and aid them in securing from your countrymen and Institutions of Instruction, any material that shall enable them to make the Department which they have in charge, what they intend it shall be, an exposition of the best in educational appliances and results.

“We particularly desire exhibits from your Technical, or Art, schools.

“We would also request one approved series of text books, and any maps, charts, &c., used in your schools.”

#### 16. JAPANESE EDUCATION COMMISSION TO THE CENTENNIAL.

Since the return to Japan of the Vice-Minister of Education and his suite, he has addressed a letter to the Ontario Education Department, dated Tokio, 26th February, from which we take the following extracts:—

“We arrived safely here on the 8th ult. \* \* \* \* \*  
I am exceedingly obliged to you, not only for your kindness which you had evinced towards us during our stay in Philadelphia, but also for your great kindness in showing us your own Department,

and other Educational Institutions in Toronto during our short trip to Canada, where I enjoyed the visit so much and got so much information about education in your country. I hope you will accept my warm thanks.

“I have the pleasure to inform you now, on my return to Japan, I shall be able to collect the school material which I promised to send to you from here.

“FUJIMARO TANAKA,  
“Vice-Minister of Education.”

## II. Education in Various Countries.

### 1. PROGRESS OF EDUCATION IN JAPAN.

By a recent decree of the Mikado in Japan, the tax on agricultural products has been greatly reduced, while a corresponding reduction of governmental expenses has been ordered. We note that the appropriation to the Mombusho, or Department of Education, is curtailed from \$1,704,000 (in 1876) to \$1,200,000 (for 1877), while the salaries of educational officials have also been reduced. This seems at first a damaging stroke to education. It is only apparently so. The great burden lifted from the farmers will enable them now to send their children to school more easily than before, and thus a far more general attendance at the rural schools will be secured, and the appropriation applies to all other governmental departments. The lightening of the tax has caused universal rejoicing all over the country. Only one more great national blessing is now wanted, and that is to reduce the already too large army and military budget. This establishment costs nearly twice as much as the Department of Public Works, and five times more than that of Education. When will Japan *thoroughly* learn that “education is the cheap defence of nations!”

The Empress has been visiting the ancient and medieval capital of Kioto, and while there, attended the exercises of many of the girls' schools, encouraging them by both her presence and presents. She is a power for good among her people.

Hon. David Murray, the American superintendent of schools and colleges in Japan, recently enjoyed the honour of an audience with his Imperial Majesty the Mikado. Dr. Murray was congratulated on his successful efforts in obtaining, while on his recent visit to the United States, an educational museum of all the appliances used in the American school system. Dr. Murray will continue, for several years yet, his engagement with the Department of Education in Tokio.

Lieutenant Wasson, formerly of the United States army, and now a professor in the Imperial College of Japan, has been decorated with the Japanese Order of Merit, and is the only foreigner in the educational service thus honoured. Mr. Wasson served with the Japanese army in Formosa.

Hon. F. Tanaka, the Japanese vice-Minister of Public Instruction, arrived in Japan early in January. Mrs. Tanaka and his attaches also arrived by the same steamer.

Professors Terry and Houghton, both graduates of Yale College, have arrived in Tokio, and begun their duties in the Imperial College, the chair of the former being that of Law, and the latter, English Literature.

Another delegation of Japanese students from the Imperial College are now on their way to this country and Europe, to spend several years in the study of law, or of the sciences.—*New England Journal of Education.*

### 2. PROGRESS OF TECHNICAL EDUCATION IN MASSACHUSETTS.

The interest manifested in favour of mechanical education seems to be growing as the discussion proceeds. The hearings before the Commissioner on Education of the Massachusetts Legislature have called out the endorsement of Mr. Ruggles' ideas from the best informed men of the State. Hon. Elizur Wright takes the ground that our common school system is set up “wrong end foremost,” and thinks children should be taught the use of tools before they learn to read, write, and spell. This view is, in a sense, akin to the kindergarten idea, and the progress being made in this direction may pave the way for the adoption of Mr. Wright's views. The present proposition, however, contemplates providing mechanical schools, that will take boys who have graduated from our public schools, and help them to discover their natural bent of mind, and aid them to qualify themselves to earn their own livelihood by acquiring a useful trade. The question will soon be before the Legislature, and Massachusetts may claim the honour of being the pioneer in favour of industrial schools, as a fitting supplement to the present school system.—*New England Journal of Education.*

### 3. EDUCATION IN THE STATE OF NEW YORK.

The State Superintendent presents a valuable report:—There are 11,285 school districts, 11,824 school-houses, of the value of \$31,017,904, each have an average value of \$935; the whole number of children is 1,585,01, of these 1,067,199 have attended school more or less during the year; 541,610 are to be found in the schools on any one of the school-days. In Cohoes there are 269 school-age-children to one teacher; in New York 161; in Chenango County 35. In Oswego the average attendance of pupils is 77 per cent.; in New York 48; in Rockland Co. 41. There were 30,209 teachers employed (females 22,522, males 7,687), at an average salary of \$411.83 or \$11.73 per week, the salary-average to each pupil is \$7.46; amount raised by one and one-fourth mile tax \$2,948,229; total for public instruction, \$11,438,038, (in 1866, \$6,632,935; 1855, \$3,323,049), of this for teachers' institutes, \$16,436; normal schools, \$177,235. His suggestions as to the normal schools are certainly timely and just and imperative. He says that of the 6,000 in the eight state normal schools, less than one half are there to become teachers. All will agree that the object of "our normal schools, should be for the training of those who intend to become teachers." He recommends that school commissioners be required by law to devote their whole time to their work; also that they should possess State certificates or diplomas from a normal school, or other higher institution of learning, with experience in teaching. He says, "that economy is poor which stints the growth of education by cutting off any part of the tax necessary thereof." Just and statesmanlike words.—*N. Y. School Journal.*

### 4. LONDON SCHOOL BOARD'S BOOK STORE.

Up to about a year ago, the School Board for London had been in the habit of obtaining its books, stationery, models and apparatus through agents in the ordinary way of trade at wholesale prices, which plan, it was thought, might be improved upon by the Board establishing a store of its own, and appointing officers to conduct it.

On the removal of the staff from the old offices in New Bridge-street to the new building on the Thames embankment, it was decided to utilize the old premises as a warehouse for the new branch of business.

Mr. George Frater was appointed the superintendent, and various clerks were placed under his care.

It was believed that books could be supplied to Board schools economically if the Board made direct arrangements for discount with the various publishers and manufacturers. In the second place, it was felt that delays (often unavoidable), which had arisen when the goods were ordered from agents, who themselves had to obtain the goods from others, would be reduced to a minimum when a stock was always kept in hand at a central store. In the third place, it was thought desirable to exercise more direct control over the goods supplied, comparing them in every instance with the samples on which tenders had been made.

Adopting these views of the committee, the Board gave notice to the agents previously employed, that the contracts with them would cease at Christmas last; and in September the store superintendent commenced his duties. Between the time of his appointment and Christmas, he was engaged, under the direction of the committee, in preparing the old board offices at 33, New Bridge-street, for the purpose of a store, and analysing the requisitions which had been sent in by different schools, so as to form an estimate of the stock which would probably be required quarter by quarter, and in arranging terms with the various publishers, manufacturers, carriers, &c.

The School Management Committee have since reported to the Board on the result of this new experiment for the first six months. They are of opinion that the delivery of goods to the various schools throughout the metropolis has been greatly facilitated, and that the teachers have now no practical cause for complaint. They are also of opinion that the quality of the goods supplied has been checked in a more satisfactory manner. With reference to the cost of the new system, the committee believe that the Board will find the result perfectly satisfactory. The committee add that the store department has assisted the general work of the office in many matters which did not strictly come within their duties; as, for example, in making arrangements for the delivery of certificates and books in the case of Mr. Peek's prizes for religious knowledge, in preparing cards and certificates for Board examinations, and in drawing up a form of tender for the supply of general stationery to the Board offices.

Having regard to the above facts, the committee were of opinion that steps should be taken to establish a permanent store, more

especially as the tenure of the house which is at present used as a store terminates at Christmas. They accordingly recommended that the Works Committee be instructed to arrange for a purchase of a building in the immediate neighbourhood of the Board offices, and to adapt it to the purpose of a store.

Although the new plan had been adopted less than a year, the results showed a saving at the rate of nearly £2,500 per annum; and great as this advantage may seem, there is the still greater one—that the schools are better supplied with books and apparatus than formerly, and that also without delay. The new plan appears to have effected a saving of about 20 per cent. upon the cost of this branch of School Board work—partly in consequence of the Board being able to obtain their goods on similar terms to those of private firms, without being at the expense of advertising or employing travellers as ordinary trading firms have to do.

The Board has authorized the Works Committee to purchase land, and to adapt buildings existing upon it at the rear of the new offices on the Embankment, where the store is to be conducted in future, thus centralizing the work of the office, instead of having it conducted in two separate buildings as heretofore.

The land is purchased for £8,500, and the committee have authority to make the necessary adaptation at an expense of £1,500. The work is being already proceeded with, and will probably be completed within a few weeks. Mr. Frater may be congratulated on having successfully established this branch of business, and affirmatively and satisfactorily solved the problem somewhat gloomily put at the commencement—Will it pay?—*South London Press.*

## III. Selections from Periodicals.

### 1. SECONDARY EDUCATION IN SCOTLAND.

*Abridged from Blackwood's Magazine.*

Amidst much activity, and not a little wrangling, the primary education of Scotland has been re-organized and extended. What-ever may be thought of the educational policy of the late Government, its practical result will be to multiply primary schools in proportion to the wants of the population. These schools, moreover, will be distinguished, whether advantageously or not, by uniformity of character and of management. The schools will be everywhere diffused, and the firm and wise operation of the compulsory clause will gradually sweep within them the whole of the youthful population. In short, an adequate elementary school system is established, or in process of being established, throughout the length and breadth of Scotland.

But the very completeness with which this result is being accomplished, has only brought into clearer light the difficulties with which our higher or secondary instruction is struggling. The old parochial education was of a mixed character. It embraced secondary no less than primary subjects—mathematics, Latin, and sometimes Greek, no less than reading, writing, and arithmetic. The Scotch "dominie" of a former generation was frequently a quaint and impracticable type of human creature, with no knowledge of, and no concern for, methods or standards, and no dreams of a timetable; but he was also commonly a man who had been a session or two at college, and who had brought away from the *alma mater*, to which he never failed to look back with some degree of pride and reverence, reminiscences of higher studies. In addition to the more ordinary work of the school, there was always the master's special class of boys, sometimes with a more than usually bright girl or two mingled with them, who were busy with *Cæsar*, or *Ovid*, or *Virgil*, or the Greek Testament, or *Xenophon*, or *Homer*, or to whom the propositions in the first books of *Euclid* were sufficiently familiar. These were the classes in the parish school from which the Scotch universities drew their pupils; and even to this day the number of first-year students who find their way directly from the parish schools to the universities is about a half of the whole number.\*

But this old characteristic of Scotch education is rapidly disappearing. In large districts of the country, where it never probably had the hold that it has always had in certain northern counties, it is already effaced. A Latin, Greek, or mathematical class is no more to be found in any save a few exceptional parish schools; and even were there boys willing to go on to these higher subjects, the teacher is in many cases unwilling or incompetent to take them on. He is not himself a university man. If he has had a little Latin or mathematics at the Normal Training College, from which the great bulk of teachers are now directly drafted, he has either for-

\* "While 42 per cent of students come from the burgh and middle-class schools, the rest come from the parochial and other elementary schools, or from abroad."—Third Report of Endowed Schools Commission, p. 98.

gotten them, or has no time to devote himself to them amidst the exigencies of the modern educational system, which has not only him, but all the primary teachers of the country, in its grip. The whole tendency of the system is to concentrate the energies of the school-master upon what have been called the three R's, and so to drill the large mass of pupils in the lower standards that they shall pass the inspector's examination, and bring in the full Government allowance to the school.

It is matter of evidence to which the records of the Education Department of the Privy Council bear witness, that the primary education of Scotland was by no means such as it ought to have been under the old system. And indeed it may be doubted how far primary and secondary education can ever go advantageously hand in hand under a single master. In any case, the change which has overtaken the parochial system of Scotch education was an inevitable change, which it is needless to lament. The growth of the new Privy Council system, with its standards, its routine of inspection, and its payment by results, necessarily supplanted the old system. The primary school has enough to do with its own work, and the public school teachers, for the most part, are fitted for this work and for no other.

In such circumstances it is not to be wondered at that grave anxiety has arisen in the country on the subject of secondary education. Where is secondary education henceforth to be got? Imperfect as the old plan may have been, which mixed up primary and secondary subjects together, and so hardly did adequate justice to either, it always at least provided a chance to the clever boy in the country no less than in the town to get some preparatory instruction to fit him for the university. But where is this instruction now to be got? How is the higher education of the universities and the work of the schools to be brought into contact? They have never been well adjusted, as everybody who knows Scotland knows sufficiently well. The universities have been forced to descend below their true function, and do a great deal of work which would have been much better done in school. The state of their junior classes has been long a reproach to the Scottish universities; and nothing that has been said in their defence, however it may excuse them in the exceptional circumstances of the country, can take away the merited reproach. But as things now are, the scholastic preparation so urgently required for the universities, instead of being better, is likely to be worse provided than before. In the larger towns there are a few excellent secondary schools well equipped and efficiently taught. The late Education Act has scheduled eleven burgh schools as higher class public schools, "in which the education does not consist chiefly of elementary instructions." There are, besides, various academies or "colleges" enumerated in the Third Report of the Endowed Schools Commission\* which, for want of a better designation, may be classed in the widest sense of the term, "as secondary schools." But even if these institutions were more numerous, they are inadequate to the wants of the country. They are, moreover, without organization or arrangement. Some are merely primary schools in disguise; some are without any endowments whatever; and others have only such fragments of endowment as leave them practically dependent on their pupils. In short, they are insufficient alike in number, distribution, method, and means of efficiency.

It has been well pointed out that the original ideal of Scottish education, as sketched by the reformers in the sixteenth century, contemplated a system of gradual advance from the elementary schools to the universities. The foundations of a comprehensive educational policy were laid in the parish schools, and the national universities were fitted to complete the design; but the intermediate structure, without which the edifice remains incomplete and comparatively a failure, has never been supplied. It is not too much to say, in the language of the recent Report of the Endowed Schools Commission, that "secondary schools, in the proper sense of the term—that is, schools which begin the instruction of their pupils where the elementary schools end, prepare them for the higher class of Civil Service appointments, and for the universities—can scarcely be said to have any place in the educational economy of Scotland."

This has not only been a definite detriment to the country, but has injured those two portions of the educational plan which have been carried out. The elementary schools have been compelled to do more than falls within their province, and the universities, on the other hand, have been unable to do all that properly belongs to them. Students insufficiently taught at the lower stage have been inadequately equipped for the higher. The elementary school-master has had too much to do, and the professor has been obliged to descend from his chair to the schoolmaster's desk, and labour with his junior students at the Greek and even the Latin rudiments,

to the injury at once of his dignity and the intellectual and scholarly growth both of himself and of his higher pupils.

The Education Act has done nothing to meet the chief difficulty of secondary education in Scotland. These schools are all impoverished more or less, and the Act has done nothing to provide them with funds.

The real question, therefore, for the secondary education in Scotland, is a question of money; where are the funds to be got to reorganize such remains as there are of a secondary school system, and to provide as many secondary schools as are necessary for the country? The elementary system is a rate-supported system. In so far as funds are not otherwise available for the maintenance of elementary schools, the rates of each parish are available for this purpose. But the secondary schools are practically debarred all use of the rates, save to pay for their annual examination. Elementary education is recognized as a fair public charge, but the higher education is supposed to be able to take care of itself. Education, up to a certain point, is a State concern. Beyond this point it is supposed to be a private concern.

It is, no doubt, a primary duty of the State to provide elementary education for all citizens, to take care that no portion of the population shall be allowed to grow up in ignorance. But even on the popular principles which regulate so much of our modern legislation, it by no means follows that Government should confine its support to elementary schools. On the contrary, those principles carried out appear to us to lead to a quite different result. The fallacy lying at the basis of the prevailing idea, that elementary schooling is the people's business and therefore to be provided by the State, while the higher education is only the concern of the rich, and may therefore be left for its provision to the rich, deserves a few words.

Once admit the principle of State support for primary schools, and a *fortiori* the principle is good for secondary schools. If the people have any right to be provided with the one class of schools, they have a still greater right to be provided with the other. For secondary schools can never flourish without some external aid. The principle of supply and demand fails immediately we get above rudimentary wants in education, or anything else. It is not the mass, but only selections from it everywhere, that need secondary instruction; and a need so thinly diffused can never call forth adequate means of supply. It is all the more the duty of the State, therefore, on the popular principle of providing a fair field for every citizen to rise to his natural level, to bring higher instruction within the reach of all able to avail themselves of it. Only in this way can the poorer citizen ever reach it. Secondary schools, with the means of transmitting the cleverer boys and girls on to them from the lower schools, are a special boon to the people.

Rightly viewed, however, all class distinctions are really inapplicable to the subject. If education is to be a State concern at all, there is no good reason why the higher as well as the lower education should not receive State support. All classes are interested in the one no less than the other, and derive benefit from the one equally with the other. The true idea of a State system of education is one which contemplates all classes, and provides the means of an adequate education for the youth of all classes according to their abilities and prospects. If education is a public business, it is one which should be thoroughly and completely done, and funds which are drawn from all classes alike should be applied in some fair proportion to the institution or encouragement of schools suited to all, and by which all may profit.

We are brought back, then, to the question of the best means of aiding the higher education in Scotland. The first means, let us say at once, appears to us if not direct Government assistance, yet certainly Government initiative. Supposing, as we believe, that there are resources otherwise which might be made available for the purpose, it is necessary to start with some authority for ascertaining in the first instance all the facts of the case—how far, for example, new centres of secondary instruction are required, and what are the best localities for such centres. The field of primary education is adequately mapped out. The parochial and burghal divisions of the country form its natural areas, and schools have simply to be planted in these areas in such proportion and in such special localities as they are needed. But the extent to which secondary schools are really required, and their appropriate distribution, form a problem of much greater difficulty, as to which it cannot be said that we have as yet full or accurate information. The information can only be got by some competent authority.

A further very important question occurs in immediate connection with the subject. What is the present amount of secondary instruction given in the junior classes of the universities? It is impossible that this education can be put on a satisfactory footing without a thorough adjustment of its relations to the teaching of the universities. So long as this teaching is allowed to adapt itself

\* Table III. in the Appendices.

to all stages of preparation in Latin, Greek, and mathematics, and even in some cases allowed to take up the instruction of these subjects from the beginning, secondary schools will be placed at a disadvantage which they have no right to encounter. For the laxer discipline and freedom of the universities will always prove an attraction to a certain class of youths; and even their parents are tempted by the idea of combining university and secondary instruction, and passing their sons, as it is said, through college, instead of leaving them in the hands of the schoolmaster.\* This evil habit has become so inveterate in Scotland that it can only be arrested, it is feared, by very stringent measures—by, in short, shutting the university door in the face of all who have not reached a definite measure of attainment in these subjects.

But some public authority is not only necessary to institute a course of inquiry into the actual need of secondary education and its best local distribution, but also to deal with such funds as may be made applicable to secondary instruction throughout the country.

The main result of our remarks is to demonstrate the necessity of some educational authority for deliberately and effectually dealing with the still unsolved problem of secondary education in Scotland. Even should no public money in the shape of taxes or rates or grants be given for the institution and maintenance of secondary schools, it seems absolutely necessary that the subject should be dealt with on public grounds and by some public authority, with power to make adequate inquiry, and to apply in the best manner such funds as are at this moment truly applicable to the object.

If it is absolutely necessary to have recourse to some direct supply of public money for the support of our secondary schools, we confess to a preference for a rate-support rather than any other. It is, upon the whole, the least liable to abuse. A very slight increment, which, of course, would only be laid on the richer districts or towns, would meet the whole exigency of the demand. Even as the Education Act at present stands, the secondary schools are partly rate-supported. Higher-class schools may be built or enlarged from the rates, and the cost of the annual examination is defrayed, as we have seen, from the same source. There would therefore be no introduction of a new principle, even if rates were made available for the direct support of these schools.

#### IV. Decisions of the Superior Courts.

##### 1. IN RE STORMS AND THE CORPORATION OF THE TOWNSHIP OF ERNESTOWN.

*Public Schools—Distribution of School Funds—37 Vic. ch. 28, sec. 48, sub-sec. 4; sec. 153, O.*

A township by-law enacted that the interest arising on the invested funds for schools in a township should be apportioned on and according to the number of days the schools had been open or taught in each half year. It was objected that the by-law was one made under the 37 Vic. ch. 28, sec. 48, sub-sec. 4, O., which did not authorize this method of apportionment. The Court refused to quash the by-law, as the effect of so doing, under the facts stated in the case, would be to place the apportionment as provided by earlier by-laws and resolution, and in effect produce no change, and moreover the municipality, under sec. 153, could by another mode do what the by-law purported to do.

*Quære*, whether the money in question, having been specially appropriated by by-laws under the 20 Vic. ch. 71, was within the section 48, sub-sec. 4, above referred to. The question raised being doubtful, the rule was discharged without costs.

In Easter term, May 22, 1875, *Harrison*, Q. C., obtained a rule *nisi* herein, calling on the Corporation to shew cause why the second clause of by-law No. 1 of the year 1875, should not be quashed with costs for illegality, and on grounds disclosed in affidavits and papers filed.

The by-law in question recited that by-law No. 8 of 1874, apportioning the interest money arising on the invested funds for public schools in Ernestown, was not approved of by a majority of the ratepayers, and by the first section, enacted that the said by-law No. 8 of the year 1874 should be, and that the same was thereby repealed.

The second section, the one now in question, was as follows:—“And be it enacted further, that the interest fund arising on the said invested money for schools in Ernestown, be apportioned to the

public schools in Ernestown Corporation, on and according to the number of days the said schools have been open or taught in each and every half of any and every year. Said apportionments are hereby required to be made in and during the months of July and January, for the last preceding half year.” The by-law contained no other provision.

By-law No. 8 referred to and repealed, was as follows:—“Be it enacted, &c., that the interest received on the funds invested for public schools in Ernestown, shall be in any and every half year of every year apportioned according to the number of days taught by each and every authorized teacher who has taught in Ernestown Corporation, and a just proportion to union sections; provided always, that not more than two teachers be allowed a dividend in any one school section in the Corporation.”

A great number of affidavits were filed on both sides.

During Hilary term, February 24, 1876, *Bethune* shewed cause.

And *Robinson*, Q. C., supported the rule.

The arguments sufficiently appear in the judgment.

June 29, 1876. *MORRISON*, J.—After carefully reading over the many affidavits filed on both sides, apart from any legal question, it appears to me that on the merits the defendants would be entitled to succeed, as I think it appears very clearly that the action of the municipality is in accord with the majority of the ratepayers, and that they have adopted a system of distribution recognised by the Legislature.

The question, however, is, whether we are compelled to quash the second section of the by-law. The rule *nisi* does not shew or set forth any grounds of illegality, and during the argument the ground taken was, that it was a by-law intended or supposed to be made under the authority of sec. 48, sub-sec. 4, of the School Act of 1874, 37 Vic. ch. 28, O., which section, it was contended, only authorized the distribution of the money in question among all the public schools ratably and proportionate to each according to the amount of the salaries paid in each school section.

Sub-sec. 4 is as follows:—“To apportion at its (the Council's) discretion either out of moneys raised by rate, or out of any other moneys at its disposal and not otherwise specifically appropriated, a sum to all of the public schools in the township equal to such proportion as the Council may see fit, of the actual salaries paid in the respective school sections during the year then last past to the public school teachers of such sections.”

Now the moneys in question were derived from the Upper Canada Municipalities fund, proceeds of the Clergy reserves, and it appears from the affidavits filed that such moneys were appropriated in 1856 by a resolution of the Council, and specifically ordered to be invested, and the interest thereof to be applied to the school fund half yearly on the scale of the average time the schools were kept open; and after the passing of the Act of the 20 Vic. ch. 71, sec. 2, (Consol. C. ch. 25, sec. 11), assented to 10th June, 1857, which section provided, that the Municipality might by by-law set apart for any special purpose, which special purpose shall be mentioned in such by-law, the whole or any part of the funds derived from the “Upper Canada Municipalities Fund,” and to invest the same, &c., for the purposes mentioned in such by-law, and from time to time to sell, &c., such securities and re-invest the proceeds in other like securities, or otherwise appropriate the same in the manner mentioned in and directed by the same by-law or other by-law passed for that purpose.

This municipality on the 5th Oct., 1857, passed a by-law reciting the 20 Vic. ch. 71, providing that these moneys then amounting to \$7,200, and all other of such moneys received in future years, should be continued invested for the same purposes mentioned in resolution of 1856, and that the interest arising from the fund should also be apportioned as therein mentioned, and that from 1857 to 1860, the interest of such moneys was so apportioned.

In the latter year a new by-law was passed re-investing the moneys to the like effect as that of 1857, which also contained the provision that it should not be altered or repealed but by a by-law passed by the Council before the 1st November of any year, and approved of by the vote of the majority of the municipal electors of the township; and under that by-law, the interest of the fund was appropriated according to the original resolution on the scale of the average time the schools were open.

In June, 1874, a by-law was passed (No. 8), a copy of which was filed by the applicant, which by-law did not alter the apportionment, but it provided in addition “for a just proportion to union sections, and that not more than two teachers be allowed a dividend in any one school section in the Corporation.”

This by-law in that respect was considered illegal by the council elected in January, 1875, and they on the 19th January passed the by-law the second section of which is now asked to be quashed, the first section repealing by-law No. 8: in other words, if we made the rule absolute, it would place the apportionment and distribution of the

\* This is the clear impression made upon a stranger, Mr. Fearon, who, in his Report on Scottish Education to the Schools Inquiry Commission, says, in reference to the practice of the Scottish universities instructing lads, fifteen or sixteen years old in the rudiments of the dead languages, mathematics, &c.,—“There is indeed no reason why lads should stay on at the burgh schools, when they can go to those great finishing schools the universities, and learn the same subjects from more distinguished teachers, with greater freedom and often at less expense.”

moneys as provided in the by-law of 1857 and 1860, and under the resolution of 1856, and produce the same effect that that by-law now in question does, so that upon that ground alone we ought not to interfere.

But irrespective of that view of the case, I am not prepared to say that these moneys so specifically appropriated by by-laws under the authority of the 20 Vic. ch. 61, in 1856 and in 1860, are within section 48, sub-sec. 4 of the Act of 1874, 37 Vic. ch. 28, O. That sub-section contemplates moneys otherwise specifically appropriated, and exempts such moneys from its operation.

On the part of the Council it was contended that the mode of distribution provided for by the by-law was the best for all purposes, and was a by-law practically in effect as one passed under section 153 of the Act—which provides that any Municipal Corporation having surplus moneys set apart for educational purposes, may by by-law grant any portion of such moneys or other general funds by way of gift to aid poor sections within the municipality—as by the distribution of the moneys it tended to aid and to influence the poorer schools to keep them open.

I think myself that it is the most equitable mode for the distribution of such a fund, as according to the work done, and it is one of the modes which the Legislature has authorized for the distribution of the yearly government grant, for the sub-sec. 3 of section 129 of the same Act of 1874, provides if the Chief Superintendent deems it expedient to direct the distribution of the public school fund among the several school sections according to the length of time in the year during which a school has been kept open.

It appears there are 21 school sections in the township, and the aggregate amount derived from the fund and distributed in 1874 was about \$950, and it is complained that seven sections did not get their ratable share, the whole amount alleged to be wrongly appropriated being about \$200, and one section, No. 13, containing the village of Odessa, claiming of that amount about \$100, as that section pays in salaries about one-sixth of the aggregate amount paid by the 21 sections, and it is for the benefit of that section that this application is principally made, and it is evident that these seven sections are the wealthiest and most populous, and the municipality under the authority of section 153, could have done what the by-law is alleged to do, distributing the fund as it has done by aiding the poorer schools, by adopting another mode.

On the whole, we do not think we ought to interfere by making the rule absolute, but as the case may be said to be one not free from doubt, there will be no costs.

HARRISON, C. J., concurred.

WILSON, J., was not present at the argument, and took no part in the judgment.

*Rule discharged.*

## 2. IN THE MATTER OF THE NIAGARA HIGH SCHOOL BOARD AND THE CORPORATION OF THE TOWNSHIP OF NIAGARA.

*High Schools—37 Vic. ch. 27, O.*

*Held*, on rehearing, affirming the judgment of Wilson, J., 37 U. C. R. 529, that under 37 Vic. ch. 27, O., the High School Board for a district consisting of two municipalities, a town and a township, could call upon one of the municipalities, the township, to contribute towards the erection of a school-house in the other municipality, and not merely towards its maintenance.

REHEARING, from a decision of Wilson, J., sitting alone.

In Michaelmas term, James A. Miller obtained a rule nisi for a mandamus to compel the township of Niagara and the reeve, &c., of the township forthwith to raise \$2,008.47, the amount or proportion required to be raised and paid by the said township for the purpose of providing for school accommodation for the Niagara High School, as required by the demand of the said board, in pursuance of the powers given them by the Consolidated High School Act of 1874.

On the 7th January, 1876, Wilson, J., gave judgment, making the rule absolute.

The application will be found reported in 37 U. C. R. 529.

During this term, May 30, 1876, the motion came on by way of rehearing.

M. C. Cameron, Q. C., for the parties moved against.

James A. Miller, contra.

The argument was similar to that before Wilson, J.

June 28th, 1876. HARRISON, U. J.—This is a re-hearing from the decision of Wilson, J., in vacation, reported 37 U. C. R. 529, making absolute a rule for a writ of mandamus.

The only question argued before us was, as to the obligation of the township of Niagara to contribute towards the erection of a

High School in the high school district, consisting of the town and township of Niagara.

Other questions might have been presented—see *Re Board of Education of Perth and the Corporation of the town of Perth*, 39 U. C. R. 34,—but as the proceeding is in the nature of an appeal, we shall dispose of it on the ground of appeal taken, and on no other ground.

The decision of the question raised must depend upon the construction to be placed upon sections 45 and 46 of the Act consolidating and amending the law as to Collegiate Institutes and High Schools: 37 Vic. ch. 27, O.

In order rightly to understand the meaning of the two sections, it is necessary to go back a little in the Act and examine some of the preceding sections.

The Act is intitled “An Act to amend and consolidate the law relating to the Council of Public Instruction, the Normal Schools, Collegiate Institutes, and High Schools.”

It has the appearance of being arranged with more than ordinary care and skill.

It is preceded by the following table of contents:—

- Part I. Constitution and duties of the Council of Public Instruction.
- “ II. Appointment and duties of the Chief Superintendent.
- “ III. High Schools and their districts.
- “ IV. Municipal councils and their duties.
- “ V. High School trustees and their duties.
- “ VI. High School grants and other moneys.
- “ VII. High School masters and teachers.
- “ VIII. High School sites and other property.
- “ IX. Miscellaneous provisions.
- “ X. Repealing and confirming clauses.

Some of these heads are afterwards subdivided in the body of the Act.

In construing the Act we may properly refer to these headings and sub-headings in matters of doubt: *See Lawrie v. Rathburn*, 38 U. C. R. 255.

In the present case we are only concerned with headings 3 and 4, and the sections thereunder placed.

They are as follows:—

### Part III. High Schools and their districts.

1. Existing divisions—Agreements.
2. Name of High School—Place of holding the school—Its discontinuance.
3. High School districts to be defined.
4. Establishment of new High Schools.
5. Powers of boards in High School districts.
6. Cities and towns separated to be counties.
7. High School districts in towns separated.

#### 1. Existing divisions—Agreements.

All High School and Collegiate Institute divisions and districts, &c., existing since the Act took effect, are to continue subject to the provisions of the Act: Sec. 34.

#### 2. Name of High School—Place of holding the school—its discontinuance.

There is to be a High School or High Schools or Collegiate Institute in every county or union of counties, to be distinguished by prefixing to the words High School or Collegiate Institute the name of the city, town, or village within the limits of which any High School or Institute may be situate: Sec. 35.

The place of holding any High School in a county or union of counties may be changed at the end of the then civil year by the county within which it is established, by a by-law or resolution passed for that purpose, &c.: Sec. 36.

Every county council, at or before its June session in any year, has authority (with the consent of the Lieutenant-Governor, on the report and recommendation of the Chief Superintendent of Education), to decide upon the discontinuance at the end of the then civil year of any existing High School in any part of the county within the jurisdiction of the county council: Sec. 37.

#### 3. High School districts to be defined.

The County Council is from time to time to determine the limits of a High School district for each High School or Collegiate Institute existing within the county and within its municipal jurisdiction: Sec. 38.

The County Council may (under the restrictions presented in the next succeeding section), form a village or town and the whole or part of one or more adjoining townships within its jurisdiction into a new or additional High School district in the county: Sec. 39.

#### 4. Establishment of new High Schools.

No additional High School is to be established by a County Council in any county except at or before its June session in any year, nor unless the High School Fund shall be sufficient to allow

of an apportionment at the rate of not less than four hundred dollars per annum to be made to such additional school, without diminishing the fund which was available for High Schools during the next preceding year : Sec. 40.

#### 5. Powers of Boards in High School districts.

The High School or Collegiate Board of any district formed by the County Council possesses all the powers within the district "for the support and management" of the High School or Institute, and in respect to the County Council, as are possessed under the Act by High School Boards generally in respect to "the support and management" of the High Schools under their care : Sec. 41.

#### 6. High School districts in cities and towns separated.

Every city and every town separated for municipal purposes from the county in which it is situated, and the High School district of every town separated, is for all High School purposes a county, and its Municipal Council is invested with all the High School powers possessed by County, City, or Town Council : Sec. 42.

In the case of High Schools situated in towns separated from the jurisdiction of a County Council, the council of the county and the council of the town, by such joint action as may be agreed upon, may unite the whole or any part of an adjoining township, or adjoining townships, with such town, so as to form a High School district upon such terms and conditions, and for such period, as may be mutually concurred in : Sec. 43.

Next comes the heading,

#### Part IV. Municipal Councils and their duties.

The following are the sub-divisions of this head :—

##### 1. Obligatory municipal assessments for High Schools.

- (1) County and city.
- (2) County town, town separated, village and township.
- (3) High School districts.

##### 2. Voluntary municipal assessments.

##### 3. Moneys to be paid to treasurer.

##### 4. Treasurer's accounts to be audited.

##### 1. Obligatory municipal assessments for High Schools.

(1) A sum equal to one-half of the amount paid by the Government to any High School or Collegiate Institute, in a city or town withdrawn from the jurisdiction of the county, together with such other sums as may be required for the accommodation and support of such school, shall be provided by the Municipal Council of such city or town, upon the application of the High School Board : Sec. 44.

(2) In the case of a High School in a town not withdrawn from the county, or in an incorporated village, or township, one-half of the amount paid by the Government shall be paid by the Municipal Council of the county in which such High School or Collegiate Institute is situated, upon the application of the High School Board, and such other sum as may be required for maintenance and accommodation shall be raised by the council of the municipality in which the High School is situated, upon the application of the High School : Sec. 45.

(3) In the event of the County Council forming the whole or part of a county into one or more High School districts, then such other sums as may be required for the maintenance of such school shall be provided by the High School district upon the application of the High School Board : *Ib.*

The foregoing sums, so far as the municipalities are concerned, are to be raised as in the manner provided in the next section.

It provides that the council of any municipality, or the councils of the respective municipalities out of which the whole or part of such High School district is formed, shall, upon the application of the High School board, raise the proportion required to be paid by such municipality, or part of the municipality, from the whole, or part of the municipality (as the case may be) : Sec. 46.

The object of these three sections (from sec. 44 to sec. 46, both inclusive) is to provide for the accommodation and support of the High Schools. The words "accommodation and support" are of wide significance. They, I think, embrace the procuring of sites, building, repairing, furnishing, warming, and keeping the high school houses and their appurtenances in order ; for all these things are necessary for the accommodation and support of the High Schools.

These things cannot be done without money, and so provision is made in the three sections for the procurement of the money necessary.

The government grant is available, but not enough, and so provision is made for supplementing it.

If the High School be situate in a city or town withdrawn from the jurisdiction of the county, a sum equal to one-half of the amount paid by the government, together with such other sums as may be required for the accommodation and support of the school, is to be provided by the council of the corporation of the city or town.

If the High School be situate in a town not withdrawn from the county, or in an incorporated village or township, one-half of the amount paid by the government shall be paid by the municipal council of the county in which the High School is situated, and such other sum as may be required shall be raised by the council of the municipality in which the High School is situated, upon the application of the High School board : Sec. 45.

This section uses the words "maintenance and school accommodation," instead of the words "accommodation and support," used in the preceding section ; but as there is no difference in signification between the words "support" and "maintenance," and as the word accommodation is used in each section, there can be no doubt that both phrases mean one and the same thing.

It is to be regretted that the Legislature has not in each section used precisely the same words to denote precisely the same thing.

We do not, however, look upon the difference in language as indicating anything more than the carelessness of the framers of the Act.

But we regret to say that the carelessness of the framers of the Act is still more obvious the further we proceed in the reading of the Act.

In the event of the county council forming the whole or part of a county into one or more High School districts, then such other sums as may be required for the maintenance (dropping the word accommodation) shall be provided by the High School district upon the application of the High School board : Sec. 45.

The Legislature throughout these sections is evidently providing the ways and means for the accommodation and support of the High Schools.

The basis of the expenditure in every case is, the government grant.

The next source of supply is, an amount equal to one-half of the government grant, to be provided by the council of a city, or town separated from the county, or by the council of the county where the school is situated in a town not withdrawn from the county, or an incorporated village.

The balance necessary in each of the foregoing cases is to be provided by the council of the city, or town withdrawn from the jurisdiction of the county, county council, or High School district respectively, as the case may be.

This was unquestionably the object of the Legislature, and so long as that object can be attained consistently with the language used, we are bound to effectuate the intention.

It is plain that the Legislature did not intend that any High School should be without proper accommodation and support.

To read the word "maintenance," used in the latter part of section 45, as meaning only support, might be to leave a High School in a High School district, formed by the county council, in whole or in part of a county entitled to support, but without accommodation, which would be absurd.

If the framers of the Act, besides omitting the word "accommodation," had made any other provision as to accommodation, we might have said that the omission was designed, but in the absence of such a provision we must read the words "accommodation and support," used in section 44, as the words "maintenance and school accommodation," used in the first part of section 45.

The general rule is, that nothing is to be added to or to be taken from a statute unless it furnishes adequate grounds to justify the inference that the Legislature intended something which it has failed precisely to express : Per Tindal, C. J., in *Everett v. Wells*, 2 M. & G. 269, 277.

It is a canon of interpretation of statutes that all words, if they be general, are to be restricted to the fitness of the subject matter, and are to be construed as particular if the intention be particular ; that is, they must be understood as used in reference to the subject matter in the mind of the Legislature, and to it only : *Maxwell on the Interpretation of Statutes*, 55.

And it is an elementary rule that construction is to be made of all the parts together, and not of one part only by itself : *Ib.* 25.

We must read the word "maintenance," as used in the latter part of section 46, in the same sense as it was read by Mr. Justice Wilson, and for that reason agree with him in thinking that the rule should, as against the only objection raised by the municipality, be made absolute for a mandamus.

"The proportion" meant by section 46 of the Act is the proportion of the "other money," in other words, the balance of money required by the High School board for "the accommodation and support" of the High School, after deducting the government grant and the grant from the county council.

The only reported case as to the meaning of the word "maintenance" and "maintenance and school accommodation" used in this Act—*Re Trustees of the Port Rowan High School and the Corporation of Walsingham*, 23 C. P. 11—has not much, if any, bear-

ing on the points which we have been called upon to decide on this application.

The motion of the rehearing must be dismissed, with costs.

MORRISON, J. and WILSON, J., concurred.

*Appeal dismissed (a).*

## V. Proceedings of Teachers' Associations.

### 1. TEACHERS' INSTITUTE, FIRST DIVISION LEEDS AND BROCKVILLE.

The meeting of the Institute at Gananoque, on the 27th, 28th and 29th March, was highly successful, notwithstanding the inclemency of the weather, a drifting snow storm having caused serious anticipations that the audience would be rather slim. However, despite the badness of the roads and the unfavourable weather, about 60 teachers, some of whom were from other counties, presented themselves, and the great interest taken was well rewarded by the amount of information imparted by the master minds, and the benefit derived by each from the interchange of ideas, on prominent features of the present educational system. In addition to the day work, which was more particularly intended for the teachers, the committee arranged for three public lectures, at Dufferin Hall, by W. R. Bigg, I.P.S., Dr. Hodgins, Deputy Minister of Education, and W. R. Riddell, B.A., Mathematical Master, Normal School, Ottawa, which were well attended.

The first lecture, on Tuesday evening, was delivered by W. R. Bigg, Esq., Inspector of Public Schools, on "The Origin of Words." This is a subject of which Mr. Bigg has, by long and careful study, become a master; and his method of tracing words back through their many changes and alterations to the original derivation was received with marked interest.

Mr. Geo. Taylor, Reeve of Gananoque, being called to the chair, introduced the lecturer of the evening.

Mr. Bigg, after a few preliminary observations, produced proofs that the language of a people is emphatically its history. Tests were applied to the languages spoken in Britain from B.C. 100 to the present time; the introduction of Latin names showing the Roman occupation of the country; the disappearance of the Britains was indicated by the Welsh language being no longer heard in the land, while the cessation of the Roman tongue therein, significantly pointed to the fact of the withdrawal of the Romans from the colonies to defend their mother country from the attacks of the Goths and Vandals. In like manner the Saxon and Danish occupancy was shown by fresh infusion of words, several of which were examined and the religion and character of our ancestors depicted therefrom. Similarly the traces of the Norman conquest were exemplified, as also the gradual commercial rise of the English nation, as well as the belief in witch-craft in the days of Elizabeth and James. The next portion of the lecture was devoted to the secondary meanings acquired by words, of which numerous examples were given. The system of Phonetic Spelling was then discussed, and words shown to have two existences, viz: a written and a spoken one, and that the former had no right to be sacrificed to the latter, whereby the derivation would be lost. American Barbarisms were next descanted upon, our cousins being charged with "fixing" everything from a President to a Post-master. In conclusion the lecturer quoted Macaulay, that our English language in its present condition has only been excelled by that of Greece.

E. L. Chamberlain, B.A., Dr. Law and H. K. Coleman, Esq., severally occupied the chair at the Institute meetings, and the different subjects treated of were as follows:—

Wednesday, 28th.—By W. R. Bigg, I.P.S.:—"The objects of the Institute and the duties of Teachers in relation thereto."

By Mr. Coleman:—"Errors in Teaching."

By E. L. Chamberlain, B.A.:—"Surds and Factors."

By Mr. E. Payne:—"Arithmetic."

By W. R. Bigg, I.P.S.:—"The best method of teaching History and acquiring knowledge of the same."

In the evening Dr. Hodgins delivered to an appreciative audience an interesting lecture on the "Lessons to be drawn from the Centennial, chiefly educational."

The chair being taken by the Rev. Mr. Carrol, the lecturer began by referring to the fact that the Ancient Greeks held their Olympic games and national gatherings for the purpose not only of begetting a spirit of praiseworthy emulation among the people, but also of cementing a kindred feeling among the citizens of the various States.

He then proceeded to show that the International Exposition of our time is the grand culmination of a long series of steps in competitive exhibitions of various kinds, each of which had produced a beneficial effect upon the moral, civic, industrial, social, and intellectual bearings of nations.

The Doctor gave an interesting synopsis of the expositions held at London, Paris and Philadelphia, the results of each succeeding one evincing increased evidence of the progress in the arts and sciences which the nations there represented had made since their last competition, and fully demonstrating the fact that both competitors and visitors had not only closely observed but had actually seized upon the salient points and turned them to their reciprocal advantage, thus giving an incalculable impetus to the cause of education and social science.

He regarded national expositions as the greatest schools in the world, because they were the world's depository of national inventions, choice pictures and statuary of every variety of structure, from which the visitor could gather the most striking materials for after comparison. There he could see the forces engaged in fraternizing all, and cementing the great civilized and semi-civilized nations of the earth, each anxious to impart and willing to receive that which would broaden the ideas and make more real the great brotherhood of mankind.

In referring to the Centennial; he thought the visitor drew the greatest lessons from Machinery Hall, which might be regarded as one vast work-shop of impressive and instructive object lessons. Among the many wonders here to behold, the greatest was the king of engines, at whose nod the manufacturing apparatus of the world's inventive genius sprung into perfect action, and at whose whisper, every wheel, band, pump, loom and needle, stood in breathless silence.

The great Corless engine, by which all the machinery was driven, was of 2,500 horse power, and weighed 700 tons; the cost of transporting it to the grounds was \$5,000.

The buildings of the various nations were described in considerable detail, and taken as proofs of the high intelligence of the people who were thus represented, and many statistics were quoted to show the magnitude of the enterprise; the main building covered 22 acres, and the exhibition grounds 236 acres, necessitating the travelling of over 25 miles to visit every part.

Here we could see those things which are the pride of invention, which emanated from the result of the master's teaching, and from whose incessant labours the mind was gradually stirred up to form beds of mineral sand and clay, masses of rock and flint, and even dense forests into the most useful articles and chaste designs.

The next consideration was the value of such exhibitions in improving and cultivating public taste; they are the best schools for educating the people, as a few weeks of personal observation will result in a greater stock of information than could be acquired in years of travel. The congregation of people from all parts leading to an interchange of thoughts, ideas, mechanical and other excellencies, and a knowledge of each others' customs and mode of living when at home.

The lecturer claimed that in the matter of painting, England took the lead. The Doctor felt proud to acknowledge the sovereignty of that Queen who hesitated not to strip royal drawing-rooms of most valuable pictures, and lend them to her American friends, and he believed Her Majesty the Queen, felt proud of her sons and daughters assembled from her remotest colonies, who held up before the aggregation of nations specimens of their inexhaustible stores of wealth, and gave tangible evidence of their rapid growth, their increased strength, and their unparalleled progress in all the elements which constitute a great nation.

The concluding portion of the lecture was the title of the whole—the lessons to be derived by Canadians. 1st. Self-reliance, it having been shown that Canada was in a position to compete favourably in many departments with the United States, as she had carried off 1,051 awards, and he urged her to look steadily on the future and be up and doing in order to hold the foremost rank now attained which could only be done by a successful effort on her part to swell the present amazing appliances which have been set up by civilized nations, indicating deep thought and steady perseverance, to ameliorate and improve the condition of man. 2nd. Self-respect as a people; the tendency having been to respect only imported institutions and ideas. Canada did more for the success of the Philadelphia Exhibition than eight States of the U. S. 3rd. Lesson from a combination of 1st and 2nd, the wonderful evidence of mental activity of the people. 4th. That Machinery Hall wherein the mechanical genius of the world was represented, showed our want of institutions to instruct people in mechanics and fine arts, and the rapidity with which the United States learned their lesson. There is no opportunity for a scientific training in Canada. 5th and last, Regard for the Empire and our Home. This increased by contact with other

(a) This decision has been since affirmed by the Court of Appeal.



nations; we see social and political conditions abroad, and return to find that we possess all that they do, without their great objectionable features.

*Thursday, March 29th.*—The Institute resumed its session, when the following subjects were taken up seriatim:—

By J. George Hodgins, LL.D.:—"Recent amendments to the School Law."

By W. R. Riddell, B.A.:—"The First Book of Euclid."

By Rev. Mr. Carroll:—"Past and present state of Education, with advice to teachers."

Dr. Law, B.A. then delivered an admirable lecture on Geology, of which the following is a synopsis:—

The introduction showed the relation of Geology to the other sciences, as Chemistry, Mechanics, Botany, Zoology and Mineralogy, to be that of mutual dependence. Then the crust of the earth was described, consisting essentially of rocks, the nature and character of which, and the lessons that may be read from them in the great pages of nature were then explained, after which were taken up seriatim, the principle geological agencies which are and have been at work in remodelling the crust and surface of the earth, the main division of which is as follows, viz.: the igneous, the aqueous, and the organic. These main divisions were again sub-divided: 1st, the aqueous into marine and non marine, the latter including the atmospheric agencies of rain and frost, rivers, lakes, springs and glaciers—the former including icebergs, waves, tides and oceanic currents. After dwelling at some length upon these various agencies and showing their great tendency to be level all the inequalities of the earth's surface, the next division, namely:—the igneous, was shown to have the directly opposite tendency, that of elevating the surface of the earth into mountain chains, &c. These agencies consist of volcanoes, earthquakes, thermal springs, &c. Several instances of these mighty influences were cited to illustrate their conduct and the phenomena which attend them in their action in modifying the surface of the earth.

Proceeding to the third and last division—the organic,—a description of the coral and the huge structures erected by that tiny insect, was given. The dangers to the mariner and the extent of these coral reefs were pointed out, some reefs extending many hundreds of miles.

The lecture concluded by a fine quotation from Montgomery on the coral insect and its work, the last lines of which were as follows:—

"Compared with this amazing edifice,  
Raised by the weakest creatures in existence,  
What are the works of intellectual man,  
His temples, palaces and sepulchres?  
Dust in the balance, atoms in the gale,  
Compared with these achievements in the deep."

The concluding subject was by Mr. John H. McFaul:—"Symbolic Arithmetic."

On motion it was resolved that Dr. Hodgins, Prof. Riddell and the Rev. J. Carroll, be elected Honorary members of the Institute, a cordial vote of thanks being also given for their invaluable assistance on the occasion.

Opportunities were afforded the teachers and trustees present of questioning Dr. Hodgins on the school law, many availing themselves of the privilege and receiving satisfactory information. The Deputy Minister, on returning thanks to the members of the Institute, expressed himself delighted with the practical nature of the teaching, and complimented the Inspector, Mr. Bigg, on the manner in which he handled the subject of history, advising the teachers to adopt the plan recommended, both in imparting and acquiring the information sought.

At 8 P.M., at Dufferin Hall, which was crowded, the last lecture of the course was delivered.

The Revd. Father Casey was in the chair. The chairman introduced the lecturer, W. R. Riddell, B.A., B.Sc., Mathematical Master, Normal School, whose subject was "The stuff that dreams are made of."

The lecture began by an investigation of the manner in which the human body and mind are connected, without pausing to speak of the ideas on this point of the ancient philosophers, the conclusions of modern science were given, viz.: that the body and mind are connected through the cerebro spinal nervous system. The necessity of sleep was then discussed, and shown to be a consequence of the weariness of this system. As to the immediate physical cause of sleep, three theories were mentioned: (1) the hyperaemic; (2) anaemic, which considers sleep as a consequence of an excess or deficit respectively of blood in the brain, and (3) "Sommer's chemical theory." The second of these theories was adopted. The condition of the mind was then considered, and the lecturer gave his reasons for supposing, contrary to most metaphysicians, that the mind during normal sleep is not absolutely at rest, but in a semi-passive way occupied upon one idea. An objective impulse would

partially destroy this inane condition of the mind by causing a vibration of a portion of the brain, and thereby determining a flow of blood to the part. The sensation produced by such impulse would be referred to a physical cause which had previously produced a similar sensation, reason being suspended and observation impossible, the mind by association of ideas would run from thought to thought. The total absence of all sense of incongruity was shewn to be the result of the mind considering one conception by itself, and not in connection with the data supplied by observation. After alluding to the absence of moral sense in dreaming, the lecturer spoke of "dreams coming true," and endeavoured to explain this on scientific principles. The lecture was concluded by a brief glance at the opinions of the ancients on the origin of dreams, Virgil and Homer being quoted as authority for the great regard paid to premonitions supposed to be thus received, and the marked respect in which interpreters of dreams were held.

The Town Council of Gananoque displayed its liberality by defraying all expenses connected with the Hall.

The next meeting was appointed to be held at Brockville, in September or October, to be determined at a subsequent meeting of the Directors, an earlier meeting not being deemed necessary, as the teachers were desirous of utilizing and attending the three days' session of the Eastern Provincial Association, to be held at Brockville in August, and of which due notice will be given.

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