

amount under this item was increasing.

Mr. CROOKS said the reason of the increase was the establishment of a policeman at Fort Erie. The returns of fees had been over \$1,000. The effect of the establishment of the force had been excellent, and had been to abolish what had been a disgrace to Canada in the lawlessness which prevailed on the Niagara frontier.

Mr. PATTERSON thought there was as much reason for appointing Provincial police on the Detroit frontier as on the Niagara frontier.

Mr. CROOKS pointed out that the necessities of the Niagara frontier were entirely different in the want of police protection from that at Essex.

The item was then passed.

On the item (under the head of education) of Public and Separate Schools, \$240,000,

Mr. CROOKS gave statistics for 1875, showing that much the largest proportion of the money appropriated for this purpose was distributed among the Public Schools as distinguished from the High Schools. In the year he mentioned there was 30 per cent of the entire school population in the first or lowest reading book; 19 per cent, in the second book; 29 per cent, in the third; 15 per cent, in the fourth; and only two per cent, in the fifth or highest. Referring to the items for inspection of Public and Separate Schools, and Collegiate Institutes and High Schools, he said that this inspection was the only check they had upon the expenditure of public money upon the schools. In reference to the item of \$60,000 for maps, apparatus, and library books, he said that this amount was in reality only about \$30,000, as about one-half was returned to the Department.

Mr. MERRICK said that he would like to know what advantage the country derived from the publication of the *Journal of Education*, which cost \$2,360.

Mr. CROOKS said he had at one time been considerably prejudiced against the continuance of the *Journal*, but after giving the matter a great deal of attention, he had come to the conclusion that as a means of communication between the Department and those connected with the schools, and of spreading educational intelligence among the teachers, and especially as a guide to book-sellers as to authorized text-books, it should be retained.

In reply to Mr. Meredith,

Mr. CROOKS said that the necessities of the country in the way of Normal School accommodation were being lessened to a considerable extent by rigidly excluding from the two Normal Schools now erected all except those who actually intended teaching.

In answer to Mr. Robinson,

Mr. CROOKS said it was not intended by the Government to propose any expenditure for additional Normal Schools this year.

Mr. ROSS thought the authority of the Public School Inspectors was becoming too great. These inspectors ought to be more amenable to local feeling. He was opposed to building any more large Normal Schools, and believed the High Schools might be made as good as Normal Schools in their several localities.

Mr. CROOKS said any too rigid enforcement of the regulations by the inspectors was owing to a misapprehension of the principle on which our educational system rested, viz., that it was the people of this Province who were educating themselves. He had found that there had been in the past a too rigid adherence to rules and regulations. (Hear, hear) Rules which were good *per se*, and were applicable to city schools, were not appropriate in different rural sections. He had no desire to centralize the system, and proposed to introduce certain amendments to the School Law at a later stage of the session in the direction he had indicated. (Hear, hear)

Mr. DEROCHÉ said he believed the people in the rural districts were opposed to township Boards of Trustees. The inspectors seemed to think the whole burden of education rested upon their shoulders. He was glad to hear that the tendency in future would be to decentralize the system. He believed more good would be done in the interests of education by giving more aid to High Schools than by building more Normal Schools. He should not be sorry to see the *Journal of Education* wiped out of the estimates.

Mr. CROOKS said it was very satisfactory

to know that the Normal School at Ottawa had been a most complete success, not only in the teaching staff—which had lost a most valuable officer in the person of Mr. Gibson—but in having appreciably stimulated the interest of the people of the eastern portion of the Province in regard to education. (Hear, hear.)

Mr. PATTERSON (Essex) highly congratulated the Minister of Education on the manner in which he had discharged his duties. He defended the county inspectors from the aspersions which had been made on them, and contended that the *Journal of Education* served a most useful purpose. He did not believe that High Schools went the length of efficiently training teachers, but he was opposed to building more Normal Schools. He believed in aiding the Teachers' Institutes and encouraging the education of teachers in that way.

Mr. CLARKE approved of the remarks of the Minister of Education regarding the intended decentralization of power in our educational system. He believed the present curriculum of our schools embraced too many subjects. He thought that in many cases one teacher would be sufficient for the smaller High Schools if the curriculum was reduced. Though he had formerly been opposed to the *Journal of Education*, he was now convinced that it served a useful purpose, since it had been greatly improved.

Mr. CURRIE also supported the continuance of the *Journal*. With regard to the Western Normal School, it had been found by American educationists that the large cities were not so eligible locations for such institutions as the towns. He contended that the present system of distributing money among the High Schools was unfair, inasmuch as counties of small population frequently received far larger grants than those which were most populous. He hoped the Minister of Education would see his way to making the distribution on a more equitable basis. Many of the counties had altogether too many High Schools. In some of the counties he could not see why High School money should be appropriated on a different principle from the Public Schools.

Mr. CROOKS said the object of our High Schools was entirely different from that of the Public Schools, inasmuch as the former were intended to furnish higher education to a very limited number of our population. While the basis of population was a perfectly fair one in distributing the grants to the Public Schools, it was obviously inapplicable to the higher institutions, inasmuch as their great multiplication was not so desirable as their efficiency in the way of higher education. He might remark also, that while his hon. friend the member for Welland based his remarks regarding the disproportion of the High School grants to the population of the various counties upon the Public Accounts for 1875, the Council of Public Instruction had since made certain regulations with a view of making the grants more equitable. These regulations had only been in force a short time, but they were working most satisfactorily.

Mr. SINCLAIR said that the tendency of the present regulations was to encourage higher education in the older counties, and to discourage it to a certain extent in the newer sections. The principal object of the Normal Schools was the training of teachers, but the education of that class was equally necessary, and to that end the multiplication of High Schools in the newer districts should be encouraged.

Mr. CROOKS remarked that above a certain amount of appropriation to High Schools, the grant depended upon local effort.

Mr. SOULTER expressed the opinion that many of the High Schools might be very efficiently taught by one teacher.

Mr. DEROCHÉ remarked that many of the prominent men to be found in every calling of life have received their education in the Grammar Schools under the old system. He feared the tendency now was in the direction of a kind of fancy education. The number of pupils who could pass the intermediate examinations was very small. The general feeling of the community was that there should be as many High Schools as possible, even if they were not quite up to the required standard. The present tendency was, he believed, in the direction of centralization.

The following items then passed:—