

population being taken every five years. In his county some towns received only \$140 from the Government, though they had double the population of others which received \$250. He agreed with the provisions of the Bill in regard to High Schools, if it were provided that when new buildings were required the county should bear its share with the town. It was now left an open question for arrangement with the County Councils, but as a rule the members of those Councils were not very liberal in regard to education. As to County Model Schools very much would depend on the way in which the law was carried out. If another Normal School were established, its location ought to be in the town of Stratford. (Hear, hear, and laughter) While the standard of education should be raised, they ought to be careful not to drive out of the profession the older class of men, who had obtained experience far greater than that of the young men, who made the teaching profession a stepping-stone to other employment. He supported improvement in the school houses, in the salaries of teachers, and the whole method of education, and believed this Bill was a step in the right direction.

Mr. TOOLEY contended that a Normal School ought to be erected in the west. He had no doubt this Bill would work well, and approved of its provisions generally. He did not think the country was ripe for the compulsory establishment of township boards, and believed too much power was placed in the hands of the School Inspectors. He was glad to find that the Minister had accepted so many suggestions from the country in this matter, and he hoped every member in the House would second the efforts of the Minister of Education to carry out the provisions of this Bill successfully. (Cheers)

Mr. LAUDER was glad to find that this subject was not being discussed from a party standpoint, and hoped educational matters would always be free from party bias.

Mr. HODGINS said it was gratifying to find that the transference of the Department of Education to a responsible Minister had not led to the political results which had been anticipated by the Opposition. He pointed out that the regulations which had been made with regard to the Senate of the University of Toronto, the holding of annual convocations and other matters, had been almost entirely disregarded. Convocation itself had become for all practical purposes a dead letter. If these regulations were unnecessary, then they should be abolished; if they were necessary they should be observed. Another matter which it might be well to consider was whether the time had not come when the Government, through the Minister of Education, should not have control over the whole of our educational system. At present the reports of the University, University College, and Upper Canada College did not come to the Minister of Education, but to the Provincial Secretary. If the Executive Council was now the Department of Education, and if the Minister of Education was the officer of the Government charged with the administration of our educational system, he should have in his hands the control of the whole of the educational institutions of the country. He hoped, with regard to the proposed County Model Schools, that the squabbling which sometimes took place between the High Schools and counties would not be repeated in the case of the Model Schools. He urged that greater attention should be paid to the study of Canadian history and geography in the High Schools, as, judging by the results of the primary examination before the Law Society, these branches were very much neglected.

Mr. GIBSON considered that with the exception perhaps of a few matters of detail, the Bill was in the right direction. Though the Minister of Education had been able to get at the wants of the towns and large villages, so far as educational matters were concerned, he had not had the same opportunity of learning the requirements of the rural districts. He did not blame the Inspectors for too rigidly enforcing the departmental regulations in country districts, because in many cases they had no alternative, but he thought the regulations themselves should be rendered more flexible. In his opinion the school programme—embracing some 25 subjects—was altogether too large for country schools. For the great majority of the pupils of these schools all that was needed was a good knowledge of such branches as reading, writing, grammar, arithmetic, and geography. Another grievance in the country was that they should be required to engage a second teacher if there were 50 pupils on the register. In the county of Huron there were registered

about 20,000 scholars in round numbers, while the average attendance was only about 8,600. This showed that the register was no fair criterion of the necessity for an additional teacher. The people considered it a hardship that they should have so little voice in controlling their school affairs when they had to pay so largely for education. The county of Huron paid about \$14 per pupil for school purposes. The regulation which made third-class certificates only good for three years had resulted in the continual engagement of new and consequently inexperienced teachers. He held that the examination papers for second and third-class teachers were too severe, considering the limited time allowed for each paper. He thought in townships like his own, situated at say forty miles from a High School, it might be well to allow the trustees to engage a teacher competent to teach the classics as well as the English branches, as was done in the parish schools in Scotland. A higher grade of Public School teachers might be established competent to conduct a school under that plan. The Bill was in general in the right direction, though some of its details might be amended with advantage.

After remarks by Mr. Long, Mr. Rosevear, and Mr. Broder,

Mr. HARKIN was of opinion that younger pupils of both High and Public Schools have shorter hours and longer vacations than older ones during the warm summer months. He approved of the County Councils having power to dismiss the inspectors, and was also in favour of compelling the County Councils to supplement the Government grant to High Schools by an equal amount. He hoped that a clause would be introduced before the Bill passed to provide that if High Schools had so small an attendance of pupils that they could be efficiently taught by one teacher, it should be optional with the Board to employ additional teachers. He believed that those teachers who had been shut out of the profession by recent regulations would be no great loss to the country.

Mr. ROSS said there were four objections to the present regulations which were very generally made in country districts. The first was the undue power exercised by the Inspectors with regard to school buildings—a power which they too often used in an arbitrary manner. The second was, that when a school was well satisfied with a third-class teacher who was doing good service, they should be obliged to let him go because he did not take a second-class certificate in a certain time, and engage a new and perhaps an inexperienced one. The third objection was the great number of studies embraced in the school curriculum, and the consequent diversion of the pupil's mind from those of the greatest use to him in after life. The fourth grievance was the regulation making the engagement of a second teacher imperative if more than fifty names were on the school register. This rule often resulted in two teachers being in a school which could be perfectly well managed by one. Many Boards of Trustees felt that they had better forego the Government grant altogether than submit to these and other regulations. He agreed with the principal clauses of the Bill, but objected to some of its provisions, notably that compelling the trustees in certain cases to borrow money from banks at seven per cent. The Minister of Education should bear in mind that in his visits through the country he had principally been brought in contact with teachers, so that what he had heard was to some extent a one-sided expression of opinion. He (Mr. Ross) thought it unwise that too much power should be taken out of the hands of trustees.

Mr. GRAHAM thought the summer vacation as provided in the Bill was too long. He objected also to the provision for the quarterly payment of teachers, and said that trustees in rural sections should not be obliged to borrow money, but should rely upon their own resources.

Mr. BETHUNE said that the Bill provided that the amount to be contributed by the municipalities for the support of High Schools should be equal to the Government grant. In rural sections there was now a strong feeling against contributing from local sources more than one-half of the amount of the Government grant, as they did not receive general benefit from the High Schools. The effect of this provision of the Bill would be to remove the burden of maintenance very largely from those who received the greatest advantage from the schools. He was sure such a pro-