

Justice Patterson had convinced him (Mr. Crooks), as he felt sure it had convinced the great majority of the people of this Province, that there was no foundation for the charges which had been made against the personal integrity of these gentlemen. He was very glad to be able to take advantage of the services of the gentlemen composing the Central Committee. The gentleman who appeared to be the target against whom all these charges were aimed had been recognized by all who knew him as the foremost man in the cause of education in the Province of Ontario. He was first brought to the notice of the people of Ontario by the efficient way he conducted a school in Yarmouth, Nova Scotia, and was induced to leave that school to take a mastership in arithmetic in Upper Canada College. There his ability, especially in that particular branch, in which our school system had previously been deficient, became evident, and it was mainly due to his extraordinary ability, or to what one might almost call his traits of genius, as an arithmetician and mathematician, that this country stood so high to-day in the departments of mathematics and arithmetic, as well as general literature. It was Dr. McLellan's ability in that respect that brought him to the notice of the Council of Public Instruction. With respect to the Commission, it was easy to see that there were causes lying beneath those which appeared on the surface to lead to the holding of this investigation. Some of these causes of irritation, however, he had endeavoured to remove. The competition between High Schools for the Government grant had been a fruitful cause of jealousy and ill-feeling, as well as the power of discriminating between one High School and another which belonged to the examiners and inspectors. These difficulties, however, had now been entirely removed. There was also a feeling of jealousy between the High Schools and the Normal Schools, ~~ow~~ to the way in which they were respectively supported. It was also thought—and one of the charges brought before the Commission was based on the belief—that Normal School students had an advantage over those who came up for examination from the High Schools, for examination by Dr. McLellan. The cause of that suspicion, however, had also ceased to exist, and there could now be nothing like rivalry between the High and the Normal Schools. All candidates for certificates were required to obtain all their literary or non-professional training at the High Schools, while the two Normal Schools of the Province were reserved for the professional training of teachers exclusively. After expressing a high opinion of the character of Mr. Kirkland as an instructor, Mr. Crooks said that had the enquiry been conducted by a tribunal in the slightest degree partial, the results of its labours would have been entirely lost, and a fatal blow would have been struck at our educational system, for it would have destroyed for all time the hope of ever being able to possess a body with such important functions as those which involved the examination of and the awarding of certificates to persons seeking to become teachers in our Public Schools. He congratulated the House and the country upon the investigation having been so thoroughly and impartially conducted that no reasonable person would now be able to believe the suspicion that any of these gentlemen could not be thoroughly trusted in every respect, and that they were not individuals in whom the public could not possess the fullest confidence. Nothing had occurred to sully the character of any one of them. (Cheers.)

Mr. CAMERON said it was evident from the remarks of the Minister of Education that the gentleman whom he had been eulogizing so highly was to be looked upon by the country as worthy of promotion. The finding of the learned judge, in the matter of the investigation, was not a question particularly of law, and perhaps as intelligent an opinion could have been given by a competent layman as the opinion of the learned judge. He contended that it would be difficult to peruse the questions given by the examiners without finding a similar-

ity between them and those prepared by Mr. Kirkland. He said Mr. McLellan had denied that he was obtaining any assistance, whereas he (Mr. Cameron) could not believe, seeing the great similarity of the papers, and from what he could learn from the evidence, that there had not been collusion between him and Mr. Kirkland, and it was manifest, from what he saw, that the gentleman who was furnishing assistance to Mr. McLellan would be advanced in his profession and provided with a situation.

On the item of \$17,750 for the training of teachers,

Mr. CROOKS explained that the increase of \$5,500 over last year's estimate was intended to cover the travelling expenses of maintenance of students attending the Ottawa Model School. It was estimated that each student required about \$10 for travelling expenses and \$25 for each session's maintenance. About \$1,000 was also included for the inspection of Model Schools, although he was not sure that it would be required.

After a short discussion, the item passed.

On the item of \$35,200 for superannuated teachers,

Mr. BARR said that great difficulty was sometimes experienced in obtaining this money, and he asked for an explanation.

Mr. CROOKS explained that the mode of distribution was fully explained by the statute. All that was necessary was for teachers to have been employed a certain length of time in teaching, to entitle them to the allowance.

Mr. MACDOUGALL asked what proportions of the teachers contributed to this fund.

Mr. CROOKS—All teachers have to contribute. It is compulsory.

The item then passed.

On the item of \$22,950 for Normal and Model Schools (Toronto),

Mr. LAUDER asked for an explanation of the two sums asked for teachers of elocution and domestic economy.

Mr. CROOKS said that perhaps domestic arts would be a better term. He explained that the item of domestic economy referred to the introduction of sewing and cookery, and a few other things not on the regular programme of teaching.

Mr. MEREDITH asked whether it was intended to teach these theoretically or experimentally.

Mr. CROOKS—Experimentally.

Mr. LAUDER thought that his constituents would not be willing to contribute to these modern innovations. However, he hoped it would work well as an experiment.

Mr. ROSS complained that the Province was compelled to contribute \$500 towards prize books for the Model Schools.

Mr. CROOKS explained that the fees of these schools amounted to about \$8,000, so that they were really a source of revenue.

The item passed.

The item of \$11,700 for Normal School at Ottawa also passed after a few explanatory remarks from Mr. Crooks as to the working of the institution.

On the item of \$3,455 for Educational Museum and Library,

Mr. LAUDER said he noticed that there was a large decrease, and he supposed that it meant that the Depository would be thrown away, and that no money would be required for apparatus or maps.

Mr. CROOKS explained that he had been looking into the matters relating to the Depository, and he found that the stock had been accumulating until in 1875 there was no less than \$93,000 of stock on hand, which he hoped to have reduced. He also intended to introduce a new system for the supply of books so as to reduce the expenditure to a minimum.

The following items passed after a short discussion:—

Educational Depository, \$9,335.

Education Department, \$21,975.

Miscellaneous, \$8,500.