

of average industry and intelligence could secure a third-class certificate at the age of 15 years. The High Schools were also much improved. They were formerly places at which the children of a favoured few acquire a perfectly useless smattering of the dead languages. Now, however, the permissive system has been introduced, and the course of instruction was eminently practical. Exception had been taken to the system of education on account of its expense. But considering what the people themselves had spent, he thought their representatives were justified in expending the money. In 1844 there were 96,000 pupils attending the Common Schools, and in 1874 the number had increased to 464,000, or an average yearly increase of 12,243. The number of teachers employed in 1844 was 2,706, and in 1874 5,736—an average yearly increase of 101. The increase in schools had been from 2,505 in 1844 to 4,827 in 1874, or 77 yearly. In salaries, in 1844 there was expended \$206,000, while in 1874 this item had reached \$1,674,000, or \$48,029 of yearly increase. The total expenditure in the two years was respectively \$275,000 and \$2,865,730, or an average increase of \$86,344 per annum. This showed what the people had been willing to do for the cause of education. He combatted the idea that the High School inspection could be done by two men, claiming that as a noted English educationist said, "Inspection is the life of the school." He did not believe, however, they should have extra pay for their work on the Examining Board. A regular salary should be given, and these gentlemen asked to devote their whole time to the work. He questioned the utility of the intermediate examinations. It might be said they served as stimulants, but even stimulants should be taken in moderation. The regular examinations, and that for entrance to the High School, were, he believed, quite enough. He closed by alluding in eulogistic terms to the manner in which the Minister of Education had conducted the work of his Department. (Cheers.)

Mr. LAUDER objected to the cost of High School inspection, and also to some of the other items under the head of education. There were in many parts of the country complaints against some features of the school system, but they were dying out, and with a little tact on the part of inspectors would soon cease to be heard. All parties should unite in the endeavour to keep the school system free from connection with party politics.

Mr. CURRIE complimented the Minister of Education on his interesting accounts of the working of the school system, and the House on the fair spirit in which the question had been approached. He cited some statistics to illustrate the progress of education in the Province, and passed a high eulogium on the Public Schools.

Mr. CLARKE (Norfolk) deprecated any attempt to compel intending purchasers of prize and library books to resort once more to the Depository at Toronto, instead of purchasing from local booksellers, as they have been in the habit of doing for some years past. He would like to see the date of the teachers' examination changed to April, on the ground that midsummer weather was unsuitable for work which imposed so great a strain on candidates.

Mr. DEROCHE described the condition of the new townships with respect to education, and assured the House that but for the grant to poor schools many districts would be left destitute altogether. The cost of High School inspection seemed to him somewhat great. The sum of \$2,000 and travelling expenses seemed to him enough of remuneration for their whole time, including the work of examination. The County Model Schools had done excellent service, and no money had been better spent in connection with education than the sum spent upon them. They were the means of obviating the necessity of building new Normal Schools, and the training they diffused was now universal. The standard of qualification was none too high, in view of the fact that special examinations were held for the new and poor districts. The centralization of the examination and classification of teachers had, he believed, proved advantageous. The school system was costly, and often caused dissatisfaction, but no public expenditure brought in a better return, and

the difficulties and dissatisfaction were gradually disappearing as the inspectors became better acquainted with the true nature of their duties. It was a fortunate thing for the country that there was at least one department of the public service into which party feelings were not allowed to intrude.

Mr. RICHARDSON called attention to the trouble and disadvantage inflicted on School Boards by teachers who engage to fill vacancies, and then fail to fulfil their engagements.

Mr. CROOKS explained that he had refrained from asking the House to appropriate any sum for instructing Normal School students, partly because at present the time and energies of teachers were too much taken up with teaching the ordinary rudiments of education to admit of teaching the subject in Public Schools, and partly because there was every likelihood that before long schools of cookery would be established for the training of teachers and others in the culinary art. He announced that he had under consideration the question of holidays for Public School pupils, and the best time for holding them. The clause in the School Bill referred to by Dr. Clarke was due to the fact that there was a large stock of books in the Depository, from which it seemed to him expedient to issue books to School Boards to the amount of the Government 100 per cent. on their purchase money. He did not see his way clear to reducing the number of High School inspectors without interfering with their efficiency. The salary was none too high in view of the extensive scholarship and experience required. The inspectors were not now paid as large salaries as many others doing less arduous work and requiring less extensive attainments. He paid them a high tribute for their attainments and the manner in which they discharged their duties. Cases of violation of engagements between trustees and teachers were covered by the general principles of law and by the special provisions already embodied in the School Act.

The item was then carried, as were also the following:—\$29,250 for Public and Separate School inspection; \$12,000 for schools in new and poor townships; \$75,500 for grants to High Schools and Collegiate Institutes.

On the motion to grant the sum of \$7,500 for the Inspection of High Schools and Collegiate Institutes some further discussion took place.

Mr. CODE thought the sum paid was too large for the work done. He would have all the old County Board certificates cancelled, and made some observations on the case of the Carleton Place High School.

The item then passed, as did also the following:—\$7,500 for Departmental examinations; \$14,550 for the training of teachers; \$39,900 for superannuated teachers; \$22,600 for the Toronto Normal and Model Schools; \$11,500 for the Ottawa Normal School; \$1,925 for the Educational Museum and library; \$22,000 for maps, apparatus, and library books; \$9,035 for the Educational Depository; \$21,175 for the Education Department; and \$2,500 for miscellaneous expenses.

After a brief discussion, the items of \$38,261 53 for the Deaf and Dumb Institution at Belleville, and \$29,315 for the Blind Asylum at Brantford, were passed.

On the item of \$27,000 for immigration, Mr. MEREDITH objected to all expenditure not rendered absolutely necessary by the agreement with the Dominion Government.

Mr. HARDY explained that there were other expenditures besides those specified which could not be dispensed with. It was necessary to keep one agent in Europe, and it was impossible to cut off at once the appropriation for the carriage of immigrants in Ontario without to some extent breaking faith with those who have been invited to come to the country under the system that has been for some years in vogue.

Mr. BISHOP maintained that the item was not too large, and that the farmers of Ontario, who felt the want of labourers, would sustain the Government in making it even larger than it was, seeing that farm labourers and domestic servants were the only classes aided or encouraged to come to Ontario.

Mr. WHITE denied that any immigrants