

To enable the trustees of Bethel congregation of the town of Orangeville to sell certain lands.

Amalgamating the Port Dover and Lake Huron, the Stratford and Huron, and the Georgian Bay and Wellington Railway Companies as the Grand Trunk, Manitoulin, Georgian Bay, and Lake Erie Railway Company.

To extend the time for the completion of the Erie and Huron Railway.

Respecting the Hamilton and Dundas Street Railway Company.

To incorporate the Chatham and Charing Cross Railway Company.

#### THE GRANT TO COLLEGIATE INSTITUTES.

Mr. ROSS moved, "That in the opinion of this House the special grant of \$750 a year to the Collegiate Institutes is an unjust discrimination against the great majority of High Schools in favour of those in the large centres of population, which are least in need of such special aid, and based as it is on the employment of four male teachers, and having sixty male pupils studying Latin, is indefensible, as it unjustly discriminates against females either as teachers or pupils, and gives an undue prominence to a branch of study not practical in its tendencies, and opposed to the progressive spirit of modern education." This was, he said, an extremely important subject, and deserved the careful attention of the House. What he took exception to especially, was the basis for the grant. The subjects taught in the present day were so many and varied that practical subjects required all the attention of pupils attending schools. All High Schools, irrespective of their position, received \$450. There was no discrimination. The Collegiate Institutes were on a special footing, and the grant to these was conditional, on their having four male teachers and sixty male pupils studying Latin. He thought it would be generally admitted that this basis was objectionable in both respects. If Latin was necessary for boys then was it not also for girls? If it was not, then the reason for the basis must be that the boys preparing for the professions required to learn Latin. It might be said that the intention of the Act was to create a few high class schools, but he thought they could have such schools without the special grant. The fact of a school being in a centre of population was an advantage, and gave it a larger attendance and larger grants. Another portion of the grant was based upon the number of pupils who passed the intermediate examination. The Institutes in the cities had sufficient advantages over those in the country without having any legislative grant. Indeed it was the practice of Collegiate Institutes to attract pupils from the High Schools, and the officials had gone so far as to sending personal letters. Then again the municipal grant was also based upon the legislative grant, so that these schools had a double advantage over the smaller schools. Those high schools that did not or could not force in the 60 male pupils studying Latin, and did not make strenuous efforts to become Collegiate Institutes, could not receive the grant of \$750. He held that the basis was wrong altogether, and they should remember that other studies besides Latin were requisite. The basis was also a discrimination against girls, and was it right to say that not even one of those four teachers should be a female? His contention that the basis was wrong in principle

was grounded upon the following reasons:—First, it discriminated in favour of the High Schools placed in large cities, which would be superior schools irrespective of any legislative grant; again, because it placed the study of Latin and Greek above all other subjects, a course not in accordance with the tendency of the age, and because it discriminated against girls in favour of boys. The proportion of scholars attending Collegiate Institutes studying Latin and the same in High Schools would show the tendency of the grant. The total attendance at Collegiate Institutes was 3,639, and those studying Latin 2,119, or 58 per cent. of the entire attendance. The attendance at High Schools was 8,479, of which 3,292 were studying Latin, or only 38 per cent. The table, therefore, showed that the tendency of the grant was to force a larger number of pupils into Latin in the Collegiate Institutes than in the High Schools. The average attendance was another ground for the grant. But the average at Kingston Collegiate Institute was 103, and no less than eight High Schools exceeded that. A portion of the grant was also based upon the number passing the intermediate examination still in attendance at the school. In that respect Kingston Institute was exceeded by twenty-three High Schools. Here was an Institute getting \$750, and actually doing less work than twenty-three High Schools. He would ask was that right. London Institute in

that respect was exceeded by four High Schools. He would say again that he thought the basis was wrong altogether. In the number who passed the intermediate examinations Cobourg Institute was exceeded by 12, and Galt by no less than 41. It was not creditable that the grant was to be given to those schools doing less work. One or two of those High Schools were of course now Collegiate Institutes, but in 1879 Barrie, Berlin, Bowmanville, Oshawa, and eight others, taking them altogether, stood much higher than many of the Collegiate Institutes. Taking the High Schools which were preparing pupils for matriculation, they had the fact that St. Mary's was exceeded in that respect by 13 High Schools. Taking therefore all the tests, it was found that a large number of the High Schools were really doing a better work than the Collegiate Institutes. Many of them had four masters, but being deficient in respect of Latin debarred them from getting the grant. Goderich High School exceeded Kingston Collegiate Institute in work, and why should it not get the grant? The same might be said of Clinton. Upon the whole average the tables showed clearly that the High Schools were doing a much better work than the Collegiate Institutes. Many of the Collegiate Institutes in large cities he admitted were doing a splendid work—much better indeed than the Upper Canada College, and if it was considered necessary to have a few schools between the High Schools and the University or Upper Canada College, then a few might have been located according to territory, and that result obtained. He had taken twelve High Schools and twelve Collegiate Institutes and compared the cost for each intermediate pupil. In Collegiate Institutes the cost was \$97, while the cost in the High Schools was but \$49. Taking the average attendance of these schools it was found that the Collegiate Institutes got \$10 per head, while the High Schools received but \$7 50 per head. The Minister of Education by a clause in his recent Act abolishes all grants to the Collegiate Institutes in future, but he continues it with respect to Collegiate Schools at present in existence. This virtually was an admission of the principle for which he was contending, but the continuance of the grant to existing institutes would create a tendency, in his opinion, to perpetuate the wrong, because the Collegiate Institutes would in trying to get the sixty Latin pupils strain every nerve to that end. He thought that the country representatives should say whether they desired this state of things to any longer continue.

Mr. CROOKS admitted that the discrimination was wrong in principle, but said that he was not responsible for that discrimination. But although this was the case it was hardly possible to deal with it in the manner recommended by the mover of the resolution. The Collegiate Institutes were doing a grade of work that the High Schools could not do, and to take away the grant would have the effect of reducing them to the level of High Schools. It was better to have a slight discrimination than to have that result. The result of the work done by both classes of schools could only be obtained by a comparison extending over a series of years, and such a comparison would show that the work done by the Collegiate Institutes was much superior to that done by the High Schools. He was glad the discussion had arisen, as it would tend to clear up the question and allow the House to express itself.

Mr. McLAUGHLIN said he had brought under the notice of the House a few days ago the advisability of admitting girls into the Collegiate Institutes. The curriculum of the High School was evidently intended for boys and not for girls, and he hoped that as the Minister of Education had gone so far towards liberalizing our schools he would also see his way clear to allowing girls to enter the Collegiate Institutes, and to have the curriculum of the High Schools so changed as to place the girls upon an equal footing with the boys.

Mr. GIBSON (Hamilton) said he quite agreed with the principle of the resolution. The time had arrived when the granting of \$750 in favour of Collegiate Institutes was an undue discrimination. He did not think, however, that the grant should be suddenly withdrawn, as that would have a tendency to destroy vested interests. The work of both High Schools and Collegiate Institutes was to train teachers. This work was done almost altogether by the Collegiate Institutes and the High Schools situated in the largest towns and cities. In doing this the Collegiate Institutes were doing a great work, which should receive recognition, and the sudden withdrawal of the grant would interfere with their work. He admitted that the principle of the grant was wrong, but care should be taken that more harm was not done by the