

Hon. O. MOWAT moved that a clause be inserted providing that an election should not be set aside because of an irregularity preliminary to the polling, and not affecting the result of the election. The motion was carried.

Some discussion took place on a clause providing for the apportionment of the expense of enforcing the Scott Act in case of the separation of a city or town from a county where the Act is in force.

Hon. O. MOWAT said that it was his opinion that in the cases where any portion of territory is removed from one municipality to another it becomes subject to the laws of the new municipality.

Mr. FRENCH said that the Scott Act was being enforced in New Edinburgh, lately transferred from the Scott Act County of Carleton to the City of Ottawa, where the Scott Act is not in force.

The committee rose and reported progress.

House in committee on the bill for consolidating and amending Acts respecting insurance companies.

Hon. O. MOWAT said that it was proposed to make the bill come into force on the 20th June next.

After some progress had been made with the bill the committee rose, and it being 6 o'clock the Speaker left the chair.

UNIVERSITY FEDERATION.

After recess.

Hon. G. W. ROSS rose to move the second reading of the bill respecting the federation of Toronto University and College with other universities and colleges. He said that the House had, during the last few years, reviewed every part of the school system except the university. He wished the House to regard university legislation as a necessary part of the school system. Treating it from that

point of view he thought they would get a broader view of the subject. Looking back at the history of the question they found that from 1829 to 1843 King's College had not exercised the power of granting degrees. Since then great progress had been made in educational matters. Just about that time the late Dr. Ryerson was laying the foundations of our Public school system; and no doubt he considered the genius of our people—our fondness for democratic institutions and an anxiety to educate our children well. All through the school system

THE DEMOCRATIC FEATURE

was strongly marked. It was seen in the common school system. The people elected the school boards, which in turn elected the inspectors, and the people had the control over the funds which were necessary to conduct the schools. In a less marked degree, but still to a considerable extent, the democratic feature was to be observed in the High schools and in the Provincial University. Another feature which ran through the whole educational system was that to a very large extent education was free. The Public schools were entirely free. The High schools were so nearly free that while it cost half a million dollars a year to maintain them the fees received from them were only \$40,000 a year. And while the fees at Yale University were \$140 a year, and in some other American universities the fees were \$100 a year, the fees in the University of Toronto were merely nominal. The next feature of the system was that it was unified after well understood principles. The Public School Department was practically limited to that point at which the High schools began, and the High schools were in the same situation with regard to the university. This was what Prof. Huxley called the

TRUE PRINCIPLE OF EDUCATION

and what Matthew Arnold had advocated for English schools as a result of his investigations undertaken by him at the instruction of the British Government a few years ago. The great progress made by the educational institutions of the Province was shown by the following figures:—In 1843 there were but 96,756 scholars in the Public schools of Ontario, but in 1884 there were no fewer than 466,917. In 1843 the expenditure of the Government on behalf of Public schools was \$236,229; in 1884 it had risen to nearly four millions. In 1843 there were but 610 Public schools in the Province; in 1884 there were 5,316. The High school system

HAD GROWN PROPORTIONATELY,

having increased from 24 in number twenty years ago to 106 at the present time, while the teachers connected with the same now numbered 353, as compared with 99 twenty years ago. Speaking of the thoroughness of the High school system of education, Mr. Ross showed that a large proportion of the students went from these schools into the learned professions, or immediately upon leaving these schools, matriculated at the University. He quoted from THE GLOBE'S correspondence in regard to the Johns Hopkins University in the United States, showing how highly the writer—an old High school pupil, now taking a post graduate course in the institution named—thinks of the Ontario High school system. Another feature to be noticed was this, the High schools were dependent upon the universities for their teachers. The school could not rise higher than the teacher. If the teacher were thoroughly trained in a university, every hour spent upon his training benefited those who were to be his pupils. Again, the High school master trained the common school teacher, so that the

INFLUENCE OF THE UNIVERSITY

percolated down through every part of the educational system. The question then arose, was it the duty of the State to provide this university education? The principle had already been decided that the Province must undertake primary and secondary education. Were they to stop there? Assuredly not, if they appreciated the inter-dependence of all the departments of education which he had tried to explain. In England, the universities were largely endowed by the State. In Germany the State assumed the whole control of university education and paid 72 per cent of their maintenance. So, in the United States, although there were private universities, the universities were very largely endowed by the States. So that in Germany, in England and in the United States

THEY HAD AMPLE PRECEDENTS

for the principle that in order to the completeness of a school system the State must attend, not only to primary and to secondary, but to superior education, and must follow with a liberal education every young man, and he was happy to say every young woman, who was disposed to take advantages of its privileges. The next question was by what standard were they to measure this university education. In the first place Ontario was a wealthy Province with great agricultural resources; and the endowment of our University should have regard to our abundant wealth. We spend four million dollars a year on the Public schools and half a million dollars on our High schools, and was it to be said that the enlightened liberality of the people should be paralyzed when they reached