

turn necessitated a reduction of three in the number of licenses issued. Several days ago a deputation waited on Sir Oliver Mowat with the object of securing his consent to the continuation of these licenses. This action aroused the temperance people, who held a mass meeting and appointed a deputation to wait upon the government to counteract the effect, if any, produced by the first deputation. To-day Sir Oliver and his colleagues received Rev. J. Crawford, Rev. J. A. Moore and Mr. W. Wilkinson, who objected to the continuance of any more licenses than the town was legally entitled to.

#### NOTES OF THE HOUSE.

The railway committee met to-day and threw out the bill to incorporate the Toronto, Sudbury & Northwest Railway company, who proposed to build a line from Toronto to Sudbury, and thence to Spanish river to connect with the Sault Ste. Marie branch of the Canadian Pacific railway. On behalf of the Grand Trunk, the project was opposed by Mr. S. H. Blake, Q.C. Mr. W. G. McWilliams represented the promoters, Robert Davies, Lewis Lukes, R. L. Patterson, Patrick Larkin and John Sheridan.

Mr. Gilmour has given notice of a bill to amend the assessment act, and Mr. Conmee one to amend the street railway act.

The British journalists visited the house to-day and were welcomed by Sir Oliver Mowat. They came up to the press gallery where they were received by the president.

### AN EDUCATIONAL WORK.

#### DESCRIPTION OF THE EDUCATIONAL SYSTEM OF ONTARIO PREPARED FOR DISTRIBUTION AT THE FAIR.

An interesting description of the educational system of Ontario has been prepared by Mr. John Millar, B.A., deputy minister of education. This pamphlet, copies of which have been distributed among members of the legislature, gives 114 pages of very readable matter, and presents in a well-outlined manner the main features of the provincial educational institutions. There is no attempt to give a history of the system, but to portray the admirable characteristics for which our schools have become famous. Only institutions under public control are described, but these include all classes of schools and colleges from the kindergarten to the university. The work is not burdened with statistical tables, but yet it contains such statistics as would be sought after by anyone desirous of becoming acquainted with the condition of our schools. What adds to the attractiveness of the pamphlet is the number of fine illustrations of schools and colleges which are to be found through its pages.

Ontario has doubtless learned much from the systems of education to be found in other lands, but it has besides many features which are largely its own. Among the latter are to be noticed:— A division of state and municipal authority on a judicious basis, a uniform course of study, uniform text books, the examination of teachers under provincial instead of local control, only experienced teachers of the highest grade of certificate eligible to be appointed inspectors, uniform examinations for matriculation, the almost entire absence of politics in the manner in which school boards and inspectors discharge their duties, and the non-denominational character of the whole system, but affording under constitutional guarantees and limitations protection to Roman Catholics and Protestant separate schools and denominational universities.

The origin, unity and relations of our system to municipalities, churches and parents are clearly described, as well as the main features of all classes of schools. There are interesting chapters dealing with the departmental examinations, and the full account given of our much valued system of training teachers occupies several pages. The importance which is attached to inspection of schools in Ontario is shown by the provisions made for securing inspectors of high qualifications and placing them, not as in American schools, where they may lose their positions if not in touch with the party politics of the locality, but in such relations as will enable them to hold their offices permanently so long as they discharge their duties energetically, honestly and judiciously.

The description given of Toronto university—its functions, buildings, organization and faculties—shows how well the province has provided for the "cornerstone" of our educational system. The future of an institution which, as the

deputy minister says, draws the "cream" from our secondary schools, is well assured, especially as already its alumni have distinguished themselves in every learned profession in the counsels of the province and of the Dominion, and even in the Imperial house of commons.

A brief account is given of Upper Canada college, the School of Practical Science the Agricultural college, the blind and the deaf and dumb institutes, industrial schools, and the relations of professional education to our national system. The pamphlet has been specially prepared for distribution at the World's fair, Chicago, and no doubt the numbers who will attend the great educational congress in July, to be held at that place, will find in this work a faithful description of our much-prized system of education.