

Superintendent of Education, who desired his opinion whether it had been intended that girls should be admitted to Grammar Schools. His (Mr. McDonald's) impression was that such had not been the intention. This practice of getting girls into the Grammar Schools had the effect of interfering with, and injuring the usefulness of higher seminaries for girls. It was to be regretted that the standard of education for young ladies in Upper Canada, was not so high as in Lower Canada. He promised that the attention of the Government would be given to the subject.

The subject of the admission of girls to the Grammar Schools was referred to in a debate in the House of Assembly for Ontario :

Dr. McGill wished to get a little more information on the subject of Grammar School education. He understood the member for South Bruce, and the Attorney General, to say that latterly a great many girls had been made to attend the Grammar Schools, in order to get larger grants. He agreed that, to some extent, that was the fact. He did not agree, however, that girls should be excluded from the Grammar Schools. If this were done, they would to a large extent, be practically excluded from the higher education which they could now get in Grammar Schools. With all due deference to Mr. Young, the Inspector of Grammar Schools, who had strongly urged the exclusion of girls, he thought the learned gentleman had pressed that matter too far. Many girls were now getting a good education in Grammar Schools, which they could not possibly get otherwise. Separate high schools for the education of girls could not, in the circumstances of our country, be at all generally established.

Mr. Fraser was glad to hear that the attention of the Government was to be given to this important subject. His own impression was that Grammar Schools were not the best places for the education of girls. He hoped that the Government would consider the propriety of giving a grant for high schools for girls, in many localities through the country.

Mr. Sinclair approved of the suggestion to establish schools for the superior education of girls. At the same time, he did not think they should be excluded from Grammar Schools which gave an education, some kinds of which were as useful to girls as to boys.

Mr. Ferrier, from the experience he had had, believed that the system of teaching boys and girls together in Grammar Schools, worked well. The girls, in many instances, showed just as good an aptitude for learning Greek, Latin, &c., as boys. He thought Mr. Young went too far. The grammar school teachers were to meet in convention in June, and would then discuss this subject. He thought, after hearing their opinion, and the remarks which the Chief Superintendent and Inspector of Grammar Schools might make upon it, the Government and Legislature would be in a better position for dealing with the subject next session.—*Globe*.

3. EDUCATIONAL EXPENDITURE IN QUEBEC AND ONTARIO.

From the estimates laid before the Legislatures of Quebec and Ontario, we select the following items of educational expenditures :

NAME OF ITEM.	PROVINCE OF QUEBEC.	PROVINCE OF ONTARIO
Common and Separate Schools.....	\$174,000	\$170,000
Normal Schools.....	62,590	17,000
Schools in New Townships.....	4,000	2,000
Grammar Schools.....	68,000	55,000
Colleges and Universities.....		31,000*
Medical Schools.....	1,500	2,250
Agricultural Normal School Education...	12,000†	
Agricultural Schools.....	2,400	
Common School Inspectors.....	29,700‡	
Grammar School Inspectors.....		2,000
Superannuated Teachers.....	2,600	4,200
Journal of Education, (in English).....	1,800	1,800
" " (in French) ..	1,800	
Books for Prizes in Public Schools.....	3,000	
Library Books, Maps, Apparatus, and Prize Books, for Public Schools.....		32,000
Departmental Library.....	1,200	
" " and Museum.....		2,800
" Salaries.....	16,500 }	14,700¶
" Contingencies.....	15,000 }	
	\$396,090	\$334,750

* Including eighteen months grant to the various colleges up to December, 1868,—submitted to the House with the following declaration, on behalf of the government:—"The Lieutenant Governor, while regarding the payment of any sums of money out of the Treasury to collegiate insti-

III. Papers on Practical Education.

1. BENEFIT OF TEACHERS' ASSOCIATIONS.

1st. Teachers' Associations would secure the general adoption of approved systems of imparting instruction, and a uniformity in the use of the most suitable text books.

The zealous, faithful teacher is always alive to his own defects, and is ever trying to correct them. If he has been trained under a system of instruction somewhat akin to the dogma, "Believe and ask no questions," he will not rest satisfied until he has amassed greater stores of learning, and become possessed of better modes of communicating that knowledge than were his own instructors. The friendly interchange of views as to the modes of teaching the departments of Common School Instruction, the discussions which these may elicit, and the essays read on such topics, cannot, I think, but conduce to accumulate a *common fund* of knowledge of these subjects and how to teach them.

All of us must be conscious of the effects of isolation incident to our work. To a great extent, each one of us has had "to paddle his own canoe." We have had to labour on from day to day without the consciousness of any one sympathizing with us; to devise our own mode of procedure in practically carrying on the work given us to do. But by meeting in our associated capacity, one may receive useful hints and be able to give others in return, "without money and without price." A uniform system of conducting schools, and the same series of school-books, would be of untold benefit, especially when we consider how frequent is the change of teachers.

2nd. Teachers' Associations would enlarge the views of its members and stimulate their exertions for the advancement and diffusion of knowledge.

In the natural world we find that plants flourish most, and attain to more gigantic proportions when exposed to light and shade. We also find the strong and gifted minds are those, who, in the lonely chamber, waste the midnight oil in the researches of science or acquirement of learning, and also enjoy the genial sunshine of friendship and sympathy. "As iron sharpeneth iron, so doth the face of a man his friend."

A person secluded from professional associates is very apt to overrate his attainments; not very apt to "see himself as others see him." Such a one is in danger of losing sight of his need of improvement; of regarding the work done as perfection, or at least so near that, that there is very little necessity of trying to do better. But the better results obtained by others would bring a sense of virtuous shame to his mind. The future destiny of our beloved Dominion depends greatly on the way our work is done. We are like the crew of a vessel; the more gallantly they strive against wind and tide, the more assiduously each performs his part, the sooner will the ship pass over the briny deep, and the more gloriously will she enter the desired haven.

3rd. Teachers' Associations would encourage the frequent interchange of ideas and kindly intercourse among members. Instructors having freely received should freely communicate. One may give away money, lands, &c., and make himself just so much

tutions in this Province as inexpedient, is yet impressed with the conviction that embarrassment would ensue, were the colleges named in the annexed schedule suddenly deprived of the annual grants heretofore voted by the Legislature of the late Province of Canada, and on this ground alone, His Excellency submits to the Legislative Assembly the propriety of granting to the said colleges the several amounts mentioned in the said schedule; declaring, at the same time, that it shall not be lawful to continue such grants hereafter."

† The grant to Agricultural Societies, in the Province of Quebec, is \$80,058; in Ontario, \$64,450.

‡ In Ontario this charge is borne by the various County Councils.

¶ In regard to this item, we quote the following from the Parliamentary Report of the *Globe*:—

"Mr. McDonald also embraced this opportunity of reading a long communication from the Chief Superintendent of Education, on the subject of the contingencies of his department, drawn out in consequence of some allusions to this subject in a previous debate. Dr. Ryerson claimed that these expenses were controlled by a strict regard to economy—that they had not increased within the last ten years, and that they were less than the corresponding expenses in Lower Canada. He said that the last published public accounts showed that the Lower Canada Department of Education expended, for salaries and contingencies, \$31,500 with 3,826 schools; while his, (Dr. R's,) estimate was \$14,700 with 4,457 schools, besides other agencies for the diffusion of useful knowledge which did not exist in connection with the Department of Public Instruction in Lower Canada. The only increase of salary had been in the case of two junior clerks, who were entitled to it by their long and faithful service. Both of these had served on the frontier, and—one as an officer—(Mr. Stinson), had distinguished himself by his gallant conduct at Ridgeway."