

a great evil both to teachers and pupils, and a serious impediment to the progress of the schools. The highest salary paid in a county was \$630; the lowest, \$84. The highest salary paid in a city was \$1,350; the lowest, \$200. The highest in a town, \$1,000; the lowest, \$140. The highest in a village, \$600; the lowest, \$270. The average salaries of male teachers in counties, without board, was \$260—of female teachers, \$169; in cities, of male teachers, \$522; of female teachers, \$241; in towns, of male teachers, \$447—of female teachers, \$265; in villages, of male teachers, \$387—of female teachers, \$192. A small increase on the preceding year in the average salaries of teachers.

In other respects the report is exceedingly satisfactory on the subject of our Common School system. The free schools make steady progress, the popular sentiment being apparently in favor of them. "The number of free schools reported was 3,595—increase, 136. Number of schools partly free, with a rate bill of 25 cents per month or less, 708—decrease, 48. Thus 3,595—or all the Common Schools in Upper Canada, except 708, are entirely free—wholly supported by rate on property, with no rate bills or fees required from the pupils—and that the result of the fifteen years' experience, discussions and voluntary action of the rate-payers in the several school divisions." The average time during which the schools were actually kept open for teaching was about ten months. In the State of Massachusetts the average time is seven months and nineteen days, and in New York a little over seven months.

UNIFORMITY OF TEXT BOOKS.

Dr. Ryerson has some general remarks on the uniformity of text books in public schools, which are well timed. We have on former occasions referred to this controversy, and to the injury which was likely to accrue from the success of interested publications securing the adoption of their views. There can, we think, be no two opinions "as to the importance of a uniform series of text books for the public schools, and as to the evils of a variety of text books, rendering classification of pupils and comparisons of schools and judgment of their progress impossible—reducing the value of the teacher's labour, impeding the progress of the pupils and causing much additional expense to parents." We are glad to learn from this report that the series of National Readers are being revised and adapted to our schools by two of the most accomplished and experienced instructors of youth in Upper Canada—the Rev. Drs. McCaul and Ormiston—and that "*steps are being taken by which every text-book sanctioned by the Council of Public Instruction shall not be the property or monopoly of any individual, but shall be public property to publish and sell, as well as to purchase.*" Thus the enterprise and emulation and rivalry will not be to get up, and try to get foisted into the schools, a variety of text-books, and thereby to cause additional expense to parents of pupils, and impair and paralyze the efficiency of the schools, and inflict upon them the evils experienced by the diversity of text-books in the neighbouring States, and from which our schools have been rescued; but the enterprise and emulation will be the printing and sale of rival editions of the same text-books, so that in all cases of free competition in manufacturing the same article, there will be the best security to the public for cheapness and excellence."

THE SEPARATE SCHOOLS.

Notwithstanding the additional concessions to separate schools by the Act of 1863, they do not make much headway.—During the year there was but an increase of five, the total number being 152. The amount apportioned and paid from the Legislative School grant to these schools, according to average attendance as compared with that of the common schools in the same localities, was \$9,365, being an increase of \$570. There was apportioned for the purchase of maps, apparatus, prize books and libraries, the sum of \$263, an increase of \$75, an equal sum having been appropriated for the same purpose from local sources. The amount of rates levied from the supporters of separate schools was \$23,788, an increase of \$3,287. And the amount levied from fees and other local sources was \$12,802, an increase of \$136; making the whole amount provided from all sources for the support of separate schools \$46,219, an increase of \$4,069. The amount paid to teachers during the year was \$33,953, an increase of \$2,973; for the purchase of maps, &c., \$721, an increase of \$48, and for other purposes \$11,544, being an increase of \$1,048. The number of pupils attending the separate schools was 18,101, an increase of 736, and the average attendance of the pupils at the schools was 8,518, an increase of 292. The separate schools were kept open during the year, an average of eleven months each. The number of teachers employed in them was 200, an increase of 10. Of these 81 were males, a decrease of 2, and 119 females, an increase of 12. The tables give an interesting statement of the subjects taught in the schools, presenting a very gratifying increase in all the higher subjects of common school education, and showing also that increased attention is

being paid to the fitting up of the schools with black boards, maps, apparatus, &c., all important requisites in a well ordered school.

The peculiar feature of these figures in reference to separate schools, is that they afford a vindication of the policy of those who, admiring the common school system, and anxious to see all classes of the community availing themselves of it, were yet willing to grant the power to establish separate schools as a safety valve against attacks upon the system itself. According to the statistics, three-fourths of the children of school age of Roman Catholic parents attend the common schools, and no less than 534 teachers, professing the Roman Catholic religion, are teachers in those schools. The right to establish separate schools deprives agitation against the entire system of its point, it affords a guarantee against any attempt to introduce sectarian subjects in the common schools, and it blunts the desire for separation. The men who claimed that no practical harm could come to the school system from the granting of separate schools under fair provisions such as the law now contains, have their vindication in these annual reports of the Chief Superintendent of Education.

THE GRAMMAR SCHOOLS.

The year 1865 was, in so far as the Grammar Schools of Upper Canada are concerned, a year of transition. The new Grammar School Act of 1863, which, however, did not come into effect until the present year, nevertheless had some influence upon the system during the past year. How far that Act will improve the status of these valuable institutions, cannot be fully ascertained until the reports of 1866 are received. That it will result beneficially, there is good reason to believe; indeed in so far as it has already influenced the system, the results have been good. The entire number of Grammar Schools reported for 1865 was 104, being an increase of 9. The Legislative grant and funds apportioned and paid through the Department for salaries of Grammar school teachers amounted to \$53,205—increase, \$8,260. This increase of aid, the report informs us, was obtained with the intention of increasing the efficiency of the Grammar schools established; but the Bill introduced and intended to become an Act at the same time with the increase of the grant, not having passed the Legislature, no additional restrictions were enforced to prevent the multiplication of Grammar schools without due provision being made for their support. The result was, we are sorry to learn, that several new schools in small places were established, and the increased grant, therefore, contributed to multiply feeble schools, rather than add to the efficiency of those already established. This evil has, however, been remedied by the amended Grammar School Act, passed last year, and which came into operation at the beginning of the current year, and which, let us hope, will tend to restrict the bad practice of establishing feeble Grammar schools, in union with common schools, in small hamlets and villages. For the purchase of maps, apparatus, &c., there was paid out of the Legislative grant \$1,058, an increase of \$399. From local sources the receipts show a decrease in the two most important items, the sum realised from municipal grants being \$14,963, a decrease of \$950; and from fees \$18,542, a decrease of \$810. From balances of the previous year, and other sources, there was received \$12,885, an increase of \$2,910, making the total receipts for Grammar schools during the year, \$100,654, an increase of \$9,809.

The total expenditure for Grammar Schools during the year was \$94,249, an increase of \$8,424, and being an average for each school of upwards of \$906. Of this sum there was expended for head masters and teachers salaries \$81,562, an increase of \$8,303. For building, rent and repairs \$5,251, decrease, \$888. For maps, apparatus, prize books and libraries, \$2,229, increase, \$630. For fuel, text-books, and contingencies, \$5,197, increase, \$379. The number of pupils attending the schools during the year 1865 was 5,754; increase, 165. The number of pupils whose parents reside in the city, town or village in which the Grammar School is situated, was 4228; increase, 38. Number of pupils whose parents reside out of the corporation of the Grammar School, but in the county, 1229—increase, 146; number of pupils resident in other counties than that of the Grammar School which they attend, 297, decrease, 19; number of pupils reported as pursuing the Grammar School course of studies, 5,158—increase, 105; of those admitted 2,111 are reported as having passed the regular entrance examination in force in 1865. A number of interesting figures are given in reference to the studies of the pupils, the details of which it is not necessary to repeat here. There were a larger number in the several classes and subjects of latin than in any other study, not including history, geography, and writing, the number being 3,669. This is accounted for by the fact that the revised programme for studies, although not coming into effect until the commencement of the present year, was yet gradually introduced into a number of the Grammar Schools during 1865, and under it many