

"(4.) He considered the system of training teachers, and the principles and modes of teaching prevalent in Germany superior to all others. Another feature, or rather cardinal principle, adopted by Dr. Ryerson is, that of not only making Christianity the basis of the system and the pervading element of all the parts, but of recognising and combining in their official character, all the clergy of the land, with their people, in its practical operation, maintaining at the same time parental supremacy in the religious instruction of their children, and upon this principle providing for it.

"I have referred to these testimonies by German and English authors, who are well acquainted with schools, regarding Dr. Ryerson and his doings in Canada, in vindication of the high opinion I myself have formed of his singular ability, and of the suggestion I have presumed to offer to the Royal Commissioners, to invite him to this country to assist them in grappling with difficulties very similar to those which he had to face. If anything farther were needed to show how much Dr. Ryerson's system has commanded general admiration, it would be the reference which I see frequently made to parts of it in the recent annual reports of school superintendents in the American States, and the desire evidently felt there to import many features of it into their own educational arrangements."

II. Papers on Education in Ontario.

1. EDUCATION IN UPPER CANADA IN 1866.

We have already noticed some points in the Chief Superintendent's Educational Report for 1866. As was to be expected, the increase of schools has brought along with it an increase of teachers. Not that there is a superabundance of good teachers, but there is such a supply of one kind or another, that, from the competition for places, the emoluments in too many cases, have suffered an undue depreciation. There is one fact mentioned in the report in reference to the increase of teachers, which many might not be prepared for, and that is, that both the absolute and relative increase of female teachers employed in common schools has been, during 1866, greater than of males. Many have the idea that the very improvement of the schools is making less and less demand for lady teachers, but it is not so; and Dr. Ryerson expressed his satisfaction that it is not, for he is convinced that "female teachers are best adapted to teach small children, having, as a general rule, most heart, most tender feelings, most assiduity, and, in the order of Providence, the qualities best adapted for the care, instruction, and government of infancy and childhood." We are half inclined to go farther, and say, that, in many cases, female teachers will have more influence, even with comparatively rude boys, than those who may be sterner and possessed of more physical power. About four-fifths of the teachers in the States are females, and in England, also, their numbers are rapidly increasing. It is well, however, to take care that they be as thoroughly trained, and as fully qualified as the gentlemen, and then they may claim equal remuneration.

It is remarkable that of the nearly five thousand teachers actually engaged in the work of education in Ontario, the religious persuasion of only 29 has been unreported. It is also to be noted that a very considerable number of Roman Catholics are engaged as common school teachers; as many as 322 being mentioned, besides those engaged in separate schools. The largest number belonging to any one denomination is 1486 (Presbyterians), and the next, 1339 (Methodists).

The remuneration given to teachers is small. The highest salary paid in any county, during the year of which we are speaking, being, only \$600, while one, at any rate, was as low as \$93. In cities we have them ranging from \$1,350 to 100, while the average for male teachers in counties was only \$253, and for females \$189, and in cities for the former \$529, and the latter \$247.

Of the 4,379 schools reported, all, except 638, are entirely free; that is, there is no charge made on individual scholars, but all expenses are borne by a general rate on the section. This state of things has been brought round, not by any Act of Parliament, but simply by the inhabitants of the different sections finding, by experience, that it was the better plan, so that, whether people sent their children to school or not, they had to pay all the same.

Every one knows how very necessary a good school house is, in order to secure efficient teaching; and the number of such really good houses, we are glad to learn, is increasing year by year. There are in Ontario, 642 of brick; 372 of stone; 1751 of frame; and 1604 of log. During the year 1866, 101 school houses were built, and of these only 19 were log. It is estimated that the value of school houses and premises, throughout the Province, amounts to the large sum of \$2,097,922.

As we are all aware, Separate Schools have been established for 039—a decrease of \$1180. A large number of Roman Catholics Roman Catholics. The extent to which they are used, by those for

whose benefit they were appointed, may be seen from the fact that of sixty odd thousand Roman Catholic school-going children, upwards of forty-five thousand attend the ordinary common schools, thus leaving only the balance for separate schools. The whole amount provided for separate schools from all sources for 1866, was \$45,000—don't see any use for these schools. They know that the religious principles of their children are not in the slightest degree interfered with in the common schools, and the education given there is generally of a superior character.

Having already printed in full Mr. Young's report on the condition of the Grammar Schools, there is no necessity for referring further to them. We may simply mention that the total expenditure for grammar school purposes amounted to \$113,887, and the whole number of pupils for the year was 5,179—giving the yearly expense of each grammar school pupil, as nearly as possible, twenty-two dollars.

In addition to the common and grammar schools, there are other educational institutions which have to be taken note of, in order to form a full and correct idea of the state and progress of education in the country. We find there are sixteen colleges, with 1,931 students, and 298 academies and private schools, with an attendance of 6,462 pupils. We should think there must be a very much larger number of such institutions than what is mentioned. Only twenty private schools are returned for Toronto, for instance, while we are quite sure there are many more.

The system of free public libraries is still in operation with a greater or less amount of success. From the time when it was first commenced, \$119,649 have in this way been expended. The whole number of volumes in the public free libraries, is 215,611.

The map of the country, which is given in the Report, and marked for the purpose of showing how far the libraries have been established, lets us see at a glance, how some parts are provided with them in every school section, while others are entirely destitute. In the whole of the country west of Oshawa and South of Collingwood, there are not above fourteen or fifteen townships in which there is no public library, while back from Kingston, and both east and west of it for a great many miles, there is scarcely a township which has more than one library, and the most of them have not even one.

The whole number of educational institutions of every kind, so far as these returns show, was 4,800; the number of pupils in all 405,267; the whole money expended \$1,820,006; while the sum actually available for purposes of education was \$2,050,125.

All this makes it manifest that, while a great deal yet remains to be done, a great deal has been already effected. A large number of children in the Province still attend no school. Upwards of forty thousand of this class are reported for 1866, and the likelihoods are that the actual number is much larger. Poverty cannot be urged as a reason for this. It is simply the indifference or vice, or greediness of parents. They are ignorant themselves, and they fancy that their children can get on well enough without going near the school. It is distressing, also, to notice the irregularity in attendance of those actually entered as pupils. As many as forty-two thousand attended in 1866 for less than twenty days; seventy-five thousand for more than twenty, but less than fifty days; and only about thirty-two thousand attended for upwards of two hundred days in the course of the year.

The frequent change of teachers is also a great evil. It makes the profession of teaching to be looked upon more as a stepping stone to something better, than as a life business, and all experience shows that, in such cases, the work will not be done so heartily.

Our space, however, is exhausted. We are very much pleased with many things mentioned in the report, and trust that in the future, as in the past, progress will characterize our whole educational system, and that Canadians will become more thoroughly and manifestly an educated people.—*Toronto Globe*.

2. GIRLS IN THE GRAMMAR SCHOOLS.

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

Mr. Blake said that, assuming the whole question of these educational grants was under discussion, he wished to make a remark on the mode of apportioning the grants to the Grammar Schools. This was based on the erroneous principle of attendance, so that the effect has been unduly to swell the attendance of classes of children not qualified for Grammar Schools—girls and others being got to attend, in order to obtain an increased grant.

Hon. J. S. McDonald thought there was a great deal of force in the observations of the member for South Bruce. The Grammar Schools had been deteriorated by receiving children who were not qualified to enter them. He had hoped that some arrangement might be devised which would obviate this. The question had been brought under his attention by a communication from the Chief