

It is not to be wondered that the superintendent finds considerable to complain of, when the wages of teachers are less than of labourers. The fact of four-fifths of the teachers being females, will to some extent account for the lowness of the wages. The supply being in excess of the demand, the wages consequently come down to a low figure. The school board of Cincinnati report a similar condition in that city, and while deploring the insufficient remuneration of teachers, particularly of females, account for it by the fact that the women will teach for less wages than they can earn by manual labour. It is well that there should be numbers of educated women qualified to teach, but it is a pity that they should not be able to secure better wages by turning to other channels of usefulness.—*Toronto Globe*.

2. SCHOOLS IN MASSACHUSETTS AND UPPER CANADA.

A Boston journal furnishes some statistics of the schools of Massachusetts for 1865-'66, taken from the abstract of the returns of the school committees in the 30th annual report of the State Board of Education. In some respects a comparison between the Common Schools of Massachusetts and of Upper Canada would be a fair one. In other respects, our neighbors have a very great advantage over us. As compared with Massachusetts, Upper Canada is a new country, the Bay State having been a populous colony when Upper Canada was almost entirely a wilderness. In another respect, Massachusetts has a very decided advantage, the area of the State is so much less than that of Canada West, that for school purposes the facilities are much greater than in our country, and our neighbors are a very wealthy community. On the other hand, our population is slightly in advance of theirs, the number in 1860 being—Canada West, 1,396,091; Massachusetts, 1,231,066. In children of school age, that is between five and sixteen years, we have 426,757, and there are 255,323 between five and fifteen in the State in question, being 305 in 1,000 in Canada West, and 207 in 1,000 in Massachusetts—the difference in the school age accounting in part for the difference. The number of Common Schools are, in the former, 4,303; in the latter, 4,759. But, although they outnumber us in schools, their attendance of pupils, during the winter months, of which alone we have the statement, was 231,685; while ours was, for the year, 383,652. There were last year in Massachusetts 962 male teachers, and 4,895 females; in Canada West, 2,390 male teachers, and but 1,791 females. Female teachers are more in request in the Bay State than among us. There are two reasons for this; one of which is that they are preferred, as being more efficient, particularly in teaching small scholars in Massachusetts, and their services are secured at lower rates than male teachers; the average for male teachers being \$ 59 53 per month, and for female teachers \$24 36. In Canada the average salaries are—male teachers, \$32 83; female, 18,00. Taking into account the difference in the currency, and the cost of living, male teachers in Canada are at least, as well paid as in Massachusetts, and female teachers a great deal better. Another element in the calculation, as to the lucrativeness of the profession, is the average time during which schools are kept open in each country, our teachers' average time was eleven months and seven days; our neighbours' but seven months and nineteen days. On the whole we may fairly claim that teaching in the common schools is a much better profession in Canada than in Massachusetts.

Our cotemporary further tells us that "the aggregate amount raised in the State by taxes for the support of schools, with the income of surplus revenue and similar funds thus appropriated was \$1,997,715,11." In Canada West, during 1865, the expenditure for common school purposes, was \$1,355,879. Again, the difference between United States currency, and our money would place us on a par with the first State in the Union in educational enterprise. We may conclude that, with all their interest in schools, the people of Massachusetts are hardly as much in earnest in common school education as the people of Canada West. They have a great number of schools and school teachers, and still their contributions to their support are little if any in advance of Upper Canada. Their population is more dense than ours, and that of itself should give them a great advantage in the attendance at school; but we surpass them in that matter. The distance which children necessarily travel, to attend school in Canada West, must be much greater than in Massachusetts, where schools are more numerous and the area of country less; but yet we find this difficulty surmounted. If our teachers are better paid than those of Massachusetts, they also have more work to do. The number of pupils to each teacher in Upper Canada is 81, while in Massachusetts the average is less than 44. In one very important particular we seem to be behind our neighbors, namely, in regularity of attendance of scholars at the common schools. While the aggregate number of scholars attending school is less than with us, their average attendance is greater than ours, being 187,358 against 156,766 in Canada

West. True, this average is for the winter months alone, when the attendance is very much greater than in the summer; but still the ease with which schools can be reached there gives them an advantage over us. It is tolerably clear, moreover, that while the average in Upper Canada is computed for the whole school year, the average for Massachusetts is computed upon the number of days actually taught. As the average time of keeping school open in Massachusetts is so much less than the full year, it will be readily understood that the difference in the two modes of computation is a very material one. Besides, if we take into the account the longer period during which schools are kept open here, we will very considerably exceed Massachusetts in the aggregate amount of teaching.

The school population of Massachusetts, between five and fifteen years of age, is 255,323. If these ten years furnished 255,323 children, an additional year to bring the school population to the same limits as in Canada, should increase it ten per cent., when it would stand at 280,855. The number of scholars of all ages attending the common schools, was 231,685 leaving an absentee list of 49,170. With a school population of 426,757 in Canada West, the aggregate attendance is 383,652, leaving 43,105 as absentees, a little over ten per cent. of the school population; while in Massachusetts the proportion of absentees is seventeen and a-half per cent. As children of school age attending the Massachusetts schools are not distinguished from those of other ages in the table before us, we cannot arrive at absolute certainty in this calculation, but it is probably as fair for one country as for the other. The number, too, of school age, who attend private schools, grammar schools, academies and colleges, not being ascertained in either case, adds to the uncertainty, but it cannot effect the correctness of the result very materially.

This comparison deduced from the latest school statistics in each case, is certainly a flattering one for Canada West. The descendants of the "Pilgrim Fathers," after a growth of over two centuries, must yield the palm to Canada West in the matter of common schools. Massachusetts, the learned and intellectual, the synonym for educational advancement in the American Union, is still behind our young country in school enterprise. We lately compared the agricultural statistics of New York State with those of our country, and now we have shown how our schools compare with those of Massachusetts, and in both cases we have abundant reason to be satisfied with the results.—*Toronto Globe*.

3. COMMON SCHOOLS IN NEW YORK AND U. C.

The Stratford *Beacon* says that a comparison between the last published report of the common schools of the state of New York and that of the Upper Canada schools bring out some interesting facts, entirely in our favor. For instance, while in Upper Canada the number of children of school age not attending school was but ten per cent of the whole, in the state of New York the non-attendance was twenty-six per cent. Again, in New York state, the cost per head was \$6.76—in Upper Canada \$3.53. We do not lose sight of the circumstance that one is shipplaster currency, and the other gold; but there is still a large margin in favor of Upper Canada.

4. UNIVERSITY EDUCATION IN ENGLAND AND CANADA.

The Cambridge university lists show that the senior wrangler for 1867 is an Aberdonian, Mr. Charles Niven, a native of Peterhead. At the university of Aberdeen he carried off the highest honors. Year by year the Scottish colleges are sending off their best young men to Cambridge, and they come out first in the academical lists. It is claimed that this result is caused by the Scotch sense of parental responsibility in the matter of education, assisted by the care bestowed by Scotch professors in the education of youth, who exact study and diligence. Any one knowing Canadian society, I think, would have to point out, however reluctantly, that it is in this respect that some of its greatest shortcomings can be seen. Now and then a man of genius breaks through the trammels of early association, and attains distinction in spite of bad example and imperfect training. As a rule men are what they are made. Forster in one of his essays speaks of the extraordinary physiological problem, if possible to be attained, which would be furnished by any old man living back to his youth, and dropping here, and dropping there, each influence and a suggestive event by which his opinions had been moulded and his life determined. It would then be seen how great had been the force of early example and the education of home. Every great man has owed his future to these small beginnings. History is full of their acknowledgements in this respect. "Never," says the Latin poet, "in my sane mind will I blush for this father," and he relates how in an inferior position (*macro pauper agello*) his