

matters in the adjacent Province, or that there is lack of interest evinced in a matter of such vital importance to the country, we know not; but the comparison between the Provinces of Quebec and Ontario, in connection with their respective systems of public instruction, cannot but result to the detriment of the one and the credit of the other. The Province of Quebec, with (according to the last census) a population of 1,191,516 reports in 1873, 3,381 as the total number of schools in existence, whilst Ontario, with a population of 1,620,851, had in 1874—one year later—4,650 schools in successful operation; and, in the matter of school-house accommodation alone, there has been an expenditure in Ontario, during the last three years, of \$440,000. It will thus be seen, that we have good reason to feel proud of a system of public instruction, effectively and wisely administered. The Ontario Bureau of Education insists upon adequate school-house accommodation being provided, and the law in this respect is rigidly enforced by the Inspector, who has power to withhold the Government grant to any delinquent school. It is the duty of the trustees to make provision for the cleaning of the school-house, and it is not compulsory upon the teacher to do aught else than his professional capacity requires. "The General Regulations for the organization, government and discipline of the Public Schools" render it imperative upon the school trustee corporations to provide necessary school furniture and apparatus, viz: desks, seats, blackboards, maps, library, presses, books, &c., required for the efficient conduct of the school, and the Inspector is especially directed to see whether the law and regulations have been complied with in this matter. With such wise provisions for the extension of a universal system of free education throughout the Province, a rigid adherence to detail in the administration of beneficial enactments, and an active co-operation from all parties, without respect to creed or politics, Ontario may justly boast of possessing one of the best plans for public instruction in the world.

Whatever else may be said, it is not to be laid to the charge of the Chief Superintendent, that the system is not invariably in practice, from force of circumstances, so perfectly as in theory. All thanks are, however, due to that distinguished officer for his efforts on behalf of the cause of education during a long course of official life. The system he has founded, which has now, in part, been copied in England, will be a monument to his honour when his life shall be ended.

But while deficiencies of the kind noted in the extract given above are complained of, it would seem, that in the higher levels serious deficiencies also exist. Mr. Hobart Butler complains, that a very serious deterioration has taken place in High Schools and Academies. The tests of learning are reduced and unnecessary exemptions made. Any "ecclesiastic" may teach by virtue of his profession, no matter whether he has, or has not, the "mechanical skill to be the author of his own autograph." Mr. Butler very properly points out the need of a sound knowledge of the Classics as a portion of general education. He says, and very truly:

"As disciplinarians, the Latin and Greek furnish a greater amount of valuable stimulus to the mind than a half dozen modern spoken languages. He who knows them, especially the former, is almost a master of the languages of the Latin stock, the Spanish, Portuguese, Italian and French. A celebrated writer says:—'In studying Latin one will of necessity get more correct ideas of the structure of language than in studying English. Our own language we learn by rote, more or less correctly—oftener less than more—and in attempting a systematic study of it, we have this previous inaccurate knowledge to contend with; while in regard to Latin, we have previous ignorance in our favour. The Latin is in a more complete state of development than are the modern languages, for the reason that the pride of learning, and the efforts of a superior order of writers have united to bring it into such a state of development.'"

The annual report of the Public School Inspector of Prince Edward to the County Council is an interesting document. He regrets to have to state that no great amount of progress was visible during 1874, and offers, as the most favourable classification possible, the following:—Schools excellent, 10; good, 25; middling, 27; poor, 18; this, compared with 1873, shows seven fewer good schools and seven more poor ones. He complains in strong terms of the irregular attendance of the pupils, and urges, by implication, the operation of the compulsory clause in the School Act. The average attendance during 1874 was only 43 per cent. of the number on the roll, and in 1873 only 41. After irregularity of attendance, the next most serious drawback is the lack of experienced teachers. Time does not seem to make much improvement, as the most successful teachers are annually leaving the profession. Of the teachers in the county during 1874, seventeen taught for the first time, thirty had taught less than three years, and only thirty

had been in the profession more than five years. This state of affairs is the more singular, inasmuch as the salaries paid are comparatively liberal. During last year four teachers received \$500; four received between \$450 and \$500; and eleven between \$400 and \$450. The average salary of male teachers was \$373, an increase of \$21 over 1873; the average for females \$218, a decrease of \$15. Many of the school premises are yet inadequate and inconvenient. Only four new school-houses were built during the past year, and ten are promised for the current one. There is a gradual discontinuance of the practice of changing teachers. The average time during which the schools were kept open is 11 months and 7 days, an increase of 25 days over 1873. The report closes with the expression of the opinion that the standard of educational attainments is gradually rising in the county, and that the foundation is being laid for a broad, liberal culture in the minds of a majority of its youth.

EDUCATION IN MASSACHUSETTS, 1874.

The thirty-eighth annual report of the Board of Education of the State of Massachusetts contains the usual statistics and other documentary matter, the whole constituting a very valuable addition to the literature of education. The number of public schools in the State is 5,425, being an increase for the year of 120. The number of children between five and fifteen is nearly 300,000. The number of pupils of all ages attending the public schools is 297,025, with an average attendance during the year of 210,548. There are 1,078 male and 7,637 female teachers. The aggregate expense during 1873-4, of the public schools, exclusive of building and repairs, was \$4,533,553, and for building and repairs \$1,646,670. In addition to the public schools there are 209 High Schools, of which the General Agent says: "The importance of this grade of school cannot be too highly estimated, in opening to all classes the gratuitous benefits of an advanced course of study, in elevating the character of the lower grades, and in their tendency to perfect and diffuse all that is valuable in our school system." There are five Normal Schools, with a capacity for 1,050 pupils. Of free public libraries there were, at the last returns, eighty-two, with a total of 564,479 volumes.

The year 1874 was signalized by the establishment of a Normal Art School, the average attendance at which is 146. Great progress has been made in individual art education, which has been further stimulated by annual exhibitions of drawings in Boston from the free industrial evening classes.

DR. McCOSH'S SUCCESS IN PRINCETON.

Dr. McCosh, the venerable and esteemed President of Princeton University, who has completed the seventh year of his connection with that institution, has just been giving a very interesting account of his stewardship. He begins by reminding the students of the physiological theory that every particle of matter in the body is renewed every seven years, and he thinks by an analogous course of reasoning that he may now fairly consider himself an American, which he declares he feels every inch. He disclaims, in offering a short review of the progress of the University under his guidance, any desire or intention to demand any merit for himself or his colleagues, except that they have devoted themselves thoroughly to their work. To those who by their wise counsels and liberal benefactions had sustained and encouraged the institution, all the credit of its success belonged, he contended, and in proof of what had been done in this way, he quoted the fact that about \$1,250,000 in the shape of donations had been received within the seven years. The number of buildings had been doubled, two fine museums completed, and over \$4,000 worth of books had been added to the library. There were six new professorships established, and twelve new branches of study in the various departments of science and literature. The status of the University had been raised, and so had the standard of the entrance examinations, and an extensive system of fellowships and prizes, inaugurated, to which about \$5,000 a year had been devoted. One hundred and seventy-four students have up to the present, this year applied for entrance, which was not anticipated in view of the greater difficulty of passing the examinations, and more are expected to come yet. Half a million more money is wanted to complete the plans which have been laid, part of which are the addition of two professorships, a tutor and the necessary buildings, but where the money is to come from the venerable principal says he does not yet know. However he feels certain it is going to come, and he points to the fact that whereas in the past the greater portion of the funds contributed have gone to the erection of new departments, in the future they will be aimed solely at the direct promotion of learning. The record is a good one, and the ex-