

investigations were embodied in an elaborate Report, published in 1846, and in a bill for the establishment of an improved system of schools, which became a law the same year. The system adopted by Dr. Ryerson is eclectic. Many of the general features of the school law were borrowed from the system of the State of New York; the principle of supporting schools according to property, was derived from Massachusetts; the elementary text-books adopted, were those published under the sanction of the National Board of Education in Ireland; and the system of Normal School training was derived from Germany. Dr. Ryerson acknowledges himself specially indebted to these sources, but the features he has derived from them are essentially modified in their application.

The course of instruction provided by law in Upper Canada, embraces every grade of school, from the lowest to the highest. The attention of the Educational Department is devoted more especially to the interests of Common and Grammar Schools, and yet it would be difficult to find another country in which an equal amount of pecuniary aid is furnished to students in the higher departments of education. In the University of Toronto, there are distributed annually among the students about sixty scholarships, each worth \$150, besides numerous prizes and medals. The scholarships are given to those who sustain the best examinations in the different branches, at several different stages in their college course.

The Normal School at Toronto is an institution that would be an honour to any country in the world. It consists of a Normal School proper, and two Model Schools. In the Normal School, pupils are "taught how to teach;" in the Model Schools, they are taught to give practical effect to their instructions, under the direction of teachers previously trained in the Normal School. The Model Schools are designed to be the model for all the public schools in the Province. The buildings were erected by Government in 1852, and the grounds occupy an entire square of more than seven acres. The whole cost of the buildings and site was about \$125,000. The buildings and premises are by far the most commodious and elegant of the kind in America. The main building is 184 feet long and 84 feet deep, and the extreme height of the cupola is 95 feet. The arrangement of rooms is such that the male and female students are entirely separated, except when in the presence of one of the teachers. More than half of the lower floor is occupied by the rooms of the "Education Office" and the "Map and Public Library Depository."

The Pupils of the Normal Schools are divided into two classes, and the lectures and other instructions are given chiefly by Thomas J. Robertson, Esq., and Rev. William Ormiston. These gentlemen had both been distinguished for their scholarship and ability before engaging in the school at Toronto, and they have shown themselves fully equal to the duties they are now called to discharge. Those who attended the recent meetings of the New York State Teachers' Association, enjoyed the privilege of hearing an off-hand speech from Mr. Ormiston, and it is no disparagement to others to say that it was not excelled by any similar effort during the sessions. Whenever we have occasion again to refer to a speaker who illustrates the *vehement* in style, we shall name the Rev. William Ormiston.

Much of the instruction in the Normal School is given in the form of familiar lectures, but the examinations of the pupils are thorough and searching. The number of pupils in attendance at the time of our visit was about eighty, but this is considerably less than the usual attendance. The course of instruction extends through two half-yearly terms, and embraces both common and higher branches of English study. The course appears to be less strictly professional than in several of the Normal Schools in the United States. Less time is devoted in the Normal department to the theory and practice of teaching; but this deficiency is in a great degree supplied by the extensive practice required in the Model Schools, under the direction of competent and experienced guides.

The Model Schools are more extensive and complete in their arrangements than any in the United States, unless we except the Model Schools at New Britain, Conn., which are unquestionably the best we have. The number of scholars attending the Model Schools at Toronto is about 400.

The business of the "Education Office" furnishes full employment for the Chief Superintendent and his Deputy, with some three or four Clerks. The *Journal of Education* is issued from this office monthly, under the direction of Dr. Ryerson, assisted by the Deputy Superintendent, J. George Hodgins, Esq.

Another important branch of the establishment is the "Apparatus, Map, and Library Depository." An extensive assortment of works in the various departments of literature and science, is kept constantly on hand, and schools and libraries are supplied at cost throughout the Province. The books furnished by this Depository to the public libraries, amount to nearly 100,000 volumes annually.

It may, perhaps, aid in forming an idea of the amount of business transacted by the Department of Public Instruction, to state that the number of letters received by its several branches, amounts to about 500 a month.

At the head of the whole system, are the Council of Public Instruction and the Chief Superintendent of Schools, both appointed by the Crown.—*Massachusetts Teacher*, Nov. 1855.

IV. FROM A NEW YORK POINT OF VIEW.

While contemplating our own progress as a nation, we are apt to fall into the belief that all other communities are standing still. Thus our opinion of the Canadians is unfavourable, and, to many minds, they are little removed above the savage. The same habit of derogation is common also to England, in adjudicating on continental affairs and through the English press are tendered us as truths the vapourings of her egotists. Both people, however, may be somewhat excused for the peculiarity, and especially when we consider that the greater portion of the information respecting foreign countries comes to them either through the discontented of their several communities or otherwise through those who have "left their countries for their country's good." Such instructors are always dangerous and their teachings savour little of truth.

To obtain a just knowledge of things at a distance, we must refer to official papers and peruse them with a liberal forbearance. In such a spirit let us examine the recent reports on Education in Upper Canada, and compare them with those made by our own authorities.

In 1852, the population of Upper Canada was 952,004, and that of the United States in 1850, exclusive of slaves, 19,967,568. The number of persons of school age (between 5 and 20) was respectively 368,552 and 7,134,873.

The following compares the school censuses of the two countries, referring to the years above quoted:

I.—UPPER CANADA.			
	Establishments.	Schools.	Incomes.
Common Schools.....	3,127	194,786	\$647,076
Academies, &c.....	256	8,396	150,104
Colleges and Universities .	8	756	
Total.....	3,391	203,888	\$797,180
II.—UNITED STATES.			
Common Schools.....	80,978	3,354,011	\$9,529,542
Academies, &c.....	6,085	363,096	4,644,214
Colleges, &c.....	289	27,321	1,964,428
Total.....	87,302	3,644,928	\$36,138,184

Reducing the aggregate of these statements to their proportions to the total population and to the school age population, the result compares as follows:

CANADA.		UNITED STATES.	
Establishments..	School pop.	Total pop.	School pop.
1 to 280	1 to 109	1 to 229	1 to 82
1 to 4.67	1 to 1.81	1 to 5.49	1 to 1.96
1 to 1.19	1 to 0.46	1 to 1.24	1 to 0.41

These figures speak for themselves. They tell us that Upper Canada has fewer schools than the United States in proportion to population; but the ratio of scholars is considerably larger than in the United States. The remarkable fact is also disclosed that the pecuniary provision for education is about equal in the two countries *pari passu*; in Upper Canada, \$100 for every 46 scholars, and in the United States \$100 for every 44 scholars. The provisions in proportion to the whole population exceeds in Canada that in the United States. So far, it would appear that Upper Canada is in advance of the United States in its liberality to education. It has, however, fewer school-houses, and this may be consequent on the aggregation of its population, whereas in the United States the population is diffused over a wider space and is considerably less dense. The comparative rate is as 109 to 82, and this is also the rate of attendance in each establishment.

In Upper Canada, the number of teachers was 3,539; in the United States, the number was 105,904, or in the ratio of—in Upper Canada—one to 57.5 scholars, and in the United States, one to 34.4 scholars, making a difference of 67 per cent. in favor of the latter. Much of this difference, however, may be accounted for in the same manner as the necessity for the greater number of school-houses has already been; and again it might be stated that there is a scarcity of eligible teachers in Canada, since none are employed in the public schools who are found deficient on examination. In many states of the Union, there is no bar to the most illiterate becoming teachers, and there are few persons, even in this region, but may confess that they are acquainted with one or more such instances.

For all this no one can doubt that the United States, excluding the slaveholding States, are far ahead of Upper Canada in all that constitutes educational means and educational success. The same superiority, especially in numbers, applies to every grade of schools. We have more efficient colleges and professional schools; more numerous academies, and a more complete system of common schools. Of the normal school at Toronto much might be said, and that in proper