

generally separate. It is seldom you find a "mixed" school of both. There is a regular gradation of school authorities, from the schoolmaster up to the Minister of Education, and the system percolates from the highest State powers, and is within control of the central Government. The relations of the Protestant Church with the Government are harmonious, but the Catholic Church, on the contrary, is in perpetual discord with the State on this subject. Every commune in Prussia must find a school for all children from six to fourteen, by a rate on property, by fees from the scholars, and if their is a deficiency the State is applied to for it. It is unnecessary here to go into the Prussian compulsory system of education. Of Germany M. Bandouin, the French Commissioner, in 1865, says: "The smallest hamlet has its primary school, the smallest town its gymnasium, its citizen and real schools perfectly organized, endowed, and inspected. In Germany, every one is interested in youth; the highest personages and women of the first rank consecrate to it their time, their property, their experience. The best writers write books for small children; the poets, for their lessons in vocal music, write verses which the most illustrious of composers do not disdain to set to music. The entire German people appear convinced that to occupy themselves with the instruction of youth is to fulfil a personal duty and labour for the future of their country." As to the schools of Holland, Cuvier, the great naturalist, on visiting them in 1811, was delighted and astonished when he saw them, and pronounced them above all praise. M. Cousin was equally gratified in 1836. The Dutch schools are excellent. The religious instruction is general. Perhaps we may say it is based on Christian ethics, but it never trenches on grounds of religious controversy or religious differences. The teachers must all have certificates, and they are superior to the Prussian teachers. A broken-down tradesman, an ignorant charlatan, cannot teach in a public school without a diploma. Lutherans, Catholics and Calvinists are taught together in the same schools, the Catholics, in point of numbers, standing mid-way. In Belgium, the schools are supported by the communes, the provinces, and the State combined. In 1830, when Belgium was separated from Holland, the communes relaxed in their efforts in building schools, and the State had to assist—the State paid one-sixth of the cost, the province one-sixth, and the commune four-sixths. There is no compulsory law of education in Belgium, and popular instruction is not greatly developed. The number of militia, not knowing how to read or write is 31 per cent. The dissensions between the Catholic party in Belgium and the Liberals retard the progress of the schools. In Baden, Grand Duchy, the schools are partly supported by the communes, and although, since 1864, education has given rise to much discussion, the Catholic party objecting to many provisions of the project or code of Dr. Kneiss, yet it seems probable that non-denominational schools will ultimately prevail. In Austria, school attendance is obligatory, and the communes are bound to establish and support the primary schools. In default of their children's attendance, the parents may even be fined by the authorities, and these fines are added to the funds of the communes. The school certificate of instruction may be made a condition of a young person's being apprenticed or getting married. No brewer, manufacturer, &c., can employ a child under ten years of age, unless that child has attended a communal school one year, and those who employ children of ten years of age must send them to the night school. Looking at the Empire of Austria throughout, there are 65 per cent. of the children between seven and twelve years of age in average attendance daily at the schools. Since Austria met Prussia in battle at Sadowa she has awakened to a sense of the value of education, and has given to it a larger share of her attention than she gave before. In England, the "Revised Code" prescribed the principles on which the State assists education, but there is an immense number of schools which do not and will not have anything to do with the State. The English system is denominational, and springs from and takes its initiative from denominational zeal and local contributions. The Irish system is well known. In Scotland, changes are perhaps impending; the Revised Code is not yet applied there in all its features, as in England. In Massachusetts, America, in 1636—that is 16 years after the landing of the Pilgrim Fathers from the *Mayflower*—Harvard College was founded, and in 1642 enactments were framed for general education in the colony—the fundamental principles being that it should be "compulsory." The system remains much the same now. The Massachusetts Board was founded in 1837. The schools are supported by local taxation. No child under ten years of age can be employed in any manufacturing establishment, and no child between ten and fourteen shall be employed, unless he has been at school at least six months in the year preceding that of such employment, and no child under fourteen years shall be employed in a manufacturing establishment more than eight hours in a day. The system in Connecticut was matured in 1701, when a tax for education in each township was established. In 1795, the

"State School Fund" was founded for "common schools" by devoting to them the proceeds of a portion of public lands ceded to the State in Ohio. In 1855 the following amendment to the Constitution of Connecticut was adopted; and it ought to be emblazoned on the walls of our chief public buildings in London, Manchester, Liverpool, and elsewhere: "Every person shall be able to read any article of the Constitution or any section of the statutes of this State before being admitted as an elector." One wonders how such a law would operate in England. Suppose we were to prohibit children from going to work before ten years of age absolutely; and further, that we should provide that no one should vote at elections or in parish vestries unless he could read; and further, that no parent should receive out-door relief unless his children, up to a certain age, were sent to school, the guardians paying the school fees. Might not these provisions, added to the strong inducements which the nature of almost all employments, except agriculture, at the present day, carries with it to acquire the elements of learning, lead to some sensible improvement in the attendance at schools, and clear the streets to a great extent of those "waifs and strays" whose time is spent in selling cigar lights or tumbling for half-pence?

I. Papers on Education in Ontario.

1. SCHOOL CONVENTIONS WEST.

The following is a summary statement of the results of twenty-two County School Conventions held west of Toronto.

The majority present at the County School Conventions held at Woodstock, Brantford, Simcoe and Sarnia, desired County Superintendents in the place of Township Superintendents, but that they should be solely appointed and hold their offices during the pleasure of the County Council. The County School Conventions held at Hamilton, Barrie, and Berlin, desired, by a small majority, to retain Township Superintendents as now annually appointed by County Councils. The majority of the Convention at Barrie, in accordance with resolutions previously adopted by the County Council, voted against the first nine clauses of the Common School Bill; but the Convention voted for all the other clauses of the Bill. But every one of the Conventions, except that at Barrie, voted that the qualifications of Local Superintendents should be prescribed and ascertained as proposed in the bill. The majority of the Conventions at Woodstock, Brantford and Simcoe, objected to the power proposed to be given to the County Superintendent by the 8th clause of the Bill to decide on school accommodations; but the Convention at Woodstock desired that cases of delinquency in respect of school accommodations should be reported to the head of the Education Department. Mr. Perry, M.P.P., supported at Woodstock the mode of appointing County Superintendents as recommended by the Education Committee of the Legislative Assembly, and that recommendation would have doubtless been concurred in by the Convention, had not the County Council (as stated at the meeting and advocated by Mr. Oliver, M.P.), adopted a contrary resolution. The County Conventions at Woodstock and Brantford also objected to the 10th clause of the Bill, the first part of which fixes the minimum salaries of teachers, and the latter part provides against their dismissal after a six months' trial without the consent of the County Superintendent. I found so much apprehension and such strong objections among the best friends of the school system against the latter part of the 10th clause, that I determined, after the first two Conventions, to withdraw it, and not to submit it again for further popular consideration; and every one of the 20 County School Conventions held since have approved of the former part of the 10th clause fixing the minimum salaries of teachers.

With the above exceptions all the County School Conventions have approved of all the provisions of the Common School Bill as submitted to them; namely, the Conventions of Haldimand, Welland, Lincoln, York, Grey, Bruce, Huron, Perth, Essex, Kent, Middlesex, Elgin, Wellington, Halton and Peel. Of the remaining seven Conventions, it will have been observed that only three (Simcoe, Waterloo and Wentworth) desired Township Superintendents; and two (Waterloo and Wentworth) desired that their qualifications should be prescribed as proposed in the Bill. Of the four Conventions, (Oxford, Brant, Norfolk and Lambton), which voted for County Superintendents to be appointed and removed solely by County Councils, all voted that their qualifications should be prescribed as proposed in the Bill.

After attending the first Conventions, I found that almost the only objection made to the School Bill arose from apprehensions which could be removed by the omission of half a clause (the latter part of the 10th clause) and adding a proviso to each of two clauses,