

that in some counties a smattering knowledge of grammar, or arithmetic, or of the two subjects alone, was considered sufficient to entitle the fortunate candidate to the highest as well as (in degree) to the lowest class of certificates, as the case might be, or as individual opinion, or more frequently personal preference and friendship, might decide. In fact, almost every one who went up for examination received a certificate. Under the Sandfield Macdonald Act such a state of things was happily put a stop to; although there is yet room for improvement, in restricting the issue of first and second class certificates (which has equally a legal value in every county of the Province,) to a central authority. From the following table, compiled from official sources, we learn that in five years 17,747 persons (some more than once) have gone up for examination as Public School teachers. Of this number only 8,857—or less than one-half—obtained certificates. Of those holding first and second class certificates the great preponderance are males (925 to 333 females), while the large proportion of those holding third class certificates are females, viz. : 4,375 and 3,224 males.

Year.	NO. WHO APPLIED FOR.			WHO OBTAINED.					
	1st Class.	2nd Class.	3rd Class.	1st Class.		2nd Class.		3rd Class.	
	M.	F.	Total.	M.	F.	M.	F.	M.	F.
1871.....	34	599	3,066	16	..	204	75	735	786
1872.....	55	659	3,339	12	2	204	67	701	996
1873.....	36	455	3,142	8	..	118	46	699	960
1874.....	27	432	2,039	14	..	143	53	435	654
1875.....	46	709	3,109	20	..	186	90	654	979
Total.....	198	2,834	14,095	70	2	865	331	3,224	4,375
			17,747					8,857	

TOTAL NUMBER OF PERSONS WHO APPLIED FOR AND WHO OBTAINED CERTIFICATES, FROM 1871 TO 1875, INCLUSIVE.

Municipality.	No. of Schools.	No. of Candidates for 3rd class.	Successful.
Halton.....	55	31	26
Hastings.....	171	131	66
Huron.....	173	97	51
Kent.....	105	82	36
Lambton.....	126	90	47
Lanark.....	118	124	88
Leeds and Grenville.....	229	147	103
Lennox and Addington.....	106	43	28
Lincoln.....	71	43	21
Middlesex.....	211	192	48
Norfolk.....	103	56	34
Northumberland.....	109	40	40
Ontario.....	116	91	60
Oxford.....	107	77	12
Peel.....	79	48	15
Perth.....	102	116	36
Peterboro.....	79	69	24
Prescott.....	65	29	18
Prince Edward.....	80	44	20
Renfrew.....	76	54	11
Russell.....	53	27	11
Simcoe.....	193	122	93
Stormont.....	74	50	14
Victoria.....	124	69	36
Waterloo.....	91	74	41
Welland.....	84	38	19
Wellington.....	185	151	56
Wentworth.....	80	48	39
York.....	173	107	79

"It appears that in some counties the number of successful candidates for third class alone amounted at last examination to more than half the number of schools, and as very few of these were re-examined, while schools were supplied before, it follows that in these municipalities a large number of teachers must be left unemployed. In some instances the number of successful candidates was so small as to give rise to some doubt whether some of the schools may not be left without teachers. And lastly, the different percentages of successful candidates in different counties leads irresistibly to the conclusion that either the material to work upon is very diverse, or there is a great lack of uniformity in the standard adopted by different Boards."

II. Education in Various Countries.

EDUCATION IN QUEBEC AND ONTARIO.

At a late convention of teachers, held in Quebec, a paper was read entitled "The disadvantages under which a country teacher labours, and how they might be lessened." The writer of the paper recounts his eight years' experience as a high school teacher in the rural districts of that Province, and asserts, that during the whole of that time he "has never been inside a school-room that was suitably furnished with apparatus." But this condition of affairs, he affirms to be better than in the common schools. The following extract from the paper to which we refer, will, perhaps, best describe the incompetency and indifference that exists in connection with school-house accommodation in Quebec:

"The teacher is told to go early, for the room will need sweeping, as at present it is just as the plasterers left it. As there is no broom, she is told to go and borrow one from the nearest neighbour. It is probably a cold, rainy day in November, and furthermore, told she can pick up enough shavings and pieces of wood, left round the building by the workmen, to make a fire, as the farmers have not yet brought in any firewood for the school. Enter the room, and you find it fitted up with seats and desks—and, that is all. A chair for the teacher is frequently borrowed from the same unlucky neighbour who lent the broom, and by subscription of one penny from each pupil, augmented by five cents from the teacher, enough money is raised to purchase a water-pail and a tin cup. In the case of the building being an old one, matters are in a worse plight still. It is impossible to keep the room warm, as the plaster has in many places dissolved partnership with the wall, sundry windows are broken, and the door never shuts tightly. Cases have occurred where the teacher has been under the necessity of moving her classes from one part of the room to another, in order to avoid the rain which descends through the leaking roof. But the most serious matter of all is the want of accommodation in many of our schools. In England where sanitary precautions are so much more closely consulted (as of course they are also so much more needed), each district must fulfil the requirement of the law, by providing accommodation in proportion to the number of pupils. Here, the room is as closely packed as possible, sometimes to overflowing."

Whether religious intolerance fetters the progress of educational

On the same subject the *Globe* remarks:—"There has for some time past been reason to suspect that the number of third-class teachers is beginning in some localities to be in excess of the demand. Should this become general the effect on salaries and the general status of the profession would be very injurious, and would go far towards neutralizing the benefits traceable to the introduction of the new system. The subjoined table will throw some light on this point. It exhibits the number of schools in active operation in each county municipality, together with the number of candidates, successful and unsuccessful, at the examination of 1875, as follows:—

Municipality.	No. of Schools.	No. of Candidates for 3rd class.	Successful.
Brant.....	61	45	23
Bruce.....	145	116	69
Carleton.....	136	62	23
Dundas.....	82	42	6
Durham.....	99	47	29
Elgin.....	106	119	58
Essex.....	87	41	27
Frontenac.....	140	63	20
Glengarry.....	73	38	16
Grey.....	208	138	85
Haldimand.....	94	29	22
Hamburton.....	23	9	9