

perhaps embrace a larger range of subjects, and are more perfectly arranged than any other series. These books, together with a few others, have been recommended by the Council of Public Instruction for use in all the schools.

Education is placed within the reach of every child. In many places the schools are *free*, being supported by self-imposed local taxation; and it is hopeful to find that the intelligent and more wealthy part of the community are in general favorable to free schools. Where the schools are not free, the rate-bill is restricted by law to one shilling and three pence per month, and in many cases is much less; and the law expressly provides that the children of indigent parents are to be admitted by the Trustees, free of charge.

The connection which the common schools have with the Government demands our attention. What does Government do for us? and what are we required to do for ourselves? Nor is there any point of view from which the system of education in Upper Canada is seen to more advantage than this. Government encourages and assists all who incline to have their children educated, and by legal enactment precludes any effectual opposition from ignorant or disaffected parties. It gives power for the attainment of every desirable object, and intervenes to prevent the abuse of that power. It extends a fostering care to the schools by liberal grants of money, and other assistance, but at the same time requires every particular locality to exert itself. To be more explicit—The Government grants money for the aid of school districts, educates teachers; provides that they shall be examined and duly certified, if qualified to teach; furnishes maps and apparatus, as well as township libraries, on the most liberal conditions; selects and recommends certain text books which are thought the best;—and, in a word, puts everything before the people ready for their use. But in all this there is no compulsion. The people must act. Unless they move in the matter there will be no school. The money is granted in proportion to the number of scholars, and to the money locally raised, or work done. The people appoint their own Trustees annually, and these Trustees must carry out the wishes of the people. The Trustees for the time being engage the Teachers, raise the money required, get the apparatus and libraries, determine the text books to be used, and further the interests of the school as they think best. In order to do this, they are made a Corporation, and invested with such power as effectually secures that the measures they adopt will be carried out. The penalties which may be inflicted on refractory parties are heavy and easily imposed. Thus Government, while affording every facility, does not compel action in the matter, but leaves it very much in the hands of the people themselves.

From this liberty a difference of action naturally arises. In some towns, we find one large central school employing several teachers and assistant teachers; in others, several schools with one or two teachers in each. In Toronto, for instance, there are six district schools, taught by twelve male teachers and twenty-two female teachers, the studies being regulated by a programme uniformly in operation in all the schools, at one and the same period of time. In Hamilton, again, there are primary schools, taught by females, located in various parts of the town. These are for children over five years of age, and are arranged in two or three divisions. Besides these, there is the central school, comprising a male and female department, the former consisting of eight, and the latter of six divisions of seventy children each. The teachers here are the principal, thirteen assistants, Classical, French, writing, and music masters. The central school thus fills, to some extent, the place of a grammar school. In London, Brantford, Chatham, Belleville, &c., similar differences will be found, each town and each district carrying out the principles of the system in the way preferred by the local authorities. In like manner some schools are free, others