

FORTY YEARS' PROGRESS.

THE accompanying cut may not be new to all our readers, having been engraved for the pamphlet on the "School System of Ontario," published last year by the Education Department. We feel warranted, nevertheless, by the intensely interesting contrasts suggested, in reproducing it in the EDUCATIONAL JOURNAL, which, by the courtesy of the Department, we are enabled to do.

Two facts of special importance are happily emphasized in the illustration. The first is the remarkable development of the educational system of Ontario. From the log cabin in the foreground, which is, no doubt, a fair representative of the average country school-house of forty years ago, to the public school, or collegiate institute building, such as are to be found in many of our towns and villages today, is a long stride. In 1843 there were only 2,610 public schools in Ontario; in 1885 there were 5,395. During the same period the number of pupils in attendance rose from 97,576 to 472,845. The total expenditure in connection with these schools in 1843 was \$236,229; in 1885 about four millions of dollars. Within the period named two Normal schools have been established, and fifty-one county model schools organized. The high schools may be regarded as having virtually come into existence within the last forty years, though the origin of the eight district grammar schools, out of which they have been developed, dates back to 1807. Only twenty years ago there were but 24 high schools in the Province. In 1885 there were 107, with a total attendance of 14,250 pupils, and an aggregate expenditure of \$429,762. Of these schools 18 have risen to the rank of collegiate institutes, with an average staff of 7 masters each. Of the other high schools 58 have three or more masters, and 49 two masters.

In 1885 there were also in operation 218 Roman Catholic Separate Schools, employing 453 teachers, having in attendance 27,590 pupils, and representing a total expenditure of \$204,531. Ten years before there were but 167 separate

schools, with 25,294 pupils, and costing \$101,493.

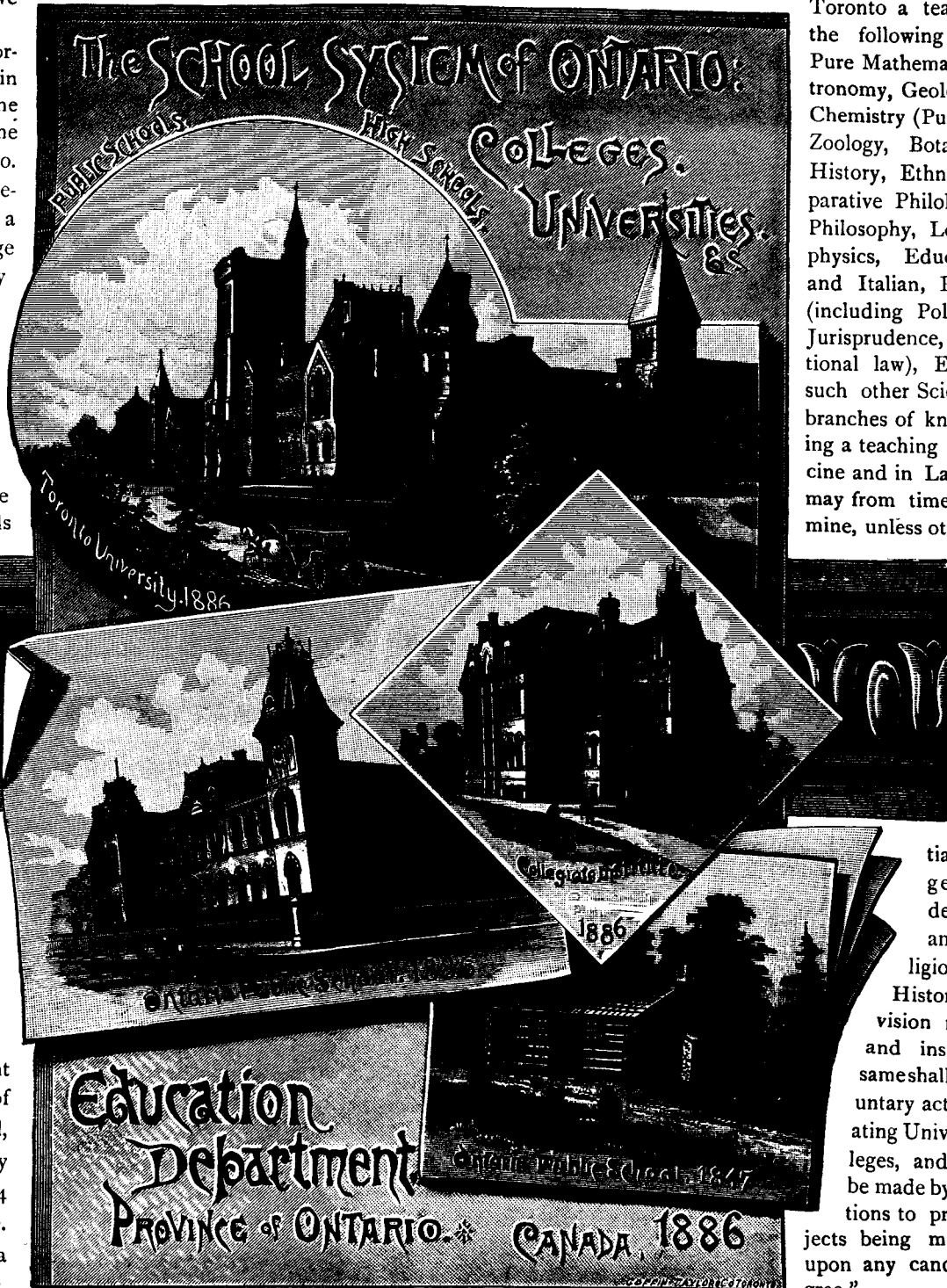
The other fact of special interest illustrated by the cut is the unity and completeness of the system. The various grades of educational institutions are so many connected staircases, reaching from the lowest form of the primary school to the highest degree in the gift of the

of Education. As, however, the "Federation Act," passed at the late session of the Legislature, makes some important changes in the constitution of the provincial University, and its relation to other institutions, a brief statement of the most important of these changes will be of present interest. The new Bill provides that "there shall be established in the University of

Toronto a teaching faculty in the following subjects, viz.: Pure Mathematics, Physics, Astronomy, Geology, Mineralogy, Chemistry (Pure and Applied), Zoology, Botany, Physiology, History, Ethnology and comparative Philology, History of Philosophy, Logic and Metaphysics, Education, Spanish and Italian, Political Science (including Political Economy, Jurisprudence, and Constitutional law), Engineering, and such other Sciences, Arts, and branches of knowledge, including a teaching faculty in Medicine and in Law, as the Senate may from time to time determine, unless otherwise prohibited by this Act."

It is further provided that "the curriculum in Arts of the University, shall include the subjects of Biblical Greek, Biblical Literature, Christian Ethics, Apologetics, the Evidences of Natural and Revealed Religion, and Church History, but any provision for examination and instruction in the same shall be left to the voluntary action of the federating Universities and Colleges, and provision shall be made by a system of options to prevent such subjects being made compulsory upon any candidate for a degree."

In a subsequent section, dealing with University College, it is "enacted that there shall be established in the said University College a teaching faculty consisting of a professor, lecturer, and fellow, in each of the following subjects, viz.: Greek, Latin, French, German and English, and a professor and lecturer in Oriental Languages, and a professor of Moral Philosophy, and Ancient History shall be taught in connection with Greek and Latin."



University. The gradations are regular, systematic, and as easy of ascent as is compatible with the thoroughness which is an indispensable condition of genuine culture.

In other columns of the JOURNAL will be found epitomized items of special interest in relation to numbers in attendance, number of teachers, salaries, etc., in the public and high schools, and collegiate institutes, as these facts are summarized in the last report of the Minister