

insures that the minimum income shall be \$450, a sum still rather too small to secure the amount of ability and erudition necessary for an efficient Grammar School. It is provided also that, except in the case of teachers already licensed and teaching, the teachers of the Grammar Schools must hereafter be graduates of some University within the British dominions; and the curriculum is to be prescribed by the Council of Public Instruction, so as to prevent an abuse only too common in both sections of the Province, of degrading Grammar Schools into Elementary Schools, by filling them up with pupils learning their A B C. It were much to be desired that similar provisions to these should be extended to the so-called Academies and Grammar Schools of Lower Canada. It is high time a thorough revision of these grants should take place. But a feature in this bill, for which Mr. McDougall deserves special praise, is this—that he provides that the Governor in Council may establish a curriculum of elementary military studies to be used in the Grammar Schools, and that every teacher who shall pass an examination to show himself qualified to impart instruction in those studies, and secure a class of not less than five pupils in them, shall receive \$50 addition to his salary in each year. This is decidedly a step in the right direction. The present military schools are admirably answering the temporary purpose of providing the first set of officers for the Militia. But the work must be permanently done by other methods, the supply of educated military men maintained by another organization. Our schools receiving Government money must all teach drill. Our Grammar Schools and Academies must all teach the elements of military science, and attached to one or two of the Universities or as a separate institution, we must have at least one great Military School where men may receive as high and perfect a military training as West Point or Sandhurst now gives. Perhaps for a time scholarships at Sandhurst might serve the purpose. It is a matter for congratulation, therefore, that so important a step in the right direction has been taken. We may hope to see the work gradually extended year by year.”

2. PROGRESS OF GRAMMAR SCHOOL EDUCATION IN UPPER CANADA.

With a view to furnish our readers with a brief view of the history and progress of Grammar School Education in Upper Canada, we insert the following summary sketch which we have prepared on the subject:

In 1789, in compliance with a memorial presented to Governor General Lord Dorchester, praying for the establishment of a public school near Cataragui (Kingston)—the most central part of Upper Canada—he directed the setting apart of land for the endowment of schools in the new townships in that part of the Province; but no school was actually established at that time.

In 1792, a private Classical School was established at Newark (Niagara), and in 1796, one was established at York (Toronto).

In 1797, the subject having been brought before the Upper Canada Legislature by Governor Simcoe, on a despatch received from the Duke of Portland, a memorial was sent to the King, praying for the grant of a sufficient quantity of land to endow a Grammar School in each of the four districts into which the new province was divided, and a University for Upper Canada. The prayer of the memorial was granted; and 500,000 acres of land were set apart for the purposes specified. In 1798, President Russell requested his Executive Council, the judges and the law officers of the Crown, to submit to him a scheme of education for the Province. They did so; and recommended a sum of money to be granted for the erection of a school house at Kingston, and in the Newcastle District, for the accommodation of 100 pupils, with a residence for the master. They also recommended that a University be erected at York. The claims of Cornwall and Sandwich for a school were, in the mean time, to remain in abeyance. Nothing was done, however, except to bring out from Scotland, Mr. (now the Right Rev. Bishop) Strachan, as President of the proposed College. Before Mr. Strachan arrived, however, the project of the College was aban-

doned, Governor Simcoe went to England, and Dr. Strachan opened a school at Kingston and subsequently one at Cornwall.

In 1806, a temporary Act was passed, establishing a Public School in each of the eight districts into which Upper Canada was divided, and granting £100 per annum for each teacher. In 1807-8, this Act was made permanent.

In 1817, Common Schools were first established by law in Upper Canada.

In 1819, another District School was opened; and provision was first made for holding public examinations—for reporting on the condition of the schools to the Government and for educating ten Common School pupils as free scholars at each District School. The allowance of £100 was reduced to £50 wherever the number of pupils did not exceed ten.

In 1823, a Provincial Board of Education was established. In 1824 the germs of a library system were developed. Subsequently, and down to 1839, other steps of progress were made.

In 1839, the terms “District School” were changed to those of “Grammar School;” and £200 were offered to each District which would raise an equal amount for the erection of a Grammar School building. £100 were also offered for the establishment of a school in each of four towns (not nearer than six miles to the County Town) at which not less than sixty pupils were to be educated.

In 1853, the present Grammar School Act was passed. To render the transition from an old to a new system more easy, many of the provisions of the former Grammar School Acts were retained. For instance, (1) the distinction between senior and junior County Grammar Schools—(2) the granting of £100 to each senior County Grammar School over and above that given to a junior school, on condition (3) that the daily average number of pupils reached ten, and £50 in case the average was below ten. These senior schools were, however, required to make meteorological returns to the Educational department.

In order to see what has been the gradual progress in the number of Grammar Schools in Upper Canada and the number of pupils attending them, we append the following table:—

In the Year	No. of Schools.	No. of Pupils.	In the Year	No. of Schools.	No. of Pupils.
1844 ..	25 ..	1,000 approx.	1864 ..	95 ..	5,590
1854 ..	64 ..	4,287	1865 ..	101 ..	5,700 estim.
1863 ..	95 ..	5,352			

Of the 5,590 pupils in the various branches of instruction in 1864, there were as follows:—

In the English branches	5,058
In Latin	2,102
“ Greek	726
“ French	2,828
“ Mathematics	5,387
“ Geography	4,963
“ History	3,833
“ Physical Science	2,911

In 1865, the number of pupils attending Grammar Schools from the cities, towns, and villages (incorporated) are about ... 4,400
Ditto ditto from Counties 1,300

Estimated total as above..... 5,700.

—showing that while the new Act will give County Councils equal power with Town and Village Councils to appoint trustees, only one-fourth of the pupils attend from the rural portions of the country over which the County Councils exercise jurisdiction.

In order to see what was the financial condition of these schools in 1864, we append the following summary:—