

average continuance of a male teacher in the service is between seven and eight years. Other estimates have been still lower.

At the same time a large increase of salaries is hardly possible. The expense already is startling, and has alarmed the Toronto City Council. It may soon seriously interfere with the ability of the city government to provide for its direct and proper objects, such as the police, the thoroughfares, the health and the buildings of the city.

The consequence of this is that education is falling more and more into the hands of women, who will accept smaller salaries, but are not well qualified to form the character of boys after a certain age. The consequence of this, again, is probably seen in the manners of the boys, of which complaints are heard, and perhaps in a certain lack of some strong points of the male character. The devotion even of women to the calling, unless they renounce marriage, must generally be short.

Mr. Rice, who has given us the results of an inspection of schools in a number of cities of the United States, reports inequalities almost as great as any which would be likely to be found under the Voluntary system. Some schools are very good. Others are much the reverse. A compliment is incidentally paid to Toronto. But the parent has no choice; he must send his child to the school of his district whether it be good or bad. Under the Voluntary system his choice would be free and would act as a stimulus to the teachers.

A prominent feature of Mr. Rice's description is the indifference of parents, who regard their duty to the child, including the formation of character, as made over to the State. They will not even take the pains to inquire into the sanitary condition of the school house. We see that instead of supporting the teacher, as they would if he or she were chosen by them, they are inclined to take the part of the child against him, thus impairing the discipline of the school.

The union of the sexes beyond a very early age is a feature of our Public School system which some high authorities view with mistrust.

In the country the Public School system seems to work better than it does in the city; the whole community using the school, which is thus really common; taking an interest in it; having a voice in the selection of a teacher, and keeping the financial management under control. This approaches the old Scotch or New England model.

In the city the opposite of all this is the case. The schools are hardly common, the Voluntary school being frequently preferred by those who can afford it. Nobody has a voice in the choice of the teacher of his district. The citizens generally take no active interest in the schools. You have the usual evils of the system of political election applied to what ought to be a matter of administration. A place on the Board of Trustees is sought apparently, in many cases, less from special interest or aptitude than as the first step in the ladder of municipal ambition. Little seems to be generally known about the candidates. Nor is much interest generally shown in the elections; though as all the ballot papers are marked by the voter at the same time, voters generally mark their papers for School Trustees as well as for Mayor and Aldermen. The elections are hardly noticed by the press.

The existing system, as I have already said, is so thoroughly established that any attempt to raise the general question would be futile. At the same time there is a growing feeling, which, if it is founded on natural reason and justice, ought not entirely to be refused recognition. The practical object of this paper is to introduce the memorandum hereto appended on Voluntary Public Schools by Mr. Lawrence Baldwin, who has been carrying on in his school on Avenue Road with apparent success an experiment in the Voluntary direction. His system comprehends open selection of teachers, remuneration in proportion to ability, active participation of parents. At the