

given in addition to the nominal salary, and was, in fact, part of the teacher's remuneration. Grant that the Teachers here enumerated as serving in 1847 were employed eight months in that year,—which is more than the average,—and put board at \$2 per week, which was higher than was the average rate in those days,—the average payment to each teacher would not exceed \$170, and this was fully equal to, if not greater than was actually allowed. In 1877, the average amount paid to each Teacher was \$315. The larger amount willingly paid in 1877, for the support of Free Schools, than was unwillingly given in 1847, for the maintenance of rate-supported schools,—for payment was then made under protest, and the school law was exceedingly unpopular, while rate-bills and contributions were nearly everywhere necessary, in addition to municipal assessments, to make up the teachers' salaries,—is yet another proof of the hold which the educational movement has taken upon the judgment and sympathy of the people of Ontario. In 1847, too, pupils were grudgingly taught, at a cost of \$2.80 per head, while in 1877, the average was \$6.20. And when we add to all these things the fact that, in 1847, only 124,829 pupils attended our Common Schools, out of a school population of 230,975, scarcely one in two, while in 1877, out of a school population of 494,860, not less than 490,860 names were entered on the roll, it is needless to say anything further in illustration of the marked contrast between the two periods, of the immense superiority of the present over the past condition of our schools, and of the public opinion which is necessary to their effective maintenance. And the standard of teaching ability, in so far as literary acquirements go, has kept pace with the progress which has otherwise characterized the history of a scholastic generation. We have long got past the period when any two magistrates, any two reeves, or even any two clergymen, could grant permission to teach, and annually invest the teacher with legal status. We subject our examiners themselves to examinations, have uniformity in the character of our examination papers, and propound questions to candidates which fully and fairly test their educational attainments. We have gone beyond *that*, and instituted county Normal Schools—for such our Model Schools may be fairly termed,—at which we require applicants for a certificate to still further establish their fitness for the work upon which they seek to enter. We have not reached perfection, but we have travelled a long distance in the direction in which it lies. We have made every school practically free, built up a High School system which opens up to all seekers after higher education ample opportunity to prepare for the University course, at a minimum of cost, and placed our University upon such a footing that its advantages are not the exclusive privilege of the well-to-do, but are proffered to even the poorest student, who cares to submit to a period of self-denial, and lose a little extra time in early life, for the purpose of securing them. As a people, we have done no more than, probably not so much as we ought to do, with the view of placing educational facilities within the reach of every child born or brought into the Province, but we have, nevertheless, ventured and effected more than has been attempted in many older and more wealthy lands. We have the consciousness of having done our duty, according to our lights. In our long-settled sections of country, the school-house bell is within the hearing, or the school-house itself is within sight of