

where before miserable log huts served the purpose. It tells of all the appliances being used which modern educationalists have invented to render instruction easy and pleasant. And it tells of that imperceptible influence on the character of youth which comfortable surroundings in the school house invariably exercise. Let any one travelling through the country to-day find, if he can, and unfortunately the search would not yet be fruitless, one of those old pine log school houses, with small windows scarcely admitting the light of heaven, with a cold barren look within, with plank desks and forms attached to them, not a chart or map to relieve the dull monotony of the wall, perhaps not even a black board on which to illustrate the problems that are taught, and then visit one of the new school houses that are annually being built, whether of stone or brick, or even frame, light and cheerful, with handsome detached desks, ample charts and maps, perhaps even philosophical apparatus by which to teach the sciences through the eye, and he will in his own feelings realise somewhat of the importance and significance of the figures we have given.

PROGRESS OF GRAMMAR SCHOOLS.

The progress of the Grammar Schools during the last quarter of a century has fully kept pace with the advancement of the country. In 1842, as we have pointed out, there were 25 County Grammar Schools in Upper Canada. In 1850 they had increased to 57, in 1858 to 75, and in 1865 to 104. The first year in which we have any return of the amount paid to Grammar School teacher's salaries in 1855, and the amount paid during that year was \$46,255, an average to each school, the number being 65, of \$711 50. In 1865, the amount paid for Grammar school teachers salaries was \$81,562, an average to each school of a fraction under 800. The Grammar schools however have, as a whole, never had fair play in the country. The difficulty of raising the necessary funds to sustain them—no obligation resting upon the municipal authorities to contribute ought to their support, forced upon many of them a miserable hand to mouth existence, and upon others a union with the common schools, under which the law was evaded, and common school earnings taken to pay grammar school teachers salaries. The new Grammar School Act will remedy this. The obligation now rests upon the municipalities to provide an amount equal to at least one half of the Government grant, as the condition of receiving it.—The experience of the common school law, which requires from the municipalities a sum equal to the legislative grant, gives good hope that the municipal authorities will not stop at the amount which they are actually forced to give. In reference to the common schools, the necessities of the schools, and not the limitation of the statute, has been the measure of the municipal assistance; and the same liberal and enlightened principle, let us hope, will govern the action of municipal Councils in carrying out the provisions of the new law.

GENERAL SUMMARY.

Dr. Ryerson in his introductory report makes an admirable summary from this interesting table of the progress of education during the last ten years. We cannot better conclude this article than by quoting it: "In 1855, the school population in Upper Canada between the ages of five and sixteen years of age, was 297,623; in 1865 it was 426,757, an increase of 129,134. In 1855 the number of grammar schools and pupils were respectively 65 and 3,726; in 1865 the numbers were respectively 104 and 5,754—increase of schools 39, of pupils 2,028. The number of common schools in 1855 was 3284, the number in 1865 was 4151, increase 867, the number of Common School pupils in 1855 was 222,979: the number in 1865 was 365,552—increase 142,573—an average increase of 14,257 pupils per year, while the average increase of school population was 12,913 per year. The number of free schools in 1855 was 1,211; the number in 1865 was 3,595—increase 2,384 or an average increase of 238 free schools per annum. The amount provided and expended for *Common School* purposes alone in 1855 was \$99,272, the amount provided and expended in 1865 was \$1,355,879—increase \$456,607, or an average annual increase of \$45,660."

2. EDUCATION IN LOWER CANADA.

The report of the Superintendent of Education in Lower Canada has lately been made public, and contains some statements which are alike interesting and encouraging. Mr. Chauveau says that he considers the present state of things in Lower Canada far more satisfactory than he could have dared to expect, and mentions several substantial proofs of great progress which have come under his notice.

In 1853 there were in Lower Canada, 2,352 Institutions of Public Instruction, with 108,284 pupils, and contributions amounting to \$166,848. In 1860 these had grown to 3,264 institutions, with 172,165 pupils, and contributions of \$503,869, while last year we

find that in Lower Canada there were no less than 3,706 institutions, with 202,648 pupils, and contributions amounting to \$597,448. The increase in the number of educational institutions this year is 102, last year it was only 52, that in the number of pupils amounts to 5,909 against 2,608 in 1864. The increase in the amount of contributions, however, unfortunately is comparatively trifling, and far less than that of last year—the increase of this year being only \$4,184, against \$25,452 in 1864. The marked increase in the educational resources of Lower Canada during the last thirteen years, cannot but be regarded as eminently satisfactory, and if the education given at the various institutions is of a really sound practical kind suited to the general wants of the pupils, we may well hope that this widely increased diffusion of knowledge will be attended with the most gratifying results in promoting the prosperity of the whole country.

The 3,706 educational institutions comprise 10 superior schools, 210 secondary ditto, 3 Normal schools, 4 special, and 3,479 Primary ditto. The superior schools are the universities and independent schools of theology, law and medicine. The Secondary Schools comprise classical colleges, industrial colleges, and academies for boys and for girls. Under the head of Special Schools, are composed deaf and dumb institutions, agricultural schools and industrial schools. The various institutions employ 4,786 effective teachers. There are 37 dissentient Catholic schools in Lower Canada, with 1,320 pupils, and 146 Protestant dissentient schools with 4,763 pupils.

With regard to the course of education pursued we are glad to find that Mr. Chauveau thinks favorably, for this after all is a matter of the gravest importance, certainly not secondary to the increase in the number of schools and pupils. He considers that there has been a considerable improvement in the system of late years, not only in consequence of the introduction of new branches and new methods, but also from the increased activity of the teachers. On the whole the report appears to be a satisfactory one, and we hope that our fellow subjects in Lower Canada may continue to reap the benefits of a sound and practical educational system.—*Hamilton Spectator*.

3. TEXT BOOKS IN OUR SCHOOLS.

From a recent American Publication entitled the "Daily Public School in the United States," we make a few extracts on the United States system of selecting or prescribing text-books for the public school. The subject is one of great delicacy and difficulty. A knowledge of what has been done in this matter in the adjoining States, will be of interest just now, when the subject is under the consideration of our own school authorities. The extracts which we make, refer to the States of Pennsylvania, New York, Massachusetts. The writer of the book in some introductory remarks, says:

"We are not about to launch a philippic against school-book makers, publishers and sellers. They have their craft and must get their living,—honestly if they can. Theirs are among the 'many' books of the making of which the wisest of men says, 'there is no end.' Our concern is rather with the *use that is made of them*, which we regard as very absurd and reprehensible.

The great purpose of modern school-book makers seems to be to save the labour of teachers. Hence they leave scarcely an opening for his ingenuity (if he has any) to exercise itself in its proper sphere. Both what he shall ask and what his pupil shall answer, are duly prescribed in the book.

The burden of our complaint is, that instead of leaving upon the teacher, where it belongs, the task of framing questions and adapting them to the constantly shifting attitudes of the pupil's mind, it is all mechanically arranged, so that the teacher's duty is discharged when he has done what *his teacher—the author—tells him to do*.

It is something in favour of such a reformation that it would greatly reduce the expenses of our public schools. Somebody pays not less than five or six millions of dollars, at the very lowest estimate, every year for school-books, nine-tenths of which go to convert the teacher into an automaton.

That we do not exaggerate this evil will be obvious to any one who will examine public documents. It is even considered by some as the most serious drawback upon the usefulness of the schools that comes under notice. It needs no laboured argument to show that the amount of lost time, the useless expenditure of money, the little progress of the children, and the low standing of the schools, compared with what they might be, even with the same amount of labour and money, are the necessary results of this variety of books.

Thus it comes to pass that parents and guardians or the public treasury, or both, are obliged to shoulder the burden of all expenditures of teachers, publishers and book-sellers, and hence the vast accumulation of discarded school-books stored away on upper shelves or in dark closets;—so vast that it may be safe to say, that if the