

This part also gives us some interesting comparisons of our Educational system with that of many other countries, and closes with a series of suggestions and recommendations. Part II. relates to Mechanics Institutes, and the like Societies, aided by public funds. Part III. has to do with the Universities, Colleges, and Schools endowed by the Province, and subject to the control of the Lieutenant Governor in Council. Part IV. gives facts and figures respecting Universities, Colleges, and Schools not under provincial control, but incorporated by charter or act of the Legislature. Wide as is the field thus covered, it is not, we suppose, wider than should properly come within the purview of a Minister of Education. In fact, one of the chief advantages of the change by which the supervision of educational matters was made a Government office, is that while a Superintendent of Education can legitimately deal only with the schools directly under State control, the Minister of Education may, and should give attention to all the Educational work being carried on in the Province in Institutions existing by public act or charter.

Amongst the suggestions and recommendations in Part I. of the Report, we notice one based upon the opinions of the Central Committee and the High School Inspectors, in favor of separating the High School and Intermediate Examination from the Non-Professional Examinations for Third and Second Class teachers. It is proposed to have them concurrent in the same week in order to save expense. The suggestion is no doubt a good one, as the kind of test which should be applied to determine the educational fitness of a young man or woman for entering the teaching profession, should surely differ both in kind and extent from that suitable for testing the fitness of a High School Pupil, to pass from one form to another. The difference too in the average ages of the two classes of pupils is no doubt considerable, and should be taken into the account by those preparing the questions. Another proposal in the same connection does not strike us so favourably, "to protect teachers' examinations from candidates too rapidly prepared," it is suggested that each candidate should be required to furnish certificates of attendance for two years at the High or Public School, after having passed through the fourth class. The end in view—that of repressing the inordinate haste of the average candidate to cram up for the examination, is certainly a desirable one. Such pupils are, we can readily imagine; the bane of the Head Master's life. But the remedy proposed strikes us as a very mechanical one. It might often lead to great injustice. Have not the Head Masters the matter largely in their own hands? They have only, one might suppose, to refuse to form special classes or courses, for the accommodation of the numerous young men and women who want to be got ready for the examination in three or six months, and insist on such following the regular programme for the study of the required subjects. Of course the school might sometimes lose a pupil by this means, and this under the system of payment by results is a serious matter. That difficulty could, however, be met by concurrent action on the part of masters. But the method of making a certain period of attendance at any school a term of admission to any public examination, seems to us wrong in principle and tending often to discourage real merit, and after all can not the examination questions be so framed as to put all cramming, all haste, and superficial preparation at such a discount that it will soon cease to be offered? But the student who is prepared to abide the test, ought to be allowed to pass, whether he has been at school one term or ten.

Amongst several interesting facts brought out in the table in the Report in which the Comparative Statistics of Elementary Education in twenty-eight principal countries are given, two seem worthy of special notice. On the one hand the percentage of pupils to total population in Ontario, is higher than that of any other country. It shows that 28 per cent., or considerably more than a fourth of all the inhabitants of Canada, are at school, a statement which seems almost incredible. In Victoria, which comes next in order, the percentage is 25, while in the United States it is but 19, and in Scotland, England, and Wales but 15, other countries falling much lower. Surely the next generation of Canadians ought to be well educated. The other fact, which affords much less matter for congratulation, is that in Ontario the number of pupils to each teacher is higher than in any other country. Can it be believed that on the average each teacher in the Public Schools of Canada, has 72 to 74 pupils under his instruction and control? As many have less, it follows that many others must have more than even this appalling number. The point is one upon which practical teachers might do well to speak. To us it seems simply impossible that any teacher, even with the help of the most perfect grading and classification imaginable, can, in the presence of such numbers, do justice either to his pupils or to himself.

In view of past and prospective discussions in the Legislature and elsewhere, the part of the Report treating of Upper Canada College, will be read with great interest. The chief features of the Minister's scheme for prolonging the life of the College, have already been published and discussed. It is now proposed to add to its functions that of acting as the Model High School of Ontario, and "supplying facilities for the professional instruction of High School Teachers," "including Candidates for First Class Public School Teachers' Certificates, in the best methods of teaching higher subjects," &c. &c. Such a proposal naturally suggests two distinct questions: First, that of the need of such an institution as an addition to our already extensive school system, and second, that of the suitability of Upper Canada College for the purpose. In regard to the first point, we hold that there is no valuable end to be reached that cannot be attained much better and more simply by the addition of an accomplished Professor of Education to the Staff of University College. Such a course has been adopted at Cambridge, Eng., and at St. Andrew's, Scotland, and at several other great seats of learning. Most of our High School teachers are educated at University College, and those of them who are not would accept much more kindly, and, we venture to add, with much greater probability of benefit, a compulsory short course in Education within its walls, than in a College whose chief work is that of preparing