

A LEGEND OF ARIZONA.

In the region of chartless land that lies
Far off in a dream of Hesperian skies;
By the rivers, that drifting golden lees—
Bear beauty and song to the Mexican seas—
I have sat in the miner's bivouac
When night with its stars like a psalm unrolled,
And heard, as he leaned on his grimy pack,
A miner discourse of the Mount of Gold.

And the howl of the wolf was faint and far,
As the moon, like a ship, from star to star
Sailed on—and the plain, with a sea-like sweep,
Lay silent and wide in its mystic sleep;
And the river below in an undertone
Sang sweetly, and chiming its cymbals sang
Of a sorrowing land and the wolf alone
Where armies have marched and the old wars rang.

And the glorified peaks stood high and white,
Like Kings that were called to the Court of Night;
And voices of mystery seemed to swell
On the wind in the pines as it rose and fell
For thus 'mid the rustle throbs of earth
The tale of the miner was fitly told—
With never a sneer or a sound of mirth
For these who had battled and toiled for gold.

But the Mountain of Gold was said to stand
Away in the depths of a solemn land
Which the rivers explore as they bend afar
On the glimmering track of the evening star:
And ever, like dust of the unhallowed dead,
The sands of the desert do rise in clouds,
And gather and sweep with a ghostly tread
Around it, and rustle like dreary shrouds.

And a skeleton guard of mountains bleak,
Where the brown culture dozes and where his beak,
Defend it and heed in their grizzly arms
The dapple of splendour and virgin charms
That to one has seen but those priests of the Sun,
Who died from the sword of the Spanish Knight,
And whose shadows still, when the day is done,
Kneel there on the steps of their altar bright!

'Twas sought—but the rider and horse were lost,
Their bones white still, and the ashes tossed
With the sands as they drift in eternal unrest,
Where their spirits yet rise in the hopeless quest:
But a gleam of mystery strangely shines
Where the dead have been strewn, and the living stray,
And the gorges are rich with exhaustless mines—
Untouched as our hearts and our hopes decay.

And the robber Apache hovers far
On the thundering chase or the trail of war,
As the hawk of the desert, swift and gray,
Slips by like a shade to distant prey:
And onward for aye, on the yellow breast
Of the dead and desolate waste, the prize
Of that Mountain of Gold is said to rest,
Like a star that has dropped from the dreaming skies.

Perhaps, it is only a miner's theme—
The first of some wandering Aztec's dream:
As clouds in the magical sunset shine—
Like islands of silver in seas of wine—
But may be not think when the place falls,
And poverty lurks on the barren trails,
That treasure-harbours and joy untold
Are shining beyond in a Mountain of Gold!

THE ONTARIO SCHOOL SYSTEM.

BY THE REV. JAMES ROY, M.A.

The Government schools embraced under this title are divided into Public and Separate Schools, High Schools and Collegiate Institutes, Model Schools, Normal Schools, and the Provincial University of Toronto.

Public Schools, formerly known as Common Schools, may be formed in rural sections containing not fewer than fifty resident children, provided the section is not more than one mile square. These schools are under the management of six trustees, chosen from the municipality. In towns and cities in which wards exist, two public school trustees are elected to office for the limits of each ward, and these trustees must provide accommodation for all resident children of from five to twenty-one years of age. In 1877, there were 5,219 such schools, with school property of the value of \$6,264,169. In these schools there were being educated 490,560 pupils. The number between the ages of five and sixteen was 469,241 out of a possible 494,504.

Of Roman Catholic Separate Schools, there were in 1877, 185 schools, with 334 teachers—165 males and 229 females, and 24,952 pupils. The report for that year shows an increase of 18 in the number of schools over those of 1876, an increase of teachers to the extent of 32, an increase of receipts from rates and subscriptions of \$13,753, but a decrease of attendance of pupils amounting to 342.

High Schools may or may not be united for certain purposes with the Public Schools. These numbered, in 1877, 104 schools, with 9,229 pupils, an increase over 1876 of 688, and 280 masters and teachers, being an increase of 14 over the number in 1876, at a cost of \$343,710. There were 57 of these High Schools, or somewhat more than one-half of their whole number united with the Public Schools. This union of Public and High Schools is adopted from various considerations, such as saving of cost in buildings, teachers and apparatus, the convenience of teaching, and the facilities afforded for drafting pupils from one school into the other; but it is, to speak very mildly, of questionable advantage on the whole.

Collegiate Institutes are limited in number to a possible ten for the whole Province, and are designed to furnish the highest education preparatory to the University, requiring a daily average of 60 male pupils taking classics, and at least four teachers, while not more than two are absolutely necessary for a High School. Some of these High Schools and Collegiate Institutes are constituted centres for the taking of meteorological observations, and a special grant is made to them for that purpose. Under recent changes in the School Law, the High Schools have been made more efficient in the preparation of pupils for the profession of teaching. The bearing of their general influence on the em-

ployments chosen by the pupils is seen from the fact that, during 1877, 145 pupils matriculated at the various universities of the country, 555 entered mercantile life, 328 adopted agriculture, 564 joined the learned professions, and 876 went to other occupations.

Amongst recent changes in the school law is one providing for the formation of County Model Schools for the training of candidates for third-class teachers' certificates. This is a regulation hitherto adopted by no other country. There were nominated, as appears from the report for 1877, 51 schools as County Model Schools, of which one refused the nomination. These schools have two terms in the year, and are put under the control of Principals holding first-class certificates, though, in some cases, Principals holding only second-class certificates are recommended as having done good service for their schools. These must have two assistants, holding second-class certificates, ample accommodation, and time for training candidates apart from the classes of the Public Schools in connection with which they are held. The subjects taught in them are Elocution, Hygiene, School Law, Mental Arithmetic and Reading. The lectures occupy an hour in the morning and one in the afternoon. Grants are made by the great majority of County Councils of sums varying from \$50 to \$150 in aid of these schools, while High School Masters, County Inspectors and medical men assist in the lectures. The effect upon teachers and Public Schools has been, on the whole, very encouraging.

There are Normal Schools both in Toronto and Ottawa, where students are prepared for second and first-class certificates as teachers. In Toronto, 177 teachers, and in Ottawa 164, were, at the latest accounts, being trained.

The amount of money spent during 1877 on the Public Schools was \$3,073,489, the amount for teachers' salaries alone being \$2,033,099.

The 104 High Schools and Collegiate Institutes cost the country, for salaries of masters and teachers, \$211,607, and for all purposes, \$343,710.

The Separate Roman Catholic Schools cost, for teachers, \$70,200, and for all purposes, \$120,265. Salaries to male teachers of Public Schools in country places range from \$100 to \$800; in cities, from \$450 to \$1,000; in towns, from \$300 to \$1,100. The average salary in counties for male teachers is \$379, for females, \$260; in cities, for males, \$735, for females, \$307; in towns, for males, \$553, for females, \$269.

Of the teachers employed, the largest number are Presbyterians, they numbering 2,022, after them coming in order Methodists, Episcopalians, Roman Catholics, &c. Of 512 Roman Catholic teachers, 478 are employed in the Public Schools.

To aid the work of educating the masses by these schools, free public libraries, to the number of 1,499, are established, with 281,135 volumes, of the value of \$169,001.

There is also, in Toronto, an Educational Museum of implements, specimens of Natural History, statues, busts, and copies of the great masters in the various schools of painting, besides specimens of school appliances and architecture. At the head of this school system stands the University of Toronto, whose buildings are amongst the finest in Canada, whose curriculum is so high that it admits to its honours none but its own students, and graduates of universities in Great Britain, and to which is due, in great part, any credit which may belong to the general introduction into America of that elective system of studies, the adoption of which is known in the United States as "the Revolution."

Attendance at some school in Ontario is compulsory for all children between seven and twelve years of age, though the school need not be a government school. In documentary allusions to this compulsory law, it is usually referred to as a privilege, rather than as an obligation. This attendance must be for at least four months in the year.

It is the duty of boards of trustees to appoint an officer to report delinquent children, to fine, through a magistrate, the parents or guardians of such children, or to remove the children, in cases of necessity, to industrial schools, which public school boards have the right to establish when necessary. Education being compulsory, it is, in the Public Schools, free from fees. In the majority of High Schools, and Collegiate Institutes, also, it is free, but not necessarily so. Where fees are charged, as is the case in 29 out of the 104 High Schools, they are in many cases enforced only upon non-residents, and range from 20 cents a term to residents, as in Hamilton, to \$5.00 a term, as in Galt, Toronto and Ottawa.

The amounts necessary for carrying on the High and Public Schools are raised chiefly by a legislative grant, by county municipal assessment, by trustees' school assessment, and by a portion of what was formerly the "Clergy Reserves." The payment of the legislative grant, except in the case of High Schools and Collegiate Institutes, is based upon the daily average attendance of pupils. This average is calculated by dividing the aggregate attendance by the number of teaching days in the half year. In the case of High Schools and Collegiate Institutes, the apportionment is based, partly on the average attendance, partly on a fixed allowance designed to save smaller schools from instability in support, partly on results of inspection, and partly on results of what is known as the "Intermediate Examination." The legislative grant can be applied to no other purpose than the pay-

ment of teachers' salaries. The minimum of the fixed grant is \$400.

Almost arbitrary power was given to School Trustees to force municipalities to levy such rates as were needed to supplement the legislative grant; but High School Boards must now obtain consent of the Town Councils before levying a rate or making a demand for building purposes. If the Council refuse, the Board may demand a popular vote to decide the question. This law is practically the same as that which prevails in reference to Public Schools.

COURSES OF STUDY.

For the arrangements of study, the Public Schools are divided into six forms, though the fifth and sixth do not exist in all these schools.

This arises partly from the fact that on the successful completion of the studies of the fourth form, pupils are prepared to pass the entrance examination into the High School, and do not generally remain in the Public School in sufficient numbers to warrant the establishment of the last two possible forms. The first form or class, takes Reading, Spelling, Writing, Arithmetic, Drawing, Vocal Music and Object Lessons. In the remaining forms, these subjects have added to them Geography, Grammar, Composition, History, Geometry and Hygiene. Where the fifth and sixth forms exist, they take, also, Algebra, Natural Philosophy, Chemistry and Agriculture, Mensuration, Bookkeeping, Drill, and, in the case of girls, Domestic Economy and Calisthenics.

High Schools are divided into the Lower School and the Upper School. The subjects taught in both are English Language, Mathematics, Modern and Ancient Languages, Physical Science, History and Geography, Bookkeeping, Drawing, Writing and Music. In the Lower School, Greek is optional, and choice may be made of one of four groups, containing respectively Latin, French, German, and Natural Philosophy with Chemistry and Bookkeeping. In the Upper School, these subjects are pursued so far as enables a youth to pass the first year's examination with honors in the University.

QUALIFICATIONS OF PUPILS AND TEACHERS.

To gain admission into the Lower School of any High School or Collegiate Institute, pupils must pass oral and written examinations in Reading (from the 4th Reader, pages 1 to 246), Writing, Spelling, Arithmetic, Grammar, Composition, English History, Geography, with Drawing. The amount of Arithmetic demanded is greater in the case of those who take the English course than in the case of those who take the Classical. To pass from the Lower to the Upper School, pupils must pass what is called the Intermediate Examination in July. This examination is equivalent to the non-professional examination for third class teachers' certificates for those who gain 29 per cent. of the marks on each subject, and 19 per cent. on each group of subjects. For those who gain 50 per cent. of the whole number of marks, the examination is equivalent to that of second-class teachers of the grade B.; while those who gain 50 per cent. on each subject, 50 per cent. on the group, and 60 per cent. on the whole are deemed to have passed the non-professional examination for second-class A.

For admission to the University, the requirements are too intricate and extensive to be noted here. It may be said, however, that three ways are open to students. They may enter by passing the regular Junior Matriculation examination, which covers, in Classics, for the year 1880, the 2nd book of the *Analystis* and the 4th of the *Iliad*, three orations of Cicero, in *Catalina*, five *Elogues* of Virgil, with 300 lines of the 1st book of *Ovid's Fasti*, Latin Prose Composition and Latin Grammar; in Mathematics, Arithmetic, Algebra through Quadratics, and three books of *Euclid*; in English, Grammar, Composition, and Analysis of the *Elegy* and the *Traveler*; History and Geography. This is, of course, exclusive of the studies demanded for Honors.

Students may also enter by passing an examination in the subjects included in the first year's undergraduate studies, or in the second year's studies.

Honor subjects cover very wide ground, the final examination for Classical Honors, for instance, demanding translations from at least 24 separate treatises. Many of these, however, have been read during previous years. By a peculiarity in the system of options, a student may graduate with Honors in certain branches without having studied Greek, even for Matriculation.

Passing from the requirements necessary for the admission of pupils and students to the various schools and the University, we may notice the qualifications of masters and teachers. For permission to teach under a third-class certificate, the non-professional examination equivalent to the Intermediate one of High Schools must be supplemented by at least one term's training, of eight weeks, in a County Model School, and another examination on the work therein done. The test subjects of the Intermediate are Arithmetic, Algebra and *Euclid*; English Grammar, Composition and Dictation; History, Geography and English Literature. Candidates for permission to teach under second-class certificates must, besides taking a correspondingly advanced course of study, spend a session at one of the Provincial Normal Schools. To successful candidates for second-class certificates, the Minister of Education pays, at the close of each session, the travelling expenses incurred by the candidate in going to and from the

Normal School, with a sum equal to two dollars for each week of attendance at the school. For a first-class certificate a year's attendance at a Normal School, or two year's successful teaching under a second-class certificate must supplement the passing of an examination in subjects corresponding to the advanced position sought. Any Public School, not being a Model School, may be taught also by any person qualified as Head Master of a High School. The third-class certificates are valid only in the County where they are obtained, and for three years. First and second-class certificates are valid throughout the Province during good behaviour. First and second-class teachers from any place in the British dominions, outside of Ontario, may apply for examination as second-class teachers, and graduates may apply for examination as first-class teachers without having a second-class certificate.

To be qualified as Head Master of a High School, one must be a regular graduate in Arts of some British University, that is, some University within the British empire, and have satisfied the Council of Public Instruction of his ability to teach and manage schools. Assistants must be either regular graduates in Arts of British Universities, first or second-class teachers, or teachers temporarily qualified by certificate from an Inspector on examination. Such certificate is valid for one year.

The books to be used in all schools must be those authorized by the Council of Public Instruction. A limited variety of text books on different subjects is permitted, and inferior books are from time to time supplanted by those that are found to be superior.

INSPECTORS.

The qualifications of Inspectors are a first-class certificate, grade A, or a degree with honors from some Ontario College, five years' experience in teaching in a Public or a High School, and proof of temperance and good morals.

No Inspector can be a master, or teacher, or trustee, of government or separate schools. Inspectors for counties are appointed by County Councils, and those for towns and cities by the boards of school trustees. County Inspectors have jurisdiction over not fewer than 50, nor more than 120 public schools. The 50 is lowered to 40 in counties where French or German prevails. The Inspector's tenure of office is "at pleasure" of the board appointing him. His remuneration is partly from the Educational Department and partly from the appointing Council, if he is a County Inspector, and wholly from the appointing board if he is Inspector for a town or city. His duties are varied and onerous. On the list of Inspectors for 1877, there appear 79 names.

For the High Schools and Collegiate Institutes, there are three Inspectors, whose duties include the inspection of the separate schools.

RELIGIOUS INSTRUCTION.

It was felt by Dr. Ryerson, the real founder of this system of education, that if our various phases of life and duty, our widespread applications of moral principle, rested upon a theistic basis, religious teaching could not either consistently, in a Christian country, or with safety, be excluded from the schools. Dr. Ryerson, by a well meant, but extensively ridiculed effort, endeavored to introduce into the schools a work, prepared by himself, on Christian Morals, and now historically known as "My little book," from one of the author's expressions regarding it. Partly from the character of the book, and partly from sectarian selfishness, the effort to introduce an unsectarian system of moral instruction by means of a book has been a failure, no book now being used. Provision was made for religious instruction by the clergy of the various denominations out of school hours; but, as can easily be understood, from the already wearied state of the pupils, the existence of Sunday Schools, and the numerous other and more pressing engagements of pastors, this, too, has proved practically a failure. Even the practice of having morning and evening prayer is optional, though recommended, and attendance at prayers is not enforced even where the custom of having prayers exists, if parents or guardians object to writing to such attendance of their children. The Decalogue may, also, be taught; but the tendencies of religious thought in the schools may, perhaps, be, to some extent, ascertained by the fact that of 5,140 schools reported, prayers were conducted in 4,281 of them, being an increase over 1876 of 198 schools, while the number in which the Decalogue was taught was but 2,971, a decrease from 1876 of 54 schools. Practically, then, the definitely Christian element in the schools is reduced to the influence which trustees and masters may have in introducing the silent but not ineffectual influence of public prayers, and the example of teachers whose conduct rests upon Christian convictions.

SUPERANNUATION.

Male teachers of Public and Separate Schools are compelled to pay to a fund for superannuated teachers four dollars each year. Female teachers, High School teachers, and Inspectors may do so or not, at their option. At 60 years of age, or on proved disability longer to teach, six dollars for each year of teaching and contributing to the fund, or such proportion of six dollars as the state of the fund may admit, is paid each year of the teacher's remaining life, if disability to teach continue. In the case of first-class or second-class teachers, Head-masters of High Schools or Collegiate Institutes, or Inspectors, seven dollars are paid.