

1,820; the amount of annual income or legislative aid is \$151,000; the amount received from fees \$44,000. It is somewhat remarkable that the figures, as to 1864, were precisely the same in all respects as those of 1865. The number of academies and private schools in 1865 was 260, against 255 the previous year. The number of pupils was 5966, an increase of 148; the number of teachers 410, an increase of 34, and the amount received from fees was \$50,899, an increase of \$2,128. Taking the colleges and private schools together we have 276 institutions in addition to the grammar and common schools, with 7786 pupils and an annual income from fees and legislative aid of \$244,899.—The relative cost per annum per pupil in the common schools, grammar schools and private schools, so far as the latter are returned, is for the first \$3 50, for the second, \$16 37 and for the third \$8 53. These figures show very conclusively that the common school system affords an exceedingly economical system of public instruction.

FREE PUBLIC LIBRARIES, &c.

The tables relating to free public libraries, prize books, &c., are interesting, exhibiting a degree of healthy intellectual progress in the country that is very gratifying. These libraries are managed by local Municipal Councils and School Trustees, under regulations established by the Council of Public Instruction. The books are procured by the Department from publishers in Europe and America, and from catalogues carefully prepared, the local authorities make their selections, receiving an apportionment of a hundred per cent. on all moneys devoted to this purpose. The following interesting particulars in relation to these libraries is furnished in the report of Dr. Ryerson:—"The number of volumes sent out for free public libraries during the year was 3,882, on the subjects of history, zoology, physiology, botany, phenomena, physical science, geology, natural philosophy, manufactures, chemistry, agricultural chemistry, practical agriculture, literature, voyages, biography, tales and sketches of practical life, school teaching and management, besides 44,601 volumes of prize books to encourage and reward meritorious pupils in the schools. The number of volumes for public free libraries thus procured and sent out by the Department during the thirteen years that this branch of the school system has been in operation is 212,365—an average of 16,105 volumes per year. These volumes are on several subjects, as follows: history, 36,927 volumes; zoology and physiology, 14,289; botany, 2,617; phenomena, 5,665; physical science, 4,420; geology, 1,893; natural philosophy and manufactures, 12,132; chemistry, 1,449; agricultural chemistry, 756; practical agriculture, 8,730; literature, 20,676; voyages, 16,940; biography, 24,315; tales and sketches of practical life, 58,992; school teachers library, 2,574; total 212,365.

The number of volumes procured and sent out as prize books in the schools during the nine years that this branch of the school system has been established, is 210,448, besides 8,293 volumes for Mechanics' Institutes; making a grand total of upwards of 430,000 volumes." During the year there was expended in supplying maps, apparatus, and prize books from schools, one half from local sources, \$20,222, an increase over the preceding year of \$2,962. In reference to this system of supplying the schools with maps and apparatus, directly through the Department, instead of leaving to private enterprise exclusively the task of meeting this demand, as at first sight would seem the more reasonable plan, the following explanations are offered by the Chief Superintendent of Education:—"The maps, globes, and various articles of school apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The globes and maps manufactured (even in the material) in Canada, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical forms, &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with the copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to municipal and school authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to schools and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families as well as to municipal and school authorities all over the country. It is also worthy of remark that this important branch of the educational Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or school fund a penny beyond what is apportioned to the municipalities and school

sections, providing a like sum or sums for the purchase of books, maps, globes, and various articles of school apparatus. I know of no other instance, in either the United States or in Europe of a branch of a Public Department of this kind, conferring so great a benefit upon the public, and without adding to public expense."

PROGRESS OF EDUCATION.

One of the most interesting tables in the report of the Chief Superintendent of Education, upon which we have been commenting, is that which exhibits the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1865 inclusive, compiled from returns in the Educational Department. The period covered by these returns is coterminous with that of the union of the Provinces. They exhibit therefore, the progress which the country has made since the union in this most important feature of natural life and vigor. At a time like the present, when we are about to enter upon a new state of political existence, a review of the history of the union, in all the departments of national growth and administration, is most interesting, and in none more so than that which relates to the education of the people.

THE YEARS 1842—1865 COMPARED.

The population of Upper Canada at the time this comparative statement commences, 1842, was only 480,055. To-day it is not much, if any, less than a million and a half. The population of school age, between five and sixteen years, was 141,143, while the total number of pupils attending school, including all descriptions of schools and colleges, was 65,978. So that when the population of the country was about one-third what it is to-day, the number of children not attending any school was 75,165, nearly two and a half times greater than it now is with our larger population. No single fact in this elaborate report carries with it so striking a proof of the success of the Common School system in Upper Canada, and the heartiness with which all classes of the people avail themselves to it, than is here presented. The number of colleges in operation in 1842 was 5, county grammar schools 25, academies and private schools 44, common schools 1,721, making in all 1,795 educational institutions. The amount paid for common school teachers salaries was \$166,000. In 1845 we have the first report of the number of common school teachers, 2860, and the amount paid for salaries during the year was \$286,056, an average to each teacher of \$100 a year. Last year, as will be remembered, the number of teachers was 4721, and the amount paid for salaries was \$1,041,052, an average of \$220 50 per teacher. That is not a very high average yet, when it is remembered that the majority of the teachers are males; but it exhibits a steady progress in the public appreciation of the importance and value of the office of instructor of youth, which augurs well for the future.

THE FREE AND SEPARATE SCHOOLS.

The first reports that we had of free schools was in 1850. At that time there were 252 such schools in Upper Canada, out of a total number of common schools of 3060. The training of the people to the free school system, however, was very rapid. The very next year, 1851, we had 855 free schools. In 1856 they had increased to 1263; in 1860 to 2602; and in 1865 they reached 3595; every year showing a steady advancement upon the preceding one, and exhibiting a growing conviction on the part of the people of Upper Canada that education is an affair of the state, and that a good common school education is the birthright of every child born in the Province, whether it is born rich or poor. The Roman Catholic separate schools first appear in the returns in 1851, when 16 were reported. Since that time no very great advancement—no such advancement as need cause any alarm for the safety of the common school system—has marked these schools. The greatest increase in any one year occurred in 1856, when the number rose from 41, in the previous year, to 81. The next year it went up to 100; and then, in 1858, back again to 94. In 1864 the number of such schools reached 147, an addition of 27 having been made during that year; and the number in 1865 was 152.

IMPROVEMENT IN SCHOOLS.

The amount paid for the erection or repairs of the common and separate school-houses, and for libraries and apparatus, book, fuel, and stationery, &c., in 1850, the first for which we have any returns, was \$56,756. In 1855 it had reached \$219,164; in 1860, \$264,183; and in 1865, \$314,827. That is, during the fifteen years from 1850 to 1865, the average amount expended for these purposes for each school rose from \$18 50 to \$75 84. It is impossible to overestimate the importance of this increase. It tells a tale of progress in the education of the country that scarcely any other of the figures to the same extent exhibit. It tells of comfortable school houses,