

few other countries. We rejoice also to see that it is yearly approximating to the free school system; from 200 to 600 additional schools annually adopting it, while few indeed are found willing to return to the old rate-bill on the pupils. In 1862 more than three-fourths of the schools were free, so that it is only a question of time when this will be universally the case with all our public schools.

The whole number of schools reported as open was 4,104, taught by 4,406 teachers, of whom 3,115 were males, and 1,291 females. It is a matter of surprise that while there have been more than 1,100 certificates granted to those who attended the Normal School since it came into operation, only 479 of those who held them were teaching in 1862.

We regret to notice that in regard to salaries there is an evident lowering of the scale. Thus, the average salary of male teachers in the counties, with board, was \$174; without board, \$265: of female teachers, with board, \$132; without board, \$170. In cities, the highest salary paid a teacher was \$1,300; the lowest, \$200: the average paid male teachers was \$577; of females, \$229. In towns and villages the salaries were considerably lower than in the cities. In regard to this matter, teachers themselves are to blame, as many of them are willing to take a very low salary in order to get a school. But, besides this, County Boards and School Trustees should make more of a difference between those who are well qualified and those who are not. There should be some inducement offered to one who is disposed to qualify himself. County Boards should reject more of those who apply to them, and Trustees should prefer and be willing to pay more for one holding a first certificate than for one holding a lower. In a large portion of Canada West, if not generally, there is a prejudice against female teachers. Why this is so the writer cannot understand, as both from experience and an extended opportunity of observation, he can testify to their general efficiency and success.

The whole amount received in 1862 for educational purposes by the school authorities was \$1,396,123 41; the amount expended was \$1,231,993 10; leaving a considerable balance in the hands of the school authorities. The time during which the schools are kept open is much in advance of former years, averaging 10 months and 28 days: we may then hope that in a few years the schools will be open during the whole year. It is gratifying to notice that there is a steady improvement in regard to school houses, furniture and apparatus; and also an advance in the subjects taught, many of the pupils now directing their attention to the higher branches. Advanced pupils, however, need to leave the common school in order to obtain the instruction required. Hence the importance of our Grammar Schools. There are now nearly 100 of these in operation, a number of which are very efficiently conducted; yet as they are only just now in the formative process, as may be expected, some of them are but very indifferent affairs.

The Roman Catholic Separate Schools number 109, and the amount they received from the legislative grant was \$7,836. The number of teachers in these schools was 162, of whom 57 belonged to religious orders. We fear that, though the Chief Superintendent thinks no harm will arise from the new Separate School Act passed last winter, the number of these separate schools will largely increase; and we know, assertions to the contrary notwithstanding, that the priests are aiming at supremacy, and will be satisfied with nothing less.

The Normal School continues to be well attended, and no doubt exerts a beneficial influence on our common schools. "The number of applications