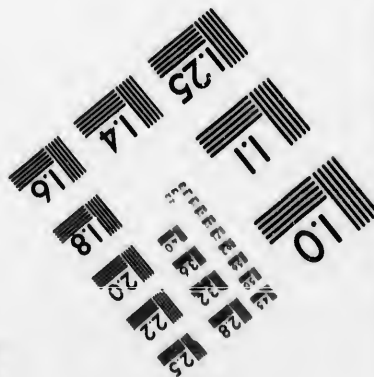
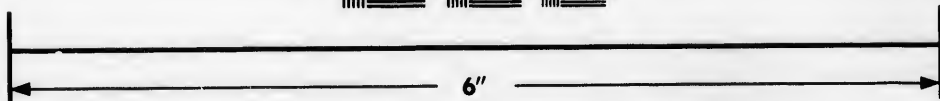
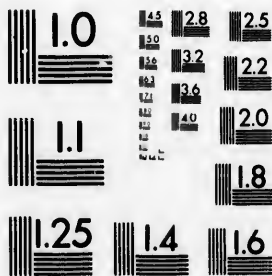


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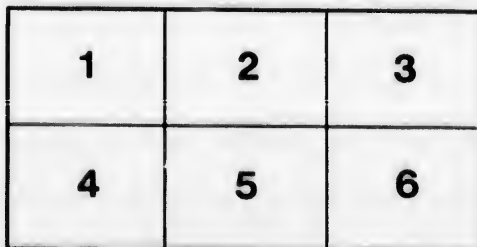
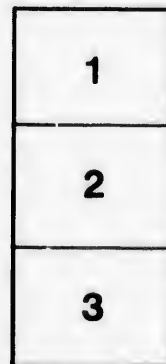
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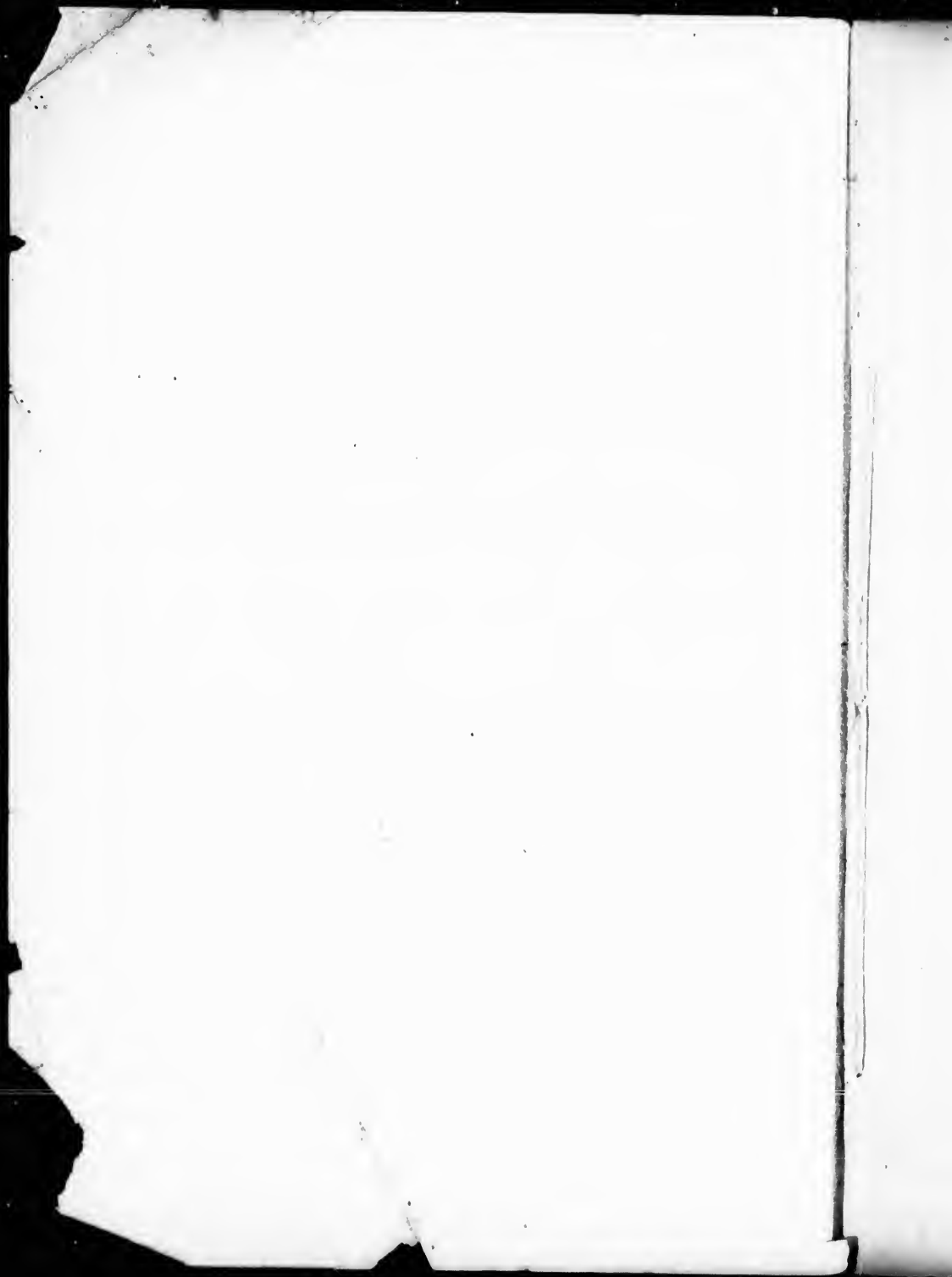
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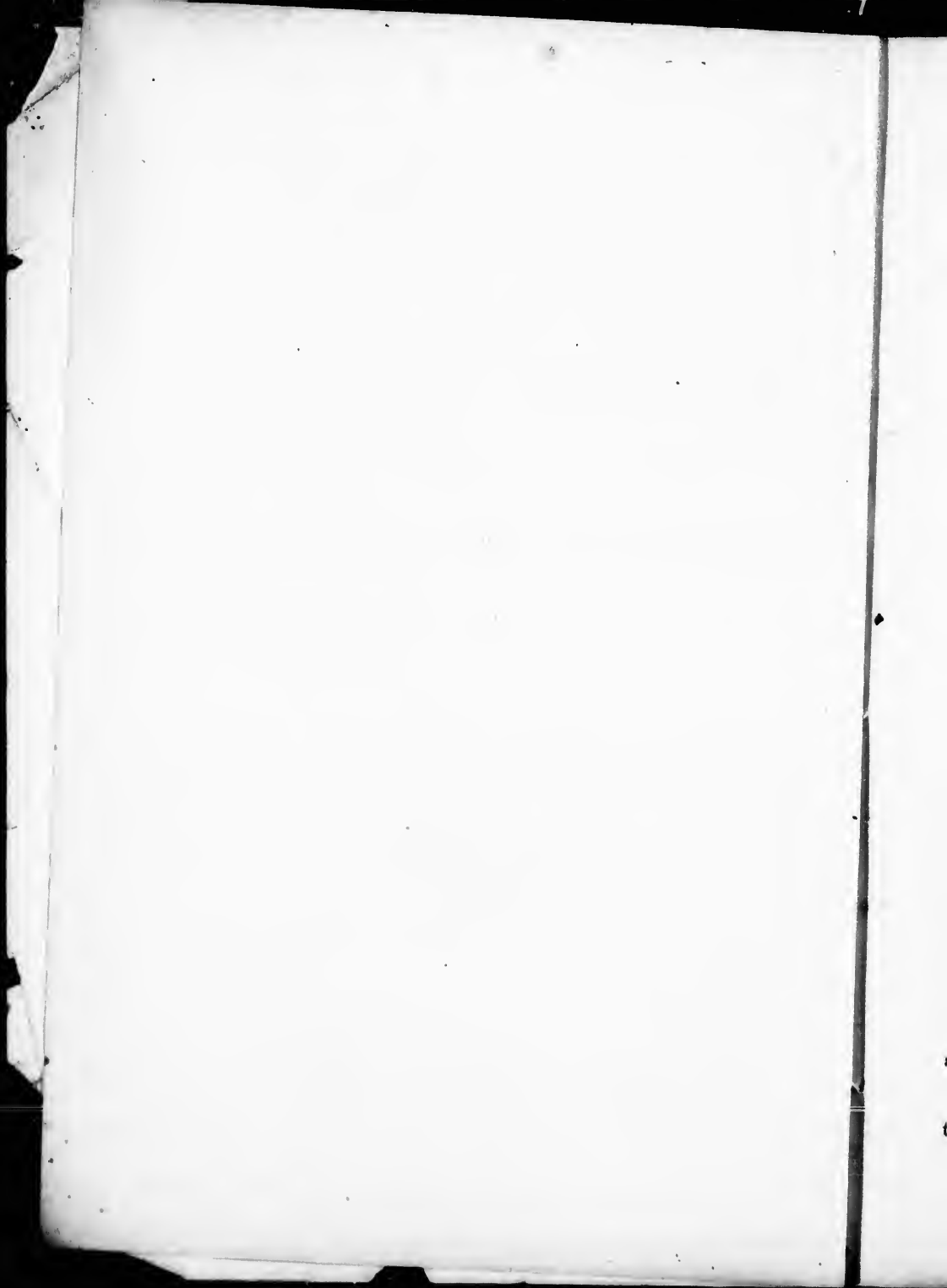
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EDUCATIONAL INSTITUTIONS,
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STATEMENT.

THIS Statement relates only to the Educational Institutions of the Province of Ontario.

Education is one of the subjects within the exclusive jurisdiction of the Provinces which compose the Confederation of Canada.

The system comprises the following :

- I. The Public and High Schools under the control of the Education Department.
- II. The Schools, Colleges and University provincially endowed, and subject to the control of the Provincial Government.
- III. Institutions for special classes, maintained and managed by the Provincial Government.

IV. Institutions and Societies partly aided by, or under Governmental supervision.

V. Schools, Colleges and Universities not under Provincial control.

VI. Institutions partly educational or reformatory.

I.—Public, Separate and High Schools.

The Education Department is entrusted with the control of the Public and High Schools of the Province. The Department, in the year 1878, by an Act of the Legislature of Ontario, underwent an important change in ceasing to be under the control of a Board or Council of Public Instruction, with a Chief Superintendent, and is now composed of a Committee of the Executive Council of the Province, presided over by one of their number, as Minister of Education, and holding office with the other members of the Executive Council, subject to responsibility to the Legislative Assembly, according to the principles of the British Constitution.

The Schools under the administration of the Education Department comprise—(1) Public (or elementary) Schools; (2) Separate (or denominational) Schools; and (3) High (or secondary) Schools.

The Province of Ontario possesses a system of municipal or local self-government which is uniform throughout the Province, and while symmetrical in its arrangement, is thoroughly practical, and rests upon the free action of the rate-payers in each municipality. The organization comprises the (1) minor municipal corporations, consisting of townships, being rural districts of an area of eight or ten square miles, with a population of from three to six thousand; (2) villages with a population of over seven hundred and fifty; and (3) towns with a population of over two thousand.

Such of these as are comprised within a larger district, termed a county, constitute (4) the county municipality, which is under the government of a council composed of the heads of the different minor municipalities in such counties as have already been constituted in the Province. (5) Cities are established from the growth of towns when their population exceeds fifteen thousand, and their municipal jurisdiction is akin to that of counties and towns combined.

The functions of each municipality are commensurate with their respective localities. This municipal organization has been readily adapted to the requirements of a popular or national system of education.

Rev. Dr. Ryerson, who, in February of the year 1876, retired from the office of Chief Superintendent of Education, after thirty-three years of able service and devotion in founding and developing the Ontario system of Public Instruction, thus describes the facilities afforded to educational progress by this municipal system, in an address delivered in the year 1851:

"It is in Upper Canada (now Ontario) alone that we have a complete and uniform system of municipal organization, from the smallest incorporated village to the largest city, and from the feeblest school section and remotest township to the largest county or union of counties—the one rising above the other, but not superseding it—the one merging into the other for purposes of wider expansion and more extensive combination. By their constitution, the municipal and school corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of such municipality, whether of schools or roads, of the diffusion of knowledge, or the development of wealth."

In each minor municipality, such as a township, local School Corporations for the township, or for a section thereof at the option of the rate-payers are established, and these are managed by trustees elected by the rate-payers, who are liable for the sup-

port of the public schools in their respective localities and are practically the owners of them. The trustees appoint the teachers who must possess the qualifications required by the Department. They arrange and pay the salary; purchase the school site (which may be acquired compulsorily); build the school-house, and levy rates for all funds which, in their judgment, are required for public school purposes; or may, at their option, require the Corporation of the Municipality to levy the required amount of rates instead. The trustees can establish a circulating library, and may borrow, upon requisition to the Municipal Council, money for school purposes. The trustees are under the obligation to provide adequate school accommodation, as defined by the Regulations of the Education Department, for the attendance of all children of school age within the school division; to employ the required number of qualified teachers; to permit the children of all residents, between the ages of five and twenty-one, to attend school *free of all charge*; they are bound to keep the schools open the whole year, except during vacations, and to send to the Inspectors and the Department the returns and reports required by the Law and Regulations; they must also take a census of the children between the ages of five and sixteen years inclusive, and especially those between seven and twelve years of age, and in case any of the latter have not been under instruction for four months in the year at least, they must notify the parents, and can impose a rate of one dollar per month for each child in case the neglect continues, or may lay a complaint before a Justice of the Peace, who has power to fine, and in default imprison for the offence. Similar powers and obligations reside with the Boards of School Trustees in cities, towns and villages, but these can raise the sums required for school purposes by requisition, according to their own estimate, upon the Council of the Municipality, which is bound to raise the required amount by rate. The Council of the County Municipality is entrusted with additional specific duties in respect of the townships, towns and villages within the county, the most impor-

tant being to levy by rate an amount equal to the Legislative grant for education, both amounts being solely devoted in aid of teachers' salaries. The County Council also appoints Inspectors, possessing the qualifications required by the General Regulations of the Department; pays one-half of their salaries, the other half being paid out of Provincial funds; and appoints a County Board for the examination of third-class teachers. No teacher can be engaged by School Boards or trustees unless he hold a certificate acquired after examination and upon compliance with the conditions of the General Regulations of the Department.

The County, City and Town Councils, in appointing Inspectors, are limited to such teachers as possess certificates of eligibility, granted by the Department to two classes only, viz: holders of First-Class Provincial Certificates, Grade A, and (2) Graduates in Arts, with honours of the Provincial University, or of any College in the Province possessing University powers.

The Inspector's duties are to inspect every school at least twice in each year, ascertain the apportionment of the Legislative Grant and County equivalent to each school, act as Chairman of the Examining Board of his district, investigate, confirm, or set aside the rural school elections, call meetings of rate-payers, decide disputes; suspend teachers' certificates, for cause; give report on the state of the schools to the Department, and generally to see that the Law and Regulations are observed.

The Examiners appointed by the County Council must possess the qualifications prescribed by the Regulations, and their functions are to examine candidates within their localities for third-class certificates, on examination papers prepared by the Central Committee of Examiners.

The Central Committee of Examiners is appointed by the Department and now consists of eight members, three being the

High School Inspectors, four being Public School Inspectors, and the present Professor of Moral Science in the Provincial University, who acts as Chairman. Their chief functions are to prepare all the examination questions for each class of Public School Teachers' Certificates and to peruse and value the answers of candidates for first and second-class Certificates, and thus secure a uniform classification. This Committee also prepares the questions for the Entrance and Intermediate Examinations in the High Schools. Sub-Examiners to the number of 20 aid in reading and reporting upon the answers for the Intermediate Examination, and also for second-class Certificates.

The conditions under which Public School Teacher's Certificates may be granted as well as the means of training Teachers have been recently revised, and important changes took effect on the 1st of August, 1877. The Certificates now issued are—First Class, grades "A" and "B," Second Class, grades "A" and "B," and Third Class. First and Second Class Certificates are valid throughout the Province, and are held during good behaviour, while the Third Class are limited to the particular County, and to a period of three years. To secure greater efficiency in this last class Model Schools have been established in each County by constituting in their respective County Towns one of the Public Schools having a head master with a first-class Provincial Certificate, and two assistants with Provincial Certificates, a school in which candidates for third-class certificates, by daily inspection and practice during a term of eight weeks, can be trained in proper methods of teaching. Fifty County Model Schools began work on the 24th of August, 1877, and in the two terms of 1877 more than 1200 candidates obtained this practical training at a cost for each candidate to the Province and the respective counties of only eight dollars. These schools have also proved efficient for this purpose, and now meet with general approval. The new conditions upon which County Boards

of Examiners can grant third-class Certificates are: that (1) the candidates must be of the age of 18 years (if a male) and of 17 years (if a female,) (2) must have passed the prescribed examinations in literary and scientific subjects on questions prepared by the Central Committee of Examiners, and (3) must subsequently have attended for one term at the County Model School, and have obtained from its Head Master, and the Examiners appointed by the Minister, a certificate of his fitness to teach.

Candidates for Second-class Certificates have been afforded, increased facilities for attending the Provincial Normal Schools, and such attendance is now obligatory on all such candidates. In the two Normal Schools (at Toronto and Ottawa) three sessions of about twelve weeks in each academic year are occupied with the professional training of such candidates in classes of about 50 in each session. The travelling expenses of each student who is successful in passing the examination, are paid by the Province, as well as one-half of his weekly maintenance. The whole time is devoted exclusively to instruction in the theory and practice of teaching. This new arrangement began on the 15th of September, 1877, and it sufficiently appears that the proposed limit of 300 satisfactorily trained second-class teachers will be the annual result, and at a cost to the Province for each teacher thus aided, of less than \$34.

Second-class certificates are only granted upon these conditions that (1) the candidate must have passed the examination in literature and science prescribed for second class certificates on papers prepared by the Central Committee of Examiners, (2) must have taught successfully for at least one year in a Public or Separate School in the Province, and (3) must have attended for one session in a Provincial Normal School, and have obtained from the Principal of such school and from the examiners appointed by the Minister, a certificate of his fitness to teach

on a second-class certificate. In addition to the prescribed literary and scientific subjects, the candidates are examined by the Central Committee in the following subjects: Education, School Law and Regulations, Reading and Elocution, practical Chemistry, practical Botany, Music and Drawing, Drill (males only) and Calisthenics.

The Provincial Normal Schools are also available for qualifying candidates for First Class Certificates, and for this purpose there is in each academic year one session of nine months, during which the candidate is instructed in the literary and scientific subjects prescribed for examination for First Class Certificates, and also in the professional training required for the same.

First Class Certificates are only granted upon the condition that the candidate (1) must have passed the prescribed examination in literary and scientific subjects, and (2) must have attended for one session throughout the academic year, at one of the Provincial Normal Schools, after having obtained a Second Class Certificate, and have received from the Principal of such school and from the Examiners appointed by the Minister, a certificate of his fitness to teach on a First Class Certificate, or (3) must have taught successfully for two years on a Second Class Certificate, and have passed the prescribed examination for First Class Certificates. No money aid is granted by the Province to candidates for First Class Certificates.

The Examiners under the Department are guided by the following instructions: The questions in each subject are to be framed by the Examiners, not with reference to any high standard for competitive examination, but solely to show whether the pupil is qualified or not for the position, having regard to his proficiency or deficiency in answering questions framed for this purpose in the prescribed subjects. All Examiners should therefore be careful, when judging the answers, not to do so by such a standard

as should govern in competitive examinations intended to elicit the respective merits of the different Candidates for some special honour, but as a means of determining whether a fair average knowledge is possessed by the candidate.

An amended Programme or Course of Study in the Public Schools, came into force on the 15th of August, 1877, and is set forth in the following Table :

COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF ONTARIO.

SANCTIONED BY ORDER OF THE LIEUTENANT-GOVERNOR IN COUNCIL, MAY, 1877.
PRESCRIBED BY REGULATIONS OF THE EDUCATION DEPARTMENT.

REGULATIONS RESPECTING THE PROGRAMME OR COURSE OF STUDY IN THE PUBLIC SCHOOLS.

1. On and after the 15th day of August, 1877, the Programme, or Course of Study, shall be according to the annexed table, as far as the circumstances of the particular School will allow the same to be followed. But, where these circumstances require it, such modifications of the Programme are permitted as thereupon become necessary. It will be the duty, however, of the Inspector to see that no departures from the Programme are made without sufficient cause.
2. No "Time" or "Limit" Table is prescribed, or shall be in force, except in so far as the Trustees or School Board and the Teacher may choose to regulate this. Committee contained in these instructions, which are printed on the back, shall accompany the Programme, in order that the suggestions of the Central Programme is intended to serve the Public Schools.
3. With respect to Religious Instruction, Trustees and Teachers are referred to the special provisions contained in the General Regulations of 1874.

SUBJECTS.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
Reading and English Literature.....	Tablet Lessons, First Reader, 1st Part; ditto, 2nd Part.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.	Critical Reading of Selection from English Literature prescribed for the Intermediate Examination. Same as the preceding Class.
Spelling and Dictation.....	Spelling of Words in Lessons and of Phrases.	Spelling of words and phrases, from Reader orally and by Dictation.	Spelling of words and phrases from Reader orally and by Dictation.	Spelling - Prolixes, Affixes, and Leading Books.	Same as the preceding class.	Same as the preceding Class.
Writing and Book-keeping.....	Printing Letters and Words in 1st Part, and Writing Script in 2nd Part.	Writing on Slates or in Copy Books.	Writing Copies.	Writing Copies.	Writing Copies and Business Forms.	Same as the preceding Class. Double Entry Commercial Forms and Usages. Subject continued.
Arithmetic.....	Numeration and Notation to 1000. Addition and Subtraction. Simple Problems in Mental Arithmetic.	Numeration and Notation to 1,000,000. Multiplication and Division. Simple Problems in Mental Arithmetic.	Arithmetical Tables. Addition, Commutation, Easy Vulgar Fractions, to Subtraction inclusive. Mental Arithmetic.	Vulgar Fractions continued. Decimal Fractions, Problems in proportion, Simple Interest.	Same as the preceding class.	Same as the preceding Class. Double Entry Commercial Forms and Usages. Subject continued.

ADAM CROOKS, *Minister of Education.*

EDUCATIONAL INSTITUTIONS.

<p>60 1000.</p> <p>Addition and Subtraction.</p> <p>Simple Problems in Mental Arithmetic.</p>	<p>Cardinal Points of Compass.</p> <p>Local Geography.</p> <p>Division of Physical Geography.</p>	<p>Map Drawing, Map of the World; N. & S. America; Canada, generally; Ontario, in particular.</p> <p>Map Drawing.</p>	<p>Vulgar Fractions continued, Decimal Fractions, Problems in Proportion, Simple Interest.</p> <p>Mental Arithmetic.</p>	<p>Review of previous work. Physical, Mathematical, and Political Geography.</p>	<p>Work of previous years reviewed and continued.</p>
<p>Geometric Forms and Lines.</p> <p>Meaning of Terms used in Drawing (not Geometrical Definitions.)</p> <p>Simple copies from the Blackboard.</p> <p>Reciting Singing, Middle Beginner—only at first.</p>	<p>Dictation and Memory Drawing of Geometric Forms and Figures.</p> <p>Parts of Plants. First Notions of Perspective.</p> <p>The Stage. Position of Spectator, Position with intonation.</p> <p>Additional Songs.</p>	<p>Drawing from Objects. Designing Continued. Memory Drawing.</p> <p>Shapes, names, and relative values of Note, Bar, Measure, &c.</p> <p>Additional Songs.</p>	<p>Map Geography continued, with special attention to the British Empire.</p> <p>Map Drawing.</p> <p>Drawing from Objects. Designing Continued. Memory Drawing.</p> <p>Shapes, names, and relative values of Note, Bar, Measure, &c.</p> <p>Additional Songs.</p>	<p>Object Drawing continued. Shading. Landscape from copies (Girls). Plants and Animals (Boys.)</p> <p>Memory Drawing. Diatonic Scales, combined with the natural intervals of Seconds and Thirds.</p> <p>Additional Songs.</p>	<p>Flowers and Fruits. Perspective. Architectural Drawing. Linear Drawing. Designing.</p> <p>Sharp, Flat, and Natural Signs. Time intervals of Fourths and Fifths.</p> <p>Key and Key-note. Part Singing.</p>
<p>Counting — (Beans, Pebbles) Form. Size. Weight. Colour.</p> <p>Objects (Parts and Qualities)</p>	<p>Lessons on Common Objects. (Parts, Qualities and Uses.)</p> <p>Animals, Birds, Plants.</p>	<p>Common objects. (Source, Manufacture, Uses, &c.)</p> <p>Animals, Birds, Plants.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Analysis and parsing of prose sentences and easy verse. Narrative and Description. Familiar and business Letters. Review of previous work.</p> <p>Themes, generally the composition of a good English Style.</p>	<p>Analysis and parsing of verse. Outlines of the History of the English Language. Abstract of Readings or Lectures.</p> <p>Themes, generally the composition of a good English Style.</p>
<p>Grammar and Composition.</p>	<p>Parts of Speech, Separation of simple Sentences into their two essential parts; changes of form undergone by nouns, adjectives, pronouns and by verbs in the indicative mood, active and passive tenses and variations of form of sentences. Short descriptions of familiar objects.</p> <p>Leading facts of Canadian History.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Analysis and parsing of prose sentences and easy verse. Narrative and Description. Familiar and business Letters. Review of previous work.</p> <p>Themes, generally the composition of a good English Style.</p>	<p>Analysis and parsing of verse. Outlines of the History of the English Language. Abstract of Readings or Lectures.</p> <p>Themes, generally the composition of a good English Style.</p>
<p>History</p>	<p>Leading facts of Canadian History.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Analysis and parsing of prose sentences and easy verse. Narrative and Description. Familiar and business Letters. Review of previous work.</p> <p>Themes, generally the composition of a good English Style.</p>	<p>Analysis and parsing of verse. Outlines of the History of the English Language. Abstract of Readings or Lectures.</p> <p>Themes, generally the composition of a good English Style.</p>
<p>Hygiene</p>	<p>Leading facts of Canadian History.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences. Changes of Construction of simple and complex sentences, orally and in writing. Short exercises or descriptions. Familiar Letters, summary of Reading or other lessons. Rendering of Poetry into prose.</p> <p>English History, Stuart period.</p> <p>Canadian History. Familiar Lectures.</p>	<p>Analysis and parsing of prose sentences and easy verse. Narrative and Description. Familiar and business Letters. Review of previous work.</p> <p>Themes, generally the composition of a good English Style.</p>	<p>Analysis and parsing of verse. Outlines of the History of the English Language. Abstract of Readings or Lectures.</p> <p>Themes, generally the composition of a good English Style.</p>

The following may be observed as amendments to the former programme, viz: (1) that no Time or Limit Table should be in force except as the School Board or Trustees and the Teacher might choose to regulate this; (2) that the Course of Study was to be followed so far only as the circumstances of the particular school would allow, and the Inspector was directed to see that no departures were made without sufficient cause; and (3) that the Teacher should be guided by the hints which accompanied the Table of Study.

The duty of the Teacher was declared to be that he should show by the whole tenor of his instructions in the school-room, and his deportment generally, that he was not only characterised by an observance of the proprieties of life, but by a high moral tone, and thus become a standard of conduct to his pupils.

The attention of School Boards, Trustees and Teachers was also directed to the Regulations on the subject of Religious Instruction, which recommended that the opening and closing of the school should be conducted with prayer and reading of portions of Holy Scriptures, under the provisions of the Public Schools Act, which allows pupils to receive such religious instruction as their parents desire, under the General Regulations of the Department, subject to the right of any parent to withdraw his child from such instruction.

The receipts of moneys for Public School purposes, and the sources, were as follows:

Legislative Grant.....	\$ 249,956
County Rates.....	793,161
School Boards and Trustees' local rates..	1,553,574
Local Educational Funds.....	776,344
<hr/>	
Total.....	\$3,393,655.

are their own boys and form them into companies according to strength. To extend them into open file, and put them through Exercises and Motions, Dressing, Saluting, File marching, Right, Left, and Right and Left, About, Slow and Quick time. Balance on the halt and on the move. To change step, Right, Left, and Right and Left, About, Slow and through the formations, Right, Left, and Right and Left, About as a company. To be put in half companies and sections. To be put company square. Four, Right, Left, Deep. Callisthenics for Girls. To increase and diminish the front. To form *

The expenditures and objects, were as follows :

Teachers' Salaries.....	\$1,838,321
Maps, Prize and Library Books, &c.....	49,082
Repairs and Rent of School Houses....	150,745
School Sites and Buildings.....	630,265
School Books, Stationery, and incidental expenses	338,041
Total	\$3,006,456

Separate Schools apply to Protestant and coloured persons as well as to Roman Catholics; but this exception to the general Public School system is chiefly confined to Roman Catholics who desire to establish Separate Schools where their supporters are sufficiently numerous to support one. The principle is, that any Roman Catholic rate-payer can elect to support a Separate School, and upon giving the prescribed notice, he is exempted from the Public School rates. They are governed by trustees elected by their supporters, and are a corporation with powers similar to that of other school trustees. Their teachers are required to possess proper certificates of qualification, and their schools share in the Legislative Grant in proportion to their attendances, and they are also subject to inspection by the Education Department. In case of any disagreement between the Separate and Public School Corporations or municipal bodies, such dispute is subject to the arbitrament of the Minister of Education with the right of appeal to the Lieutenant-Governor in Council.

The following are the statistics of the Public Schools of Ontario for the year 1876 :—Number of schools reported as kept open, 5,042. The number of pupils between the ages of 5 and 16, attending the schools was 464,364, according to the ages following—from 5 to 10, 253,994; and from 11 to 16, 210,370. The total school population *i.e.* between the ages of 5 and 21, was

502,250. The number reported as not attending any school is 9,260. The average attendance, namely, being the average daily attendance, divided by the legal teaching days of the year, was 212,483, or 43½ per cent. The number in the different classes is as follows :

1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.
156,425.	99,977.	147,263.	77,861.	9,011.

The circumstances of Public Schools situate in the cities and towns, and those in rural districts differ in this, that in the latter there are two classes of pupils, the elder who chiefly attend during the winter months, and the younger in the warmer seasons. The average attendance accordingly shows this contrast :

Attendance in Cities.....	53	per cent.
“ “ Towns	52	“
“ “ Rural Districts.....	41	“

The number of Teachers are 6,185; 2,780 being males, and 3,405 females.

The following are the qualifications of the different teachers in the year 1876 :

First-class.....	241
Second-class.....	1,201
Old County Board First-class Certificates..	372
“ “ “ Second-class “	139
“ “ “ Third-class “	51
New County Board Third-class Certificates..	3,688
Interim Certificates.....	493

The average salary of male teachers in counties was \$367; of female teachers, \$240. In cities, of male teachers, \$726; of female teachers, \$314. In towns, of male teachers, \$567, and of female teachers, \$267. The Separate Schools are included in

the above statement. The number of Roman Catholic Separate Schools is 167, and of pupils, 25,294.

The High Schools, like the Public Schools, are open to pupils of both sexes who can pass an entrance examination chiefly in the fourth-class work of the Public Schools. The High Schools are intended to furnish a higher English, or a classical course with modern languages, so that the pupils may be fitted to pass the matriculation examination in the University, or to enter business. High Schools which have four masters at least, and an average of 60 male classical pupils, are called Collegiate Institutes. There is a Legislative Grant in aid of these schools, which, supplemented with the County grant, now made equal by the Act of 1877, to the amount of the Legislative aid—is to be expended only upon teachers' salaries. There is a further allowance out of Provincial funds, based on the general efficiency of the schools as the results of the half-yearly intermediate examinations and by the attendance of the pupils. Any County Council can establish High Schools with the consent of the Provincial Government, and they are subject to the supervision of the Education Department by Inspectors of its own appointment. The head masters are required to be graduates in Arts of British or Colonial Universities, of proved efficiency as teachers, and to possess a certificate to that effect from the Department.

Each High School is a corporation under the government of a Board of Trustees who are appointed by the County Council, or in case of a city or town separated from a county, by their Councils respectively.

The High School Board appoints teachers possessing the qualifications required by the Regulations, provides for the requisite accommodation, furniture and apparatus, and upon its own requisition can require the Municipal Councils, of their respective districts to raise such funds as their school may annually require.

The High Schools are under the General Regulations and Programme of Study prescribed by the Department, and are subject to its inspection, and their Boards must report thereto.

The Programme of Study in the High Schools proscribes English language, mathematics, modern languages, ancient languages, physical science, history and geography, book-keeping, writing, drawing and music; each school being divided into a Lower and Upper School, and specific subjects are prescribed for the Lower and Upper School respectively. The Board is at liberty to decide (subject to the approval of the High School Inspectors), according to circumstances, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

In the year 1876, the following was the condition of the High Schools:—The number of schools, 104; number of pupils, 8,541. The total expenditure in 1876, was \$304,948. The total receipts amounted to \$321,131, derived from the following sources:—Legislative Grant, \$76,430; Municipal Grant, \$139,100; Pupil's fees, \$20,122; and other sources, \$85,473. Out of the receipts, the amount paid for salaries of Masters was \$195,906; for building, rents and repairs, \$46,216; maps, libraries, prize books, and other expenses, \$62,825.

From the foregoing it will be seen that by means of the High Schools, secondary education is well established as part of the Ontario system.

A uniform entrance examination protects these schools from elementary work, while the intermediate half-yearly examinations for promotion from the lower to the upper school secures satisfactory instruction in the subjects of the Curriculum, and this is further encouraged by its resulting in a share of the Legislative Grant, and by successful candidates being considered to have passed *pro tanto* the literary and scientific subjects prescribed for

second-class Public School Teachers' Certificates. The High Schools are doing practical work in instructing candidates for Public School Teachers' Certificates in the different subjects of the non-professional examinations, and they have become the chief source of supply for Public School Teachers, as well as of the Universities and learned professions.

High Schools are established in every County, (in some two or more) and legal provisions exist for founding further High Schools, whenever the progress or circumstances of any County require them.

Two thirds of the expense attending their maintenance is derived from direct local rates.

The standard of the teaching generally aimed at in the High Schools is adjusted to meet the requirements of the Provincial University at its Matriculation Examination. The subjects of this appear at page 23.

Further information as to the Public and High Schools can be gained by reference to the report of the Department for the year 1876, and to the compendium which contains the Law and Regulations by which this system of schools is governed.

II. Schools, Colleges and University Provincially endowed, and subject to the control of the Provincial Government.

These institutions come next in order. They are exclusively Provincial, being supported by Provincial funds and subject to the general control of the Government, but possessing their own Councils or governing bodies, and are not within the jurisdiction of the Education Department—as such.

UPPER CANADA COLLEGE was founded in 1828, upon the model of the great public schools of England, and was endowed with a

large grant of public lands, from which it now derives an annual income of \$15,000, in addition to its building and grounds in the City of Toronto. Its pupils number about 300, and it aims at preparing them for matriculation in the Provincial University and for different professions and pursuits. It is governed by a Committee of the Senate of the Provincial University, under statutes passed by it from time to time; but such statutes are subject to the approval of the Lieutenant-Governor of the Province. The curriculum extends over a six years' course of study in the same number of forms, and embraces Greek, Latin mathematics, French, German, English, grammar, literature and composition, history and geography (both ancient and modern), natural philosophy, experimental chemistry, physiology, Biblical knowledge, the usual commercial branches, drawing, music, gymnastics, fencing and drill exercises.

In other forms, known as the Lower and Upper modern, commercial and scientific training can be obtained. The examinations in each form are quarterly. Scholarships may be established by the different County Councils, while four exhibitions have been founded out of the University funds, each exhibition being the result of a competitive examination, and tenable for one year, in the fifth and sixth forms. Its staff of teachers comprises the following:—2 Classical Masters, 2 Mathematical Masters, 4 English Masters, Drawing Master, Gymnastics and Drill. This School and the High Schools already referred to, constitute the principal feeders of the Provincial University.

The corporate designation of the University is that of the UNIVERSITY OF TORONTO. It was originally established by Royal Charter, and endowed with a grant of public lands in 1828. The annual income from this endowment now exceeds \$55,000. The institution was inaugurated and opened for students in 1843. The governing body consists of the Senate. The Convocation, composed of all the graduates, elect the Chancellor and fifteen

members of the Senate, the Provincial Government nominating nine. The Senate has power to confer degrees (but not honorary degrees) in the several faculties of Arts, Law and Medicine, and certificates in Engineering and Agriculture, after the different examinations prescribed in the curriculum, and subject to its provisions for attendance upon lectures in University College, or other affiliated schools or colleges. The Senate can also provide for local examinations, and may recommend to the Lieutenant-Governor in Council the establishment of Professorships in any department of knowledge, science or art in University College.

The functions of the University comprise the examinations of candidates for standing, scholarships, and degrees in the several faculties. It prescribes the curriculum of study, and appoints the examiners and conducts the respective examinations; it also maintains a library and museum.

The work of instruction is performed by UNIVERSITY COLLEGE through its Professors and Lecturers. This College and the University are maintained out of the common endowment of the Provincial University, which is administered by the Bursar's Department, under the control of the Lieutenant-Governor in Council. University College is governed by a Council composed of the President and Professors. The following chairs have been established in the College, namely: Classical literature, logic and rhetoric, mathematics and natural philosophy, chemistry and experimental philosophy, history and English literature, mineralogy and geology, metaphysics and ethics, meteorology and natural history, and lectureships on Oriental literature, in German and French, Italian and Spanish.

The course of instruction follows that prescribed by the curriculum of the University of Toronto, and involves four academic years, each consisting of two terms.

The students are required to pass a matriculation examination

before being recognised as regular students of the University, or entitled to its degrees. They are required to pass annual examinations in the University, so as to gain standing year by year, as well as for the particular degrees. Students who are not matriculated may attend lectures in the different departments.

The junior matriculation examination prescribed by the University Statutes is according to the following Curriculum :

PASS EXAMINATION.

CLASSICS.

1878	{	XENOPHON, Anabasis, B. I.		{	CÆSAR, Bellum Britannicum.
	{	HOMER, Iliad, B. VI.	1878	{	CICERO, Pro Archia.
				{	VIRGIL, Æneid, B. II., vv. 1-317.
				{	OVID, Fasti, B. I., vv. 1-300.
1879	{	XENOPHON, Anabasis, B. II.		{	CÆSAR, Bellum Britannicum.
	{	HOMER, Iliad, B. VI.	1879	{	CICERO, Pro Archia.
				{	VIRGIL, Eclog. I., IV., VI., VII., IX.
				{	OVID, Fasti, B. I., vv. 1-300.
1880	{	XENOPHON, Anabasis, B. II.		{	CICERO, in Catilinam, II., III., & IV.
	{	HOMER, Iliad, B. IV.	1880	{	VIRGIL, Eclog., I., IV., VI., VII., IX.
				{	OVID, Fasti, B. I., vv. 1-300.
1881	{	XENOPHON, Anabasis, B. V.		{	CICERO, in Catilinam, II., III., & IV.
	{	HOMER, Iliad, B. IV.	1881	{	OVID, Fasti, B. I., vv. 1-300.
				{	VIRGIL, Æneid, B. I., vv. 1-304.

Translation from English into Latin Prose.

Paper on Latin Grammar, on which special stress will be laid.

MATHEMATICS.

Arithmetic.

Algebra, to the end of Quadratic Equations.

EUCLID, Bb. I., II., III.

ENGLISH.

A Paper on English Grammar.

Composition.

Critical Analysis of a Selected Poem :—

1878—The Traveller and The Deserted Village.

1879—Paradise Lost, Bb. I and II.

1880—Elegy in a Country Churchyard and The Traveller.

1881—Lady of the Lake, with special reference to Cantos V. and VI.

HISTORY AND GEOGRAPHY.

English History from William III. to George III. inclusive.

Roman History from the commencement of the Second Punic War to the death of Augustus.

Greek History from the Persian to the Peloponnesian Wars, both inclusive.

Ancient Geography : Greece, Italy, and Asia Minor.

Modern Geography : North America and Europe.

Optional Subjects.

FRENCH.

A Paper on Grammar.

Translation from English into French Prose.

1878 {
and { SOUVESTRE, Un philosophe sous les toits.
1880 {

1879 {
and { EMILE DE BONNECHOSE, Lazare Hoche.
1881 {

GERMAN.

A Paper on Grammar.

MUSAEUS, Stumme Liebe.

1878 {
and { SCHILLER, Die Bürgschaft, der Taucher.
1880 {

1879 {
and { SCHILLER, { Der Gang nach dem Eisenhammer.
1881 { Die Kraniche des Ibycus.

HONOR EXAMINATION.

CLASSICS.

- | | | | | |
|------|---|---------------------------------------|---|-----------------------------------|
| 1878 | { | DEMOSTHENES, Phil: I., II. | { | LIVY, B. IV. Chaps. 1-16. |
| | { | HOMER, Odyssey, B. XII. | { | HORACE, Odes, B. III. |
| | | | { | OVID, Fasti, B. I., v. 440 to end |
| 1879 | { | DEMOSTHENES, Olynthiacs, I, II., III. | { | LIVY, B. IV. Chaps. 1-16. |
| | { | HOMER, Odyssey, B. XII. | { | HORACE, Odes, B. I. |
| | | | { | OVID, Fasti, B. I., v. 440 to end |
| 1880 | { | DEMOSTHENES, Olynthiacs, I, II., III. | { | CICERO, Pro Ligario. |
| | { | HOMER, Odyssey, B. IX. | { | HORACE, Odes, B. III. |
| | | | { | OVID, Fasti, B. I., v. 440 to end |
| 1881 | { | DEMOSTHENES, Phil. I., II. | { | CICERO, Pro Ligario. |
| | { | HOMER, Odyssey, B. IX. | { | HORACE, Odes, B. I. |
| | | | { | OVID, Fasti, B. I., v. 440 to end |

Translation from a Latin and a Greek Author not specified.

A paper on Greek Grammar, to which special importance will be attached.

An Optional Examination will be held for Translation from English into Latin Verse, for which a Prize of \$15 may be given on the recommendation of the Examiners, but the Marks awarded will not be taken into account for Honors or Scholarships.

MATHEMATICS.

Plain Trigonometry. (The solution of Triangles.)

Algebra, to the end of Binomial Theorem.

EUCLID, Bb. IV., VI., and Definitions of B. V.

ENGLISH.

An Examination upon one of Shakespeare's Plays.

1878, Macbeth. 1879, Macbeth. 1880, Julius Cæsar. 1881, Julius Cæsar.

FRENCH.

1878 & 1880 CORNEILLE, Horace.

- 1879 & 1881 LAMARTINE, Christophe Colombe.
 Translation from easy French Authors not specified.
 Translation from English into French prose.

GERMAN

- 1878 & 1879 SCHILLER, Der Neffe als Onkel.
 1830 & 1881 FOUQUÉ, Die Beiden Hauptleute.

HISTORY AND GEOGRAPHY.

English History under the Houses of Tudor and Stuart.
 Geography of the British Empire, including the Colonies.

Besides University College, which forms part of the Provincial University system, supported by the Provincial endowment, there are several institutions which, maintained from private sources, are affiliated to the University, and are entitled to send up to its examinations students who have conformed to the prescribed curriculum. Amongst such may be mentioned the Canadian Literary Institute at Woodstock, the Toronto School of Medicine and the Trinity Medicine School, but these properly belong to another class, and need not be further considered here.

Since the opening of the University in the year 1843, the number of students who matriculated up to the end of the year, 1877 is as follows:—In Law, 123; in Medicine, 427; in Arts, 1,056; in Civil Engineering, 39; and in Agriculture, 20; or the total number of 1,665.

The number of degrees conferred in the several faculties is also as follows:—In Law, 124; in Medicine, 378; in Arts, 728; or the total number of 1,230.

Scholarships in the different faculties are annually awarded upon the result of the examinations in the University. There are thirty-nine in the Faculty of Arts alone, in sums of \$120 and \$50 respectively.

Since the year 1849 the aggregate number of scholarships awarded in that faculty is 788.

III. Provincial Institutions for Special Classes maintained and managed by the Provincial Government.

The Legislature of the Province has established several institutions of a specific character, and maintains them by annual grants out of the Provincial revenue.

In 1870 the INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB was established in the Town of Belleville. Such pupils as are unable to be maintained by their parents or guardians are clothed, boarded and educated free of charge. The course of study comprises the usual English education, namely: history, geography, arithmetic, writing and drawing, also articulation. The boys learn the following trades: carpentering, cabinet-making and shoe-making, and knowledge of the farm and garden. The girls are taught sewing, knitting and general domestic work. The number of pupils is more than 220.

In 1871 the INSTITUTION FOR THE BLIND was established in the Town of Brantford. Its object is the instruction of blind pupils of sound intellect in the ordinary branches of an English education, in vocal and instrumental music, and in certain mechanical arts within the reach of the blind. No pupils can be admitted excepting for the purpose of instruction; and all over the age of twenty-one are excluded except under special circumstances, and only for a single season as probationary. Admission is refused to the aged, infirm or to imbeciles. Pupils unable to pay are boarded and taught gratuitously.

The chief expense of the maintenance of the Institution is borne by the Provincial Treasury.

The number of pupils during its last session exceeded 140.

The SCHOOL OF PRACTICAL SCIENCE will be opened in September, 1878, in a building and with appliances specially adapted to lectures of a practical character in the subjects of Natural and Physical Science, and of Engineering which will be given by 4 professors of University College, with a professor of Engineering and assistant.

In 1874, the SCHOOL OF AGRICULTURE at Guelph was opened. Its objects are (1st), to teach the practice and theory of husbandry to young men engaged in agriculture, or intending to so engage; and (2ndly), to conduct experiments of general interest to agriculture. The farm in connection with the Institution consists of 550 acres.

The regular course comprises two years, and instruction is given in Agriculture, Horticulture, Natural Science including Chemistry, Veterinary Surgery, Anatomy and Physiology. The buildings, provide accommodation for

The sum required annually for the maintenance of these Institutions amounts to the sum of \$90,524.

IV. Institutions and Societies partly aided by or under Governmental supervision.

MECHANICS' INSTITUTES may be established as Corporations under a general Act, for providing a library and evening classes. Each is entitled to receive from the Legislature an annual grant of \$400, conditional upon the local contribution being at least \$200, and upon being subjected to Government inspection.

These exist in almost every town in the Province, and 15 Institutions are reported last year to have held evening classes, with an attendance amounting to 772, for instruction in English grammar and composition, arithmetic, geometry and mensuration penmanship, bookkeeping, practical mechanics, chemistry, geometrical and decorative drawing, and free hand drawing.

Several societies, partly educational, are also annually aided out of the Provincial Treasury, such as the AGRICULTURAL AND ARTS ASSOCIATION, the ONTARIO SOCIETY OF ARTISTS, the SCHOOL OF ART AND DESIGN, the CANADIAN INSTITUTE, and the ENTOMOLOGICAL SOCIETY.

V. Schools, Colleges and Universities not of a Provincial character.

Causes of a social and denominational character have given origin to several Schools, Colleges and Universities which, maintained by their special supporters, are taking part in the work of education in the Province. Of these, few are to be found in the rural districts, and the number in all does not much exceed 200. But schools of a private nature, and some of a superior order, are to be found in the cities and larger towns. These together number 297, with some 8,000 pupils, and 569 teachers.

Of a social or denominational origin, may be mentioned: Episcopalian—Trinity College School, Port Hope; Bishop Hellmuth's College, London, for Boys; Bishop Hellmuth's Ladies' College; Bishop Strachan School, Toronto; Church of England Ladies' School of Ottawa; while the Wesleyans have established a Female College at Hamilton, and the Ontario Ladies' College, Whitby; as well as an Institute for Boys at Dundas; the Methodist Episcopalians have a Ladies' College at Belleville; the Presbyterians a Ladies' College at Ottawa and at Brantford; the Roman Catholic body have several institutions under their exclusive charge, such as Saint Michael's College, Toronto; La Salle Institute, Toronto; Loretto and Saint Joseph's Convents, Toronto; and Assumption College, Sandwich.

From many of the schools just mentioned, some of the pupils proceed to the denominational Colleges and Universities to be next mentioned, and some to the Provincial University.

Under denominational control, the following Colleges and Universities are to be noticed :—

(1.) THE UNIVERSITY OF VICTORIA COLLEGE, Cobourg, which obtained University powers in 1841, to confer degrees in the several faculties which comprise Arts and Science, Theology, Law and Medicine. The Senate is the governing body and the College is chiefly supported by an income derived from an endowment of about \$100,000, contributed by voluntary subscriptions.

(2.) UNIVERSITY AND QUEEN'S COLLEGE, at Kingston, under the control of the Presbyterian Church of Canada, formerly in connection with the Church of Scotland.

This College was incorporated by Royal Letters Patent in 1841, and endowed with University powers. Its income is derived from an endowment fund of about \$100,000. Its teaching work is confined to the faculties of arts and theology. Since the opening of the College, 871 students have been enrolled and 526 degrees conferred.

(3.) UNIVERSITY OF TRINITY COLLEGE was established for the instruction of members of the Church of England, and obtained a Royal Charter in 1852, which empowered it to confer degrees in divinity, law, arts and medicine. It is supported by an endowment obtained from subscriptions in England and in Canada, and is governed by a Convocation, consisting of the Chancellor, the Provost and Professors, and persons of the standing of Master of Arts or of any degree in divinity, law or medicine. Subscription is required to the effect that the student is a member of the Church of England, but is not required from any candidate who is not a member of the Church of England.

(4.) ALBERT UNIVERSITY was established at Belleville by the Methodist Episcopal Church in 1857, and obtained University

powers in 1871. It is under the government of a Senate which confers degrees in arts, law, music, theology and engineering.

(5.) THE OTTAWA COLLEGE is under the direction of the Roman Catholic body, and obtained University powers in 1866.

Denominational Institutions of the like character to the preceding have been established by other religious bodies, but without acquiring University powers, their main object being for the education of youths for the ministry in their respective Churches.

The Presbyterian Church in Canada established KNOX'S COLLEGE, 1844. The course is chiefly theological, and the College now owns and occupies a commodious edifice in Toronto. It has acquired a considerable endowment from private subscriptions.

HURON COLLEGE, situated at London, is of like character in connection with the Church of England. It was founded in the year 1863, and acquired its building and endowment by private subscriptions chiefly obtained in England. It is purely a theological college, and pledged to the maintenance of the principles of the Church of England known as Evangelical. The Association of the Alumni of this College, obtained from the Provincial Legislature, during the Session of 1878, power to establish a University under the name of "The Western University of London, (Ontario)."

THE CANADIAN LITERARY INSTITUTE, at Woodstock, while affiliated with the University of Toronto, in connection with its course of instruction in arts and science possesses a theological department for the training of ministers in connection with the Baptist Church.

The foregoing is an enumeration of most of the Institutions whose origin may be traced to social or denominational causes.

In connection with professional pursuits, the Law Society of

Ontario, is authorized to admit students to practice the profession, and also to call to the Degree of Barrister-at-law.

For instruction in Medicine, the following schools exist :—

THE TORONTO SCHOOL OF MEDICINE, affiliated to the University of Toronto; the TRINITY MEDICAL SCHOOL, affiliated to the University of Toronto, and also to that of Trinity College; the ROYAL COLLEGE OF PHYSICIANS AND SURGEONS at Kingston; there is besides a Veterinary College in Toronto.

VI. Institutions partly Educational or Reformatory.

In addition to the Institutions properly educational, there are others whose objects are of some such character, and which are striving for the amelioration and reformation of those classes which come within the scope of their operation. Of these may be noticed those directly maintained out of Provincial funds, and controlled by a department of the Government. In the PROVINCIAL REFORMATORY, Penetanguishene, there are 190 boys, who have been committed to it on being tried for criminal offences. Part of their time is given to instruction and part to training in various industries, and the general results of the treatment have proved favourable.

The CENTRAL PRISON was established by the Province in 1873 for the purpose of reforming ordinary offenders whose sentences were of limited duration. The prison has been constructed at an expense of about \$420,000, and is probably one of the best prisons, in all respects, to be found on the continent. The short experience of its effects shows that the influences are of a beneficial and reforming character. Offenders consigned to it are free from the contaminating associations to be found in the ordinary gaols of the Province, and being instructed in various trades, leave the Prison better fitted for earning an honest living in the future.

The Public Schools are unable to reach the class of neglected

children which are to be found in cities and the larger towns, and Boys and Girls' Homes have been established by individuals and societies to meet this want. They care for, educate and train a large number of such children, and their efforts are aided out of the Provincial Treasury according to the number who are cared for in each institution.

Finally, the Sunday Schools existing in the Province exceeded in 1876, 3,500, with 197,000 scholars, and 22,700 teachers.

Relying upon these popular and national agencies, and those which special considerations have developed, the Province of Ontario is steadily pursuing a career of progress, material, moral and intellectual. The interest in education is wide-spread throughout the whole Province, and its people understand how much of their further progress, welfare and happiness depends upon the continued efficiency and improvement of their educational agencies, for which the fullest opportunities are afforded by their system of local self-government, and free political institutions.

ADAM CROOKS,
Minister of Education.

EDUCATION DEPARTMENT, ONTARIO,
Toronto, April, 1878.

