

## EDUCATION

## UPPER CANADA.

The Upper Canada Common School system was originally introduced in 1816, but may be said to have been reconstructed, remodelled, and placed on its present efficient footing by the Rev. Dr. Ryerson, the actual head of the Upper Canada Education Department. Its principal features were borrowed from New York and Massachusetts, Ireland and Germany, all so modified and blended as to suit the temper and condition of the country, and differing in several particulars from any other public school system on this continent. These points of difference are briefly as follow:—1. It provides for religious instruction. 2. The head of the Department is a permanent, and not a political officer. 3. Taxation for its support is voluntary on the part of the municipality. 4. No foreign books in the English branches of instruction are permitted. 5. Maps, school apparatus, prize and library books, are directly supplied by the department, and 100 per cent on all local appropriations for a similar purpose is likewise granted. 6. Superannuated and worn-out teachers are pensioned. 7. Provision is made for recording meteorological observations at the several County Grammar Schools.

In order to work this system, each Township is divided into school sections of a suitable extent for one school, and in each of these sections three trustees are elected to manage its school affairs. In towns, cities or villages Boards of Trustees, elected by the rate-payers, supervise the management and expenditure.

The same general dispositions apply to the Catholic Separate Schools.

The expenditures of the Common School branch for 1865 were: for salaries of teachers, \$1,041,052, (or an increase on the previous year of \$44,095); for maps, apparatus, libraries, etc., \$22,571; school sites and buildings, \$127,672; rents and repairs, \$41,534; school books, stationery, fuel, and other expenses incurred by Trustees, \$123,048; total expenditure for 1865, \$1,355,879; increase on previous year, \$70,561. Balance of appropriation on hand, \$189,121.

The receipts during the same period were a Trustee's rate of \$711,197 on the inhabitants of the towns and counties, and a Legislative grant of \$165,972 for teachers' salaries; also \$10,041 for maps, prize books, &c.; \$60,696 from the pupils, and \$90,131 from the Clergy Reserves Fund; the annual returns from which are placed at the disposal of the municipalities, and by them are applied to school purposes. There was also an amount available from the balances of the previous year of \$198,869, so that the total receipts for 1865 were \$1,545,000, an increase of \$60,813 compared with the available revenue of 1864.

In 1865, under the Common School system, there were 4,303 schools in operation, and 4,721 teachers employed, 2,930 of whom were males, and 1,791 females. Attending these there were 383,652 scholars, of whom 204,320 were boys, and 179,332 were girls. The Superintendent, in his report, states that "a larger number of girls than boys attended private schools, and that he deeply regrets to observe that the number of children reported as not attending any school is 42,141."

The highest salary paid in a county to a teacher was \$630; the lowest, \$84. The highest salary paid in a city was \$1,350; the lowest, \$200. The highest in a town, \$1,000; the lowest, \$140. The highest in a village, \$600; the lowest, \$270. The average salaries of male teachers in counties, without board, was \$260; of female teachers, \$169; in cities, of male teachers, \$322—of female teachers, \$241; in towns, of male teachers, \$447—of female teachers, 265; in villages, of male teachers, \$317—of female teachers, \$192. A small increase on the preceding year in the average salaries of teachers.

It is gratifying to observe that of the 4,303 Common Schools in question, no less than 3,595 are entirely free, and that in the remaining 708 the highest fee charged is 25 cents a month.

We also notice that History is taught in 1,557 of these schools, Book-keeping in 1,757, Mensuration in 915, Algebra in 1,520, and Geometry in 1,412. The number of schools in which the daily exercises were opened and closed with prayer is further stated to have been 2,889; and the number of schools in which the Bible and Testament were read, 3,036. These religious readings are purely voluntary with Trustees and Teachers; and no child can be compelled to be present if its parents or guardian object.

*Roman Catholic Separate Schools.*

The Upper Canada School Law also provides for the establishment and maintenance of Roman Catholic Separate Schools, of which in 1865 there were 152 with 200 teachers, (81 of whom were males) and 18,101 pupils; the average attendance being 8,518. The expenditure for teachers came to \$33,953; for maps, books, &c., \$721; and for other purposes, to \$11,544. Towards this sum the Legislature gave a grant of \$9,365, based on the average attendance as compared with that of the public schools in the same localities; the Trustees levied a total rate of \$23,788, fees, subscriptions, &c., making up a further sum of \$12,802, a total amount of \$46,219.

The Superintendent adds, that the statistics "present a gratifying increase in all the higher subjects of a common school education;" and also show "the increased number of schools in which maps, black-boards, &c., are used."

The Grammar Schools are the next most important feature in the Upper Canada School system, being the intermediate link between the Common School and the Academy and College. The whole number of schools reported in 1865 was 104, with 5,754 pupils. The amount of the expenditure for Head Masters' and Teachers' salaries came to \$81,562; buildings, rent and repairs to \$5,251; maps, apparatus, prize books, etc., \$2,229; fuel, text books, etc., \$5,197; or a total of \$94,240. Towards meeting this there was a Legislative grant of \$53,205; a sum of \$14,963 from the Municipalities; \$18,542 from fees, and a balance from the previous year; bringing the total contribution up to \$100,654. The pupils of the Grammar Schools are grounded in Latin, French, and Greek, Arithmetic, Algebra, and Euclid, the Ancient and most of the Modern Histories commonly taught in schools; the Elements of Natural History, Natural Philosophy, and Geology, Physiology, Chemistry, Book-keeping, Drawing, and Vocal Music. The Consolidated Grammar School Act provides that the head master of each senior county Grammar School should take meteorological observations, and under this provision the Governor General has authorized the establishment of meteorological stations at the following Grammar Schools:—Windsor, Goderich, Stratford, Simcoe, Hamilton, Barrie, Peterborough, Belleville, Cornwall, and Pembroke, the which establishments have been provided with instruments by Messrs. Negretti & Zambra and Casella of London, and forward monthly reports of their observations to the Education Office. These instruments are one Barometer, one Maximum and one Minimum Thermometer, Wet and Dry bulb Thermometers, one Rain Gauge and Measure, one Wind Vane.

Normal and Model Schools are also provided in order, as the Rev. Mr. Ryerson says, "to do for the teacher what an apprenticeship does for the mechanic, the artist, the physician, the lawyer—to teach him theoretically and practically how to do the work of his profession." No inducements are