

United States for a supply of the books selected, the first Library was despatched from the Educational Department in 1853. Since then, up to the end of 1857, 163,003 volumes have been sent out to form Libraries in various sections of the Province. The annual Library Grant is now increased to £6,500, besides a separate annual grant of £2,500 for maps and school apparatus.

One other feature of the system requires to be mentioned, and in this feature power is shown to be blended with mercy ; for, while the Normal School has facilities for training Teachers on an extensive scale for the supply of the wants of the Province, the pioneers of education—those men who have worn out a hardy constitution, contending against the difficulties and hardships of spreading education in sparsely-peopled districts, are not cast ruthlessly aside to give place to those, not more deserving, though more highly favored, who are not only educated partly at the public expense, but receive much higher salaries when their education is completed. For the superannuation of Teachers, £1000 is annually appropriated by Government, and is equally divided amongst all Teachers disqualified by age or otherwise from pursuing their profession. To this fund each Teacher in the Province is required to contribute annually £1, and, as there are 4,083 teachers, 2,787 males, and 1,296 females reported in Upper Canada, and the demand greater than the supply, this fund will shortly be greatly increased. The superannuated allowance to each teacher is £1 10s. for each year of service as a school teacher in Upper Canada. If for example a teacher has spent 20 years in his profession in Canada, he will receive from the fund £30 a-year for the rest of his life. If he has only been 10 years in the Province, he will only receive half that sum, and so on according to the number of years engaged as a teacher in the Province. This beneficent feature of the system is worthy of admiration, for it is not unfrequently the case that where no such bounty is provided, you will see one who has played a not unimportant part on the world's stage, display, when the almond tree begins to flourish, the picture of "a poor scholar," or of gentility in ruins.

SEPARATE SCHOOLS.—Of late years the Separate School provisions in the Common School Acts have given rise to a great amount of meaningless stump oratory. Not a few have bawled lustily for the abolition of all Separate School provisions, without ever troubling themselves to consider whether the object they ostensibly aimed at thereby is attainable, and, if attainable, whether the principle of coercion is one which ought to form the basis of the system,—or whether any national system of education is worth the price of the