

Prize books sent out up to end of 1864.....	33,500
Do. for the six months ending June, 1865 .....	18,200
Total library and prize books sent out up to end of 1864	374,000
Do. to end of June, 1865.....	395,000
Value of books, maps and apparatus sent out during 1863	\$23,300
Do. do. do. 1864	23,600
Total value of do. sent out up to end of 1864 .....	\$319,000

### 3. LORD MONCK ON EDUCATION.

The corner-stone of the new High School in Quebec was laid by the Governor General on Wednesday last. As our Quebec correspondent telegraphed, there was a large attendance of spectators and the ceremony was exceedingly interesting. His Excellency made a speech on the occasion, which we find reported in the *Quebec Chronicle*. He said that it afforded him much gratification to take part in the ceremony of to-day, because it gave him sincere pleasure to be enabled to evince his sympathy with an object which was deemed important by the citizens of Quebec, and because, also, it gave him an opportunity of expressing the deep interest he felt in the spread of educational facilities among the people of this province, and more especially of that particular class of education to which the building—the corner-stone of which had just been laid—was to be devoted. He was, however, impressed with the idea that it was not necessary for him to say much here on the great importance of education. It was not the least creditable feature in the administration of the public affairs of the British North American provinces, that such ample provision, such munificent grants, had been made in favour of popular education. Nor did he confine his remark in this respect to those countries which still continued their connexion with Great Britain. The same observation extended in its fullest sense to those States which had severed that connection, for he believed that it was truly stated that in no country in the world was there a more general diffusion of educational training than in the neighbouring or Northern States. He would not, as he had already stated, take up the time of his hearers by commenting upon the general benefits of education; but there were, however, one or two points connected with the bearing of the advantages of education on the administration of public affairs, to which he might devote a few words. There were, in the first place, the vast advantages of education in connection with the industrial resources of the country. We have resources, but they are only partially developed. By means of education we might hope to bring to the work of that development all the advantages of superior intelligence and recent scientific discovery. Even in the lowest description of handicraft, the educated man enjoyed a vast advantage over his uneducated competitor, and what was true of the lower was also true of the higher branches of industry. The second important consideration bearing upon the importance of popular education was this—there were few countries, indeed, where the influence of the great mass of the people acted more directly upon the administration of public affairs than this country. Therefore, the people ought to be able, by means of educational training, to avail themselves in an intelligent manner, of the great power and privilege placed in their hands. No person could have watched carefully the great events which have transpired during the last four years, in the neighbouring country, without at once seeing and understanding how thoroughly the great mass of the people there comprehended the object at issue, the wonderful tenacity with which they adhered through all dangers and difficulties to the pursuit of that object, the many sacrifices they made, and the ready obedience which they paid to their leaders. He believed these results were mainly due to the great extent to which education had permeated all masses of the community and to the vast spread of educational information amongst them. This had proved the means of carrying that nation through a condition of war, and he was satisfied that it would also afford the best guarantee for the continuance of that state of peace and friendship which, in the language of their President, (he was not sure as to the precise words, but such was the meaning) ought, in the best interests of civilization, to exist between the two great branches of the Anglo Saxon family. He was rejoiced to observe the proposed extension of this institution. In our age, no advantage of wealth nor birth could allow men to continue in a position of leadership among the people, unless they could vindicate their claim to superior intelligence based upon a thorough education; and he was therefore glad to see that they manifested such a proper appreciation of those qualities which suited men to the rank of leaders of the people. Holding these views it afforded him very great pleasure to lay the corner-stone of their new high school, and he sincerely trusted it would long continue to confer benefits on the citizens of Quebec. (Loud cheers.)

### 4. HAMILTON CITY SCHOOLS.

On the 17th the writer made a visit to the Central and Ward

Schools of this City. The central School Building is very beautifully situated on the rising ground on Peel street, between Bowry and Charles streets. It is two stories high, built of cut stone, and presents a most creditable appearance. The grounds in front of it are neatly laid out and planted with trees and shrubbery, while the yards are well gravelled, and make most convenient and useful playgrounds. Everything about the School,—yards, sheds, grounds garden, &c.—are in capital order—clean, neat, and arranged with good taste. This is more important as many of the towns surrounding Hamilton naturally look to it as a model for their educational institutions.

The whole School system of the City (of course excepting the dissentient and private schools,) is under the supervision of A. Macal-lum, Esq., B. A. He it is who selects and recommends the teachers. With a view to securing uniformity among them all, the teachers are almost without exception selected from those who have been trained at the Provincial Normal School, so that from the smallest child who is learning their A, B, C, in one of the Primaries, all are being taught by a uniform system, which should they, after passing through the higher divisions desire it, will have served as stepping stones to honors in our Provincial Universities. Nor are the efforts of the teachers directed alone to the communicating to their pupils a certain amount of learning. Very great pains appears to be devoted to the manners and habits of the children. Of necessity in so large a school, it is not possible to have each child all one would desire; but as a whole, we believe; a more intelligent and mannerly-looking lot of children could not be turned out from any other school on the continent.

Connected with the school is a very good library, supplied by the Educational Department by grants made from time to time by the Board of School Trustees. It contains about thirteen hundred volumes. There is also a very complete apparatus for the illustration of the lessons in Natural Philosophy, &c., also supplied by the Department. On one afternoon in each week, the several clergymen of the city attend at the school, and instruct the children belonging to their congregations in religious subjects.—*Hamilton Spectator*.

## III. Progress of Education in America.

### 1. NEW BRUNSWICK SCHOOLS.

The report of the Chief Superintendent of Schools in this province for the present year, has just been issued. In the winter half of the year commencing 1st October, 1863, there were 744 schools in operation throughout the Province, or 15 more than in the corresponding term of the previous year. In the summer term there was an increase of 32 schools, the number 816 against 784 in the corresponding term of 1863. The number of teachers employed in the same term was 823, 418 male and 405 female. Of these 277 were married and 546 single. The number of married male teachers is 12 in excess of the number single, but of female teachers only 62 are married, against 342 unmarried. The number of trained teachers is 580, and of untrained 243. The number of pupils in all the schools of the Province, for the term ending September, 1864, was 30,303 males and 13,830 females, an increase of 2,060 over the previous year. The public expenditure on account of schools for the year amounted to \$80,144.42, or about \$2.82 on the average for each pupil. The local contributions for the support of schools during the same period amounted to the sum of \$105,684.29, being an over issue of \$5,566.29 over the previous year.

### 2. CONDITION OF EDUCATION IN AMERICA.

(Extract from a paper recently read before the London College of Preceptors, by Mr. J. H. Siddons.)

From the earliest period of the settlement of Englishmen in the northern parts of America—now called “the New England States”—the education of the people has been considered the indispensable basis of their welfare and happiness; and to the exertions of the pastors and governors in that respect the Americans unquestionably owe all their immense prosperity. The North has been enabled to withstand the most tremendous strain upon her resources for four long and anxious years. Massachusetts, the old Bay State, where the feet of the pilgrims were first planted, is singularly fitted to endure taxation. Her wealth is enormous. And whence came it? asks Horace Mann, one of the most active promoters of education during the present century. I will give you the reply to this pregnant question in his own words:—

“Whence, I ask, comes all her wealth?—that golden mean of property which carries blessings in its train to thousands of householders; which spreads solid comfort and competence through the dwellings of the land; which furnishes the means of instruction, of