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ment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants were not in former years sufficient to enable Trustees to sustain the schools during the whole year.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during last year, as reported by the Trustees.

The gross sum apportioned to all the schools this year is the same as that apportioned last year.

The apportionment is made on the supposition that the amount placed on the estimates, for the support of Common Schools, as presented to the House of Assembly before the dissolution, will be voted on the meeting of Parliament. But according to an intimation made to me by order of the Finance Minister, that part of it which depends upon the annual vote of Parliament (namely, four-ninths), will not be payable until it is voted by Parliament—the Legislative Assembly having been dissolved before the estimates were passed. There is, however, I think, no doubt that the whole sum will be voted on the re-assembling of Parliament.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am Sir, your obedient Servant,
Education Office,
Toronto, 18th June, 1863.
E. RYERSON.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1863.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township, in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

The basis of apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year, is the census returns of 1861. By this means a just and equitable apportion-

Apportionment to Counties, for 1863.

1. COUNTY OF GLENGARRY.		
Townships.		Apportionment.
Charlottenburgh		\$711 00
Do. for Separate Schools	\$58 00	
Kenyon		558 00
Lancaster		465 00
Do. for Separate Schools	30 00	
Lochiel		512 00
Do. for Separate School	70 00	
Total for County, \$2434.	\$158 00	\$2276 00
2. COUNTY OF STORMONT.		
Cornwall		\$575 00
Finch		375 00
Osnabrock		648 00
Roxborough		384 00
		\$1882 00

3. COUNTY OF DUNDAS.		
Townships.		Apportionment.
Matilda		\$558 00
Mountain		423 00
Williamsburgh		537 00
Winchester		470 00
		\$1988 00
4. COUNTY OF PRESCOTT.		
Alfred		\$156 00
Caledonia		124 00
Hawkesbury, East		359 00
Do. for Separate Schools	\$126 00	
Do. West		251 00
Longueuil		185 00
Plantagenet, North		252 00
Do. for Separate School	39 00	
Do. South		142 00
		\$165 00
Total for County, \$1634.		\$1469 00

5. COUNTY OF RUSSELL.		
Townships.		Apportionment.
Cambridge		\$76 00
Clarence		300 00
Cumberland		—
Do. for Separate School*	\$	—
Russell		208 00
Total for County, \$783.		\$
6. COUNTY OF CARLETON.		
Fitzroy		\$354 00
Do. for Separate School	\$18 00	
Gloucester		520 00
Houlbourn		535 00
Gower, North		396 00
Huntley		304 00

* The reports from the Townships of Cumberland and Orillia being incomplete, the apportionment for the Common and Separate Schools there cannot be determined until the receipt of more information.

Townships.	Apportionment.	
COUNTY OF CARLETON—Continued.		
March	167	00
Marlborough	258	00
Do. for Separate School	\$10	00
Nepean	483	00
Do. for Separate School	24	00
Osgoode	498	00
Torbolton	77	00
	\$58	\$3292 00
Total for County, \$3844.		

7. COUNTY OF GRENVILLE.		
Augusta	\$635	00
Edwardsburgh	592	00
Do. for Separate School	\$45	00
Gower, South	125	00
Oxford on Rideau	513	00
Wolford	340	00
	\$45	\$2205 00
Total for County, \$2350.		

8. COUNTY OF LEEDS.		
Bastard	\$420	00
Burgess South	89	00
Crosby North	243	00
Do. South	243	00
Elizabethtown	698	00
Elmsley South	181	00
Escott Front	183	00
Kitley	396	00
Leeds and Lansdowne Front	521	00
Do. do. Rear	281	00
Yonge Front	208	00
Yonge and Escott Rear	258	00
	\$3289	00

9. COUNTY OF LANARK.		
Bathurst	\$378	00
Beckwith	292	00
Burgess North	150	00
Dalhousie	178	00
Do. for Separate School	\$16	00
Darling	103	00
Drummond	300	00
Elmsley North	194	00
Lanark	268	00
Lavant	32	00
Montague	359	00
Pakenham	290	00
Ramsay	471	00
Sherbrooke North	43	00
Do. South	84	00
	\$16	\$3180 00
Total for County, \$3146.		

10. COUNTY OF RENFREW.		
Admaston	\$196	00
Aigoua	48	00
Alice	82	00
Bacot and Brougham	178	00
Blythfield	20	00
Bromley	146	00
Brudenell, Raglan, and Radcliffe	115	00
Grattan	138	00
Do. for Separate School	\$6	00
Horton	137	00
McNab	212	00
Pembroke	69	00
Petewawa, Buchanan and McKay	42	00
Rolph and Wylie	29	00
Ross	150	00
Sebastopol and Griffith	67	00
Stafford	63	00
Westgate	230	00
Wilberforce	148	00
	\$6	\$2070 00
Total for County, \$2076.		

11. COUNTY OF FRONTENAC.		
Barrie and Clarendon	\$58	00
Bedford	189	00
Do. for Separate School	\$35	00
Hinchinbrooke	37	00
Kennebec	49	00
Kingston	500	00
Do. for Separate School	27	00
Loughborough	281	00
Miller and Canoto	7	00
Olden	50	00
Oso	40	00
Palmerston	14	00
Pittsburgh	465	00
Do. for Separate Schools	10	00
Portland	336	00
Storrington	332	00
Wolfe Island	353	00
Do. for Separate Schools	62	00
	\$124	\$2755 00
Total for County, \$2879.		

Townships.	Apportionment.	
12. COUNTY OF ADDINGTON.		
Amherst Island	\$146	00
Angelsea	21	00
Canada East	720	00
Do. for Separate School	\$34	00
Denhigh and Allinger	20	00
Ernestown	543	00
Kaladar	124	00
Sheffield	311	00
Do. for Separate School	25	00
	\$69	\$1885 00
Total for County, \$1844.		

13. COUNTY OF LENNOX.		
Adolphustown	\$99	00
Fredericton North and South	398	00
Richmond	396	00
	\$878	00

14. COUNTY OF PRINCE EDWARD.		
Ameliasburgh	\$401	00
Alhol	209	00
Hallowell	408	00
Do. for Separate School	\$14	00
Hilher	359	00
Marysburgh	443	00
Sophiasburgh	328	00
	\$14	\$2045 00
Total for County, \$2057.		

15. COUNTY OF HASTINGS.		
Elsevir	\$150	00
Hungerford	473	00
Do. for Separate School	\$37	00
Huntingdon	335	00
Madoc	413	00
Marmora and Lake	173	00
Rawdon	412	00
Sidney	584	00
Tudor	97	00
Thurlow	541	00
Do. for Separate School	18	00
Tyendinaga	335	00
Hastings Road	77	00
	\$43	\$4088 00
Total for County, \$4151.		

16. COUNTY OF NORTHUMBERLAND.		
Alnwick	\$159	00
Brighton	426	00
Cramahie	441	00
Haldimand	708	00
Hamilton	726	00
Monaghan South	142	00
Murray	415	00
Percy	381	00
Do. for Separate School	\$23	00
Seymour	441	00
	\$23	\$3839 00
Total for County, \$3862.		

17. COUNTY OF DURHAM.		
Cartwright	\$313	00
Cavan	568	00
Clarke	758	00
Darlington	794	00
Hope	676	00
Manvers	483	00
	\$3585	00

18. COUNTY OF PETERBOROUGH.		
Asphodel	\$354	00
Belmont and Methuen	79	00
Douro	296	00
Dummer	242	00
Ennismore	99	00
Galway	49	00
Harvey	41	00
Minden, Stanhope and Dysart	31	00
Monaghan North	147	00
Otonabee	436	00
Do. for Separate School	\$38	00
Smith	436	00
Snowden	21	00
	\$38	\$2904 00
Total for County, \$2942.		

19. COUNTY OF VICTORIA.		
Anson	\$12	00
Bexley	26	00
Carden	71	00
Dalton	7	00
Digby	10	00
Eldon	285	00
Emily	451	00
Fenelon	244	00
Kindon	1	00
Laxton	46	00
Lutterworth	66	00
Macaulay and Draper	2	00
Mariposa	632	00
Ops	330	00
Somerville	70	00
Verulam	177	00
	\$2423	00

Townships.	Apportionment.	
20. COUNTY OF ONTARIO.		
Brock	\$531	00
Mara	225	00
Pickering	920	00
Rama	42	00
Reach	714	00
Scott	249	00
Seuow Island	89	00
Thorah	186	00
Uxbridge	452	00
Whitby East	421	00
Do. West	407	00
	\$4296	00

21. COUNTY OF YORK.		
Etobicoke	\$391	00
Do. for Separate School	\$11	00
Georgina	171	00
Gwillimbury East	444	00
Do. North	211	00
King	927	00
Markham	995	00
Scarborough	558	00
Vaughan	214	00
Whitchurch, including Aurora	622	00
York	1064	00
Do. for Separate Schools	124	00
	\$135	\$6297 00
Total for County, \$6432.		

22. COUNTY OF PEEL.		
Albion	\$588	00
Caledon	627	00
Chinguacousy	793	00
Gore of Toronto	177	00
Do. for Separate School	\$31	00
Toronto	758	00
	\$31	\$2858 00
Total for County, \$2859.		

23. COUNTY OF SIMCOE.		
Adjala	\$315	00
Essa	353	00
Flos	109	00
Gwillimbury West	412	00
Innisfil	625	00
Medonte	188	00
Moso	416	00
Morrison and Muskoka	34	00
Malabar	208	00
Nottawasaga	447	00
Orillia and Matchedash		00
Do. for Separate School*	\$—	00
Oro	340	00
Sunnidale	113	00
Tay and Tiny	218	00
Tecumseh	522	00
Toronto	128	00
Vespra	118	00
Do. for Separate School	\$10	00
	\$—	\$—
Total for County, \$4598.		

24. COUNTY OF HALTON.		
Esquesing, including Georgetown	\$331	00
Nassagaweya	322	00
Nelson	524	00
Trafalgar	673	00
	\$299	00

25. COUNTY OF WENTWORTH.		
Ancaster	\$579	00
Barton	323	00
Beverley	728	00
Binbrooke	241	00
Flamborough East	419	00
Do. for Separate School	\$52	00
Flamborough West	438	00
Glanford	252	00
Saltfleet	316	00
	\$32	\$3295 00
Total for County, \$3327.		

26. COUNTY OF BRANT.		
Brantford	\$789	00
Burford	643	00
Dumfries South	440	00
Oakland	125	00
Onondaga	286	00
Tuscarora	126	00
	\$2968	00

27. COUNTY OF LINCOLN.		
Caistor	\$230	00
Clinton	336	00
Gainsborough	340	00
Grantham, including Port Dalhousie	409	00
Do. for Separate School	\$41	00
Grimsby	345	00
Louth	233	00
Niagara	270	00
	\$41	\$2163 00
Total for County, \$2203.		

* See note on preceding page.

Townships.	Apportionment.
28. COUNTY OF WELLAND.	
Bertie.....	\$307 00
Crowland.....	187 00
Humberstone.....	340 00
Felham.....	304 00
Stamford.....	840 00
Thorold.....	326 00
Wainfleet.....	286 00
Wiloughby.....	176 00
	\$2244 00

Townships.	Apportionment.
29. COUNTY OF HALDIMAND.	
Canborough.....	\$143 00
Cayuga North.....	248 00
do South.....	107 00
Dunn.....	109 00
Moulton and Sherbrooke.....	205 00
Oneida.....	314 00
Do. for Separate School.....	\$36 00
Rainham.....	243 00
Seneca.....	393 00
Walpole.....	556 00
Total for County, \$2354.....	\$36 00 \$2318 00

Townships.	Apportionment.
30. COUNTY OF NORFOLK.	
Charlotteville.....	\$399 00
Houghton.....	225 00
Middleton.....	533 00
Townsend.....	660 00
Walsingham.....	558 00
Windham.....	456 00
Do. for Separate School.....	\$14 00
Woodhouse and Gore.....	425 00
Total for County, \$3070.....	\$14 00 \$3056 00

Townships.	Apportionment.
31. COUNTY OF OXFORD.	
Blandford.....	\$229 00
Blenheim.....	801 00
Dereham.....	629 00
Nissouri East.....	400 00
Norwich North.....	394 00
do South.....	337 00
Oxford North.....	203 00
do East.....	314 00
do West.....	313 00
Zorra East.....	518 00
do West.....	424 00
	\$4582 00

Townships.	Apportionment.
32. COUNTY OF WATERLOO.	
Dumfries North.....	\$478 00
Waterloo North.....	456 00
do South.....	459 00
Wellesley.....	617 00
Do. for Separate Schools.....	\$60 00
Wilnot.....	632 00
Do. for Separate Schools.....	77 00
Woolwich.....	604 00
Total for County, \$3383.....	\$137 00 \$3246 00

Townships.	Apportionment.
33. COUNTY OF WELLINGTON.	
Amaranth.....	\$137 00
Arthur.....	297 00
Do. for Separate Schools.....	\$116 00
Eramosa.....	414 00
Erin.....	559 00
Garafraxa.....	559 00
Guelph.....	355 00
Luther.....	79 00
Maryborough.....	360 00
Minto.....	269 00
Niحول.....	246 00
Do. for Separate School.....	32 00
Peel.....	575 00
Pikington.....	253 00
Do. for Separate Schools.....	23 00
Puslinch.....	540 00
Total for County, \$4820.....	\$170 00 \$4650 00

Townships.	Apportionment.
34. COUNTY OF GREY.	
Artemesia.....	\$396 00
Bentnick.....	383 00
Collingwood.....	171 00
Derby.....	142 00
Egremont.....	387 00
Euphrasia.....	169 00
Glenelg.....	352 00
Holland.....	228 00
Do. for Separate School.....	\$38 00
Keppel, Sarawak and Brooks.....	68 00
Melanchthon.....	156 00
Normanby.....	362 00
Do. for Separate Schools.....	93 00
Osprey.....	253 00
Proton.....	142 00
St. Vincent.....	344 00
Sullivan.....	182 00
Do. for Separate School.....	17 00
Sydenham.....	347 00
Total for County, \$4080.....	\$148 00 \$3932 00

Townships.	Apportionment.
35. COUNTY OF PERTH.	
Blanchard.....	\$434 00
Downie.....	415 00
Easthope North.....	359 00
do South.....	267 00
Ellice.....	260 00
Do. for Separate School.....	\$40 00
Elma.....	275 00
Fullarton.....	332 00
Hibbert.....	327 00
Logan.....	259 00
Mornington.....	349 00
Wallace.....	276 00
Total for County, \$3593.....	\$40 00 \$3633 00

Townships.	Apportionment.
36. COUNTY OF HURON.	
Ashfield.....	\$300 00
Colborne.....	214 00
Goderich.....	411 00
Gray.....	383 00
Hay.....	351 00
Howick.....	288 00
Hullett.....	287 00
Do. for Separate School.....	\$23 00
McKillop.....	278 00
Morris.....	268 00
Stanley and Bayfield.....	393 00
Stephen.....	367 00
Do. for Separate Schools.....	17 00
Tuckersmith.....	370 00
Turnberry.....	145 00
Wawanosh.....	362 00
Usborne.....	370 00
Total for County, \$4637.....	\$40 00 \$4697 00

Townships.	Apportionment.
37. COUNTY OF BRUCE.	
Albemarle.....	\$6 00
Amabel.....	20 00
Arran.....	293 00
Brant.....	359 00
Bruce.....	258 00
Carriack.....	363 00
Culross.....	247 00
Do. Separate School.....	\$13 00
Elderslie.....	204 00
Greenock.....	178 00
Do. Separate School.....	\$5 00
Huron.....	379 00
Kincardine.....	334 00
Kinloss.....	211 00
Saugeen.....	174 00
Total for County, \$2972.....	\$46 00 \$2926 00

Townships.	Apportionment.
38. COUNTY OF MIDDLESEX.	
Adelaide.....	\$288 00
Biddulph.....	391 00
Carradoc.....	434 00
Delaware.....	206 00
Dorchester, North.....	463 00
Ekfrid.....	296 00
Lobo.....	408 00
London.....	1111 00
McGillivray.....	450 00
Metcalfe.....	200 00
Mosa.....	348 00
Nissouri, West.....	361 00
Westminster.....	708 00
Do. Separate School.....	\$14 00
Williams, East.....	284 00
do West.....	233 00
Do. Separate School.....	22 00
Total for County, \$6217.....	\$36 00 \$6181 00

Townships.	Apportionment.
39. COUNTY OF ELGIN.	
Aldborough.....	\$267 00
Bayham.....	591 00
Dorchester, South.....	253 00
Dunwich.....	332 00
Malahide.....	311 00
Southwold.....	628 00
Yarmouth.....	709 00
	\$3391 00

Townships.	Apportionment.
40. COUNTY OF KENT.	
Camden and Gore.....	\$315 00
Chatham and Gore.....	412 00
Dover, East and West.....	365 00
Harwich.....	511 00
Do. for Separate School.....	\$12 00
Howard.....	467 00
Orford.....	393 00
Raleigh.....	340 00
Do. for Separate School.....	91 00
Romney.....	54 00
Tilbury, East.....	145 00
Zone.....	133 00
Total for County, \$3068.....	\$103 00 \$2965 00

Townships.	Apportionment.
41. COUNTY OF LAMBTON.	
Bosanquet.....	\$356 00
Brooke.....	184 00
Dawn.....	86 00
Enniskillen.....	123 00
Euphemis.....	242 00
Moore.....	330 00
Plympton.....	378 00

Townships.	Apportionment.
COUNTY OF LAMBTON—Continued.	
Sarnia.....	\$179 00
Sombra.....	208 00
Warwick.....	389 00
	\$2471 00

Townships.	Apportionment.
42. COUNTY OF ESSEX.	
Anderdon.....	\$173 00
Colchester.....	303 00
Gosfield.....	270 00
Maidstone.....	161 00
Do. for Separate School.....	\$28 00
Malden.....	179 00
Mersea.....	246 00
Rochester.....	156 00
Sandwich East }.....	568 00
Sandwich West }	
Tilbury, West.....	136 00
Total for County, \$2219.....	\$28 00 \$2191 00

Apportionment to Cities, Towns, and Villages, for 1863.

Cities—	Common Schools.	R. C. Sep. Schools.	Total.
Toronto.....	\$3487 00	\$1666 00	\$5153 00
Hamilton.....	1760 00	435 00	2195 00
Kingston.....	1140 00	420 00	1560 00
London.....	1176 00	152 00	1327 00
Ottawa.....	709 00	977 00	1686 00
	\$8291 00	\$3650 00	\$11941 00

Towns—	Common Schools.	R. C. Sep. Schools.	Total.
Amherstburgh.....	\$184 00	\$81 00	\$265 00
Barrie.....	138 00	108 00	246 00
Belleville.....	548 00	173 00	721 00
Berlin.....	206 00	18 00	224 00
Bowmanville.....	312 00	.....	312 00
Brantford.....	627 00	90 00	717 00
Brockville.....	332 00	150 00	479 00
Chatham.....	446 00	96 00	542 00
Clifton.....	96 00	52 00	148 00
Cobourg.....	456 00	116 00	572 00
Collingwood.....	159 00	.....	159 00
Cornwall.....	220 00	.....	220 00
Dundas.....	188 00	139 00	327 00
Galt.....	352 00	.....	352 00
Goderich.....	371 00	.....	371 00
Guelph.....	415 00	168 00	583 00
Ingersoll.....	236 00	55 00	291 00
Lindsay.....	98 00	121 00	219 00
Milton.....	104 00	.....	104 00
Niagara.....	186 00	52 00	238 00
Oakville.....	118 00	46 00	164 00
Owen Sound.....	254 00	.....	254 00
Paris.....	223 00	49 00	272 00
Perth*.....	.....	.....	283 00
Peterborough.....	332 00	125 00	457 00
Pictou.....	176 00	61 00	237 00
Port Hope.....	478 00	.....	478 00
Prescott.....	180 00	137 00	297 00
Sandwich.....	113 00	.....	113 00
Sarnia.....	240 00	.....	240 00
St. Catharines.....	507 00	215 00	722 00
St. Thomas.....	187 00	.....	187 00
Simcoe.....	213 00	.....	213 00
Stratford.....	323 00	.....	323 00
Whitby.....	261 00	29 00	310 00
Windsor.....	287 00	.....	287 00
Woodstock.....	383 00	.....	383 00
			\$12873 00

* The Report from Perth, not having been received, the apportionment for the common and separate schools in that place cannot yet be determined. It is to be regretted that this Municipality continues to be annually in default in this respect.

Incorporated Villages—

Villages.	Common Schools.	R. C. Sep. Schools.	Total.
Arnprior.....	\$95 00	.....	\$95 00
Ashburnham.....	114 00	.....	114 00
Aurora.....	in Town p	.....	.....
Bath.....	83 00	.....	83 00
Bradford.....	110 00	.....	110 00
Brampton.....	187 00	.....	187 00
Brighton.....	135 00	.....	135 00
Caledonia.....	133 00	.....	133 00
Cayuga.....	87 00	.....	87 00
Chippewa.....	125 00	.....	125 00
Clinton.....	115 00	.....	115 00
Colborne.....	92 00	.....	92 00
Dunnville.....	145 00	.....	145 00
Elora.....	119 00	.....	119 00
Embro.....	63 00	.....	63 00
Fergus.....	115 00	15 00	128 00
Fort Erie.....	61 00	20 00	81 00
Hawkesbury.....	144 00	.....	144 00
Heeper.....	69 00	.....	69 00
Holland Landing.....	85 00	.....	85 00
Iroquois.....	71 00	.....	71 00
Kemptville.....	123 00	.....	123 00
Kincardine.....	112 00	.....	112 00
Lanark.....	69 00	.....	69 00
Merrickville.....	80 00	24 00	104 00
Mitchell.....	139 00	.....	139 00
Morrisburgh.....	98 00	.....	98 00
Napanee.....	167 00	86 00	253 00
Newburgh.....	110 00	.....	110 00
Newcastle.....	118 00	.....	118 00

Incorporated Villages—Continued.

	Common Schools.	Separate Schools.	Total.
New Hamburg ..	99 00	.....	99 00
Newmarket	121 00	33 00	159 00
O-hawa	187 00	44 00	231 00
Pembroke	73 00	.....	73 00
Portsmouth	63 00	24 00	102 00
Port l'Alouisie.....	in Town's p		
Preston	148 00	28 00	176 00
Renfrew	80 00	.....	80 00
Richmond	59 00	.....	59 00
Smith's Falls.....	130 00	.....	130 00
Southampton	70 00	.....	70 00
Stirling	86 00	.....	86 00
St. Mary's Blanchard	319 00	.....	319 00
Strathroy	86 00	.....	86 00
Streetsville.....	83 00	.....	83 00
Thorold	130 00	55 00	185 00
Trenton	98 00	62 00	160 00
Vienna	104 00	.....	104 00
Waterloo	146 00	.....	146 00
Wellington.....	103 00	.....	103 00
Welland	83 00	.....	83 00
Yorkville	180 00	.....	180 00
	\$5616 00	\$354 00	\$5970 00

Summary of apportionment to counties for 1862.

1. Glengarry	2276 00	158 00	2434 00
2. Stormont	1862 00	.....	1862 00
3. Dundas	1988 00	.....	1988 00
4. Prescott	1469 00	165 00	1634 00

SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
5. Russell .....	.....	.....	783 00
6. Carleton	3292 00	52 00	3344 00
7. Grenville	2905 00	45 00	2950 00
8. Leeds	3629 00	.....	3629 00
9. Lanark	3130 00	16 00	3146 00
10. Renfrew	2070 00	6 00	2076 00
11. Frontenac	2755 00	124 00	2879 00
12. Addington	1835 00	59 00	1894 00
13. Lennox	876 00	.....	876 00
14. Prince Edward ..	2043 00	14 00	2057 00
15. Hastings	4088 00	43 00	4131 00
16. Northumberland..	3639 00	23 00	3662 00
17. Durham	3585 00	.....	3585 00
18. Peterborough.....	2204 00	38 00	2242 00
19. Victoria	2423 00	.....	2423 00
20. Ontario.....	4236 00	.....	4236 00
21. York	6297 00	135 00	6432 00
22. Peel	2838 00	21 00	2859 00
23. Simcoe .....	.....	.....	4698 00
24. Halton	2340 00	.....	2340 00
25. Wentworth	3295 00	32 00	3327 00
26. Brant	2368 00	.....	2368 00
27. Lincoln	2162 00	41 00	2203 00
28. Welland	2244 00	.....	2244 00
29. Haldimand	2318 00	36 00	2354 00
30. Norfolk	3056 00	14 00	3070 00
31. Oxford	4562 00	.....	4562 00
32. Waterloo	3246 00	137 00	3383 00
33. Wellington.....	4650 00	170 00	4820 00
34. Grey	3932 00	148 00	4080 00
35. Perth	3553 00	40 00	3593 00
36. Huron	4597 00	40 00	4637 00
37. Bruce	2926 00	46 00	2972 00

SUMMARY—Continued.

	Common Schools.	Separate Schools.	Total.
38. Middlesex	6181 00	36 00	6217 00
39. Elgin	3391 00	.....	3391 00
40. Kent	2965 00	103 00	3068 00
41. Lambton	2471 00	.....	2471 00
42. Essex	2191 00	28 00	2219 00
District of Algoma ..	208 00	.....	208 00

GRAND TOTALS.

Total Counties and Districts ..	.....	.....	128806 00
" Cities	8291 00	3650 00	11941 00
" Towns .....	.....	.....	12273 00
" Villages	5616 00	354 00	5970 00
			158990 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1863.			510 00
			\$159,500 00

NOTE.—The School Moneys apportioned to the various Cities, Towns, and Villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers, on the first day of July next. Wherever the apportionment is withheld, it is owing to omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms for which were furnished from the Department early in the year.

II. Papers on School Libraries and Books.

1. BOOKS—THEIR INFLUENCES AND PLEASURES.*

The family library is one of the peculiarities of our "modern civilization." A high sounding assertion is this, no doubt; but do not sneer at it; for it is as full of significance as it is of sound. We boast of a great deal of this thing, or congeries of things, called "modern civilization," and doubtless we do so, very justly. We point to the compass, the quadrant, the steam engine, and even the cottongin—to the habeas corpus, the jury and the representative assembly. Grand facts, indeed; but what are the compass, the quadrant, or the steam engine compared with the art of printing—the art preservative and diffusive of all arts? or what the habeas corpus, the trial by jury, or the popular representation, compared with the great intellectual provision of modern times, the printed book, which has come forth in these pages, as light did amidst the chaos of creation, flashing intelligence down through the dark abyss of the world's mind, and spreading truth, civilization and joy over its vast fields of ignorance and delusion—multiplying illimitably all the great truths and noble thoughts; thus bringing to the hearth of the lowest cottager, the converse of the loftiest minds.

Had man discovered the art of printing earlier, he would have had the steam engine and the telegraph, sooner. Man's mind has the faculties necessary to discover truth, if light be reflected from it, but the eye can not see without light. The art of printing went forth like the fiat of God, which said, "Let there be light, and there was light."

A few hundred years ago, a book was an estate. Sages and noblemen preserved it in their families, or committed to public institutions by solemn mention in their last testaments. The price of a Bible required much of the labor of a peasant's life. Now, that greatest of all books, intellectually, as well as morally, is the cheapest and most common of all; it can be obtained for a few pennies, or even "without money and without price." Then, the more sterling productions of the mind, were to be found only in the public libraries or perchance occasionally in the closet of the nobleman, or patronized man of study. Now, the productions of Moses and Paul, Homer and Virgil, Plato and Cicero, Milton and Shakespeare, Bacon and Locke, can be procured through a few weeks of economy, by the most humble and lowly in life, and on unplanned shelves of many a western log-cabin, may be found more intellectual treasures, than enriched most of the palaces of royalty, before the invention of printing. Then the ability to read was a rare skill, and confined principally to the priests and philosophers; and princes, frequently could not write their own names. Now, the masses of our population can read and write, and there is more real truth taught to the frolicsome urchins of our "district schools," than was known by the great Stagirite or the founder of the first Academy. The idea of an intellectual life was unknown, except by the sequestered few of the schools, and with them it was mostly dreary dreaming. Now, the taste for books is almost as common as the natural appetite; the richest fruits of knowledge drop about us, as in an

orchard in autumn; and the book market is as permanent as the market for corn or clothing. Printing—the printed book is the symbol and chief cause of this marvellous improvement.

How many influences—what dear delights from books! And yet, wonderful as has been their agency in our civilization, we have scarcely begun to apply it properly or appreciate its importance. In our institutions expressly for study, we may do so; and the literary and occasionally the professional man, may give it a daily and definite regard, but almost every where else, and even in the professional life, to a great extent, the mental life is but occasional and flickering, an episode, now and then, from the dull routine of physical existence and pecuniary pursuits.

Will not the time come, when, by the multiplicity of mechanical agencies, man will be so far relieved from physical labor, and have such abundant facilities for subsistence that a large portion of his time can be spared to his moral, intellectual and social life? That day, if it come at all, may be far distant, but there can be no question that even now, with all the eager bustle of our lives we can give a little attention to our mental wants and pleasures, and this not only in the favored spheres of wealth and education, but in the cottage, the log-cabin and the habitations of the toiling mechanic. The domestic library, though it be on a small scale, may be there, and the leisure interval, the winter evening or the Sabbath rest, may be refreshed from it.

We may gather around the cheerful hearth, and invite Bunyan to sit down in the circle, and entertain the tranquil hour, with his vision of wondrous beauty; or the blind bard of "Paradise Lost" to unvail Eden and Heaven; or the poet of Avon, to laugh, weep or shiver as he describes the motly character of man.

The great minds, whose thoughts have quickened nations, will obey our invitation, and share with us there, without embarrassing our diffidence, their most sublime thoughts.

Travellers will sit down with us and make the marvels of all lands pass before us. Historians will unroll to us the records of time, and the sublime scenes of the past; the conflicts of armies and navies; the pageants of courts, the developments of society will unfold like the scenery of a magnificent panorama, around our humble hearths.

Biographers will tell us of the good and brave, who have struggled and suffered for the right, till our hearts gather strength from their deeds, or our eyes overflow at their wrongs.

Prophets and apostles will tell us of Heaven and the way thither; even He that "spake as man never spake," will enter the circle and utter his beatitudes and divine lessons.

This is not idle speculation. Many an elevated mind finds its chief earthly consolation in this converse of great intellects—many a destitute garret has thus been made, to suffering genius, a sanctuary of intellectual communion, where Shakespeare unvailed the world, Newton the spheres, Milton the Heavens, and Paul has discoursed of "immortality and eternal life;" many a victim of incurable disease has relieved his languishing days with the dear friendship of books, and walked down into the valley and shadow of death, surrounded and strengthened by the companionship of the great and good, who "though dead, yet live in their works."

My first sentence spoke of the family library. Assuredly, the agency of good books in the domestic circle, as a source of pleasure and profit, is no unworthy theme for the best pen.

*An Essay delivered by Miss F. M. Lynam, at the Peik County Teachers' Association, Ohio Feb. 28. 1863.

(2) The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1862 inclusive :

Table with columns: Number of Volumes sent out during the Months of, Total Vols. Libry Books, History, Zoology and Physiology, Botany, Phenomena, Physical Sciences, Geology, Natl Philo, Chemistry, Agricultural Chemistry, Practical Agriculture, Literature, Voyages, Biography, Tales and Sketches, Teachers' Library, Prize Books, Grand total. Rows list months from November 1853 to June 1862.

STATEMENT of the Number and Classification of Library and Prize Books sent out—(Continued.)

Number of Volumes sent out during the Months of	Total Vols. Lib'y Books	History.	Zoology and Physiology.	Botany.	Phenomena &c.	Physical Sciences.	Geology, &c.	Nat'l Philology and Manufact's.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches, Practical L.	Teachers' Library.	Prize Books.	Grand total Library and Prize Books	
July 1862.....	189	26	9	...	4	...	4	16	2	...	5	9	11	23	76	4	2884	2573	
August ".....	559	59	19	1	4	8	7	31	4	...	24	35	93	108	158	8	738	1297	
September ".....	245	61	14	1	6	1	3	20	...	...	3	12	12	37	74	4	1848	2096
October ".....	181	12	8	2	8	...	1	18	...	...	5	7	4	23	85	8	870	1051
November ".....	134	15	8	0	1	1	1	5	...	...	4	9	9	24	55	4	2304	2440
December ".....	268	41	5	0	...	...	8	2	...	...	...	22	35	48	101	1	9203	9471
Total to 31st December, 1862.....	199846	35057	13677	2544	5440	4240	1772	11585	1413	750	8331	19480	15464	22447	54283	2347	99576	298424	
Deduct volumes returned for exchange.....																			816
Volumes sent to Mechanics' Institutes, &c., not included in the above.....																			297898
Grand total Library Books, &c., despatched up to 31st December, 1862.....																			8241
																			806049

The Mechanics' Institutes which have received Libraries from the Depository, and the number of volumes sent to each, are, in alphabetical order, as follows:

	Vols.	Years.		Vols.	Years.
Baltimore.....	75	1858	Smith's Falls.....	73	1857-8
Berlin.....	158	1855	St. Catharines.....	108	1854-9
Chatham.....	313	1853-4	Streetsville.....	110	1860
Cobourg.....	350	1856	Thorold.....	300	1858
Collingwood.....	46	1857	Toronto.....	410	1856-61
Drummondville.....	6	1859	Vankleekhill.....	106	1858
Fonthill.....	137	1858	Whitby.....	267	1857-8-9-60-1
Lindsay.....	106	1858			
Greenwood.....	101	1862			
Guelph.....	372	1853-4	Total.....	3844	
Huntingdon, C.E.....	150	1855	Books were also sent to the—		
Milton.....	68	1858	Leeds and Grenville Agricultural Society.....	208	1855
Mount Forest.....	106	1860	Educational Department, L.C.....	3103	1860-1
Napanee.....	27	1857	McGill College, Montreal.....	200	1857
Newmarket.....	55	1858-9	Sarnia Dialectic Society.....	82	1858
Oakville.....	260	1856	Southwold Agricultural Society.....	23	1856
Pickering.....	41	1861	Various other Institutions.....	781	1851-8-60
Port Perry.....	109	1858			
				8241	

(3) PRISON AND ASYLUM LIBRARIES IN UPPER CANADA.

The following table shews the number of volumes sent to various Prisons, &c., during the years 1856-62:

Prison Libraries.	Amount received.	Legislative Appo'ment.	Total.	Vols	RECAPITULATION:	Amount received.	Legislative Appo'ment.	Total.	Vols
1856:					For the year 1856.....	\$ 173 79½	\$ 173 79½	\$ 347 59	781
Peterborough Jail.....	22 16½	22 16½	44 33	94	For the year 1857.....	126 13	126 13	252 26	562
Toronto Jail.....	131 63	131 63	263 26	616	For the year 1858.....	100 00	100 00	200 00	251
Woodstock Jail.....	20 00	20 00	40 00	71	For the year 1859.....	131 75	131 75	263 50	562
					For the year 1860.....	127 82	127 82	255 64	453
	173 79½	173 79½	347 59	781	For the year 1861.....	10 00	10 00	20 00	47
1857:					For the year 1862.....	55 00	55 00	110 00	167
Lanark and Renfrew Jail.....	60 00	60 00	120 00	282	Lunatic Asylums, as above, 1858.	111 93½	111 93½	223 87	386
Provincial Penitentiary.....	46 13	46 13	92 26	174	" " " 1860	52 00	52 00	104 00	176
Whitby Jail.....	20 00	20 00	40 00	106					
						\$888 43	\$888 43		
	126 13	126 13	252 26	562	Grand total.....			\$1776 86	3386
1858:									
Provincial Penitentiary.....	100 00	100 00	200 00	251					
1859:									
Brockville Jail.....	40 00	40 00	80 00	154					
Guelph Jail.....	20 00	20 00	40 00	94					
Picton Jail.....	10 00	10 00	20 00	43					
Sarnia Jail.....	25 00	25 00	50 00	93					
Woodstock Jail.....	19 75	19 75	39 50	82					
Refor'y Prison, Penetanguishene	17 00	17 00	34 00	96					
	131 75	131 75	263 50	562					
1860:									
Barrie Jail.....	20 00	20 00	40 00	84					
Goderich Jail.....	25 16	25 16	50 32	87					
London Jail.....	5 00	5 00	10 00	14					
Peterborough Jail.....	20 00	20 00	40 00	82					
Whitby Jail.....	10 00	10 00	20 00	36					
Refor'y Prison, Penetanguishene	47 66	47 66	95 32	150					
	127 82	127 82	255 64	453					
1861:									
Grey Jail.....	10 00	10 00	20 00	47					
1862:									
Provincial Penitentiary.....	55 00	55 00	110 00	167					
1858:									
Provincial Lunatic Asylum.....	111 93½	111 93½	223 87	386					
1860:									
Malden Lunatic Asylum.....	52 00	52 00	104 00	176					

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:*

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850.....	\$101880	\$141700	\$243580	\$ 84
1851.....	120700	171732	292432	3296
1852.....	141176	159268	300444	1288
1853.....	158700	254280	412980	22764
1854.....	171452	307808	479260	44060
1855.....	194356	338792	533148	25624
1856.....	208636	427992	636628	10208

* From the Annual Review of the Trade of Toronto, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. The supplying of all the children in the

STATISTICAL TABLE—Continued.

Year.	Value of books entered at Ports in Lower Canada.	Value of books entered at Ports in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1857.....	224400	309172	533572	16028
1858.....	171255	191942	363197	10692
1859.....	139057	184304	323361	5308
1860.....	155804	252504	408108	8846
1861.....	185612	344621	530233	7782
1862.....	183987	249234	433221	7800
1850—1862	\$2156815	\$3333349	\$5490164	\$176776

N.B.—Up to 1854, the "Trade and Navigation Returns" give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855—1862, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1862 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
1851.....	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1852.....	.....	.....	1,414 25	1,414 25
1853.....	.....	.....	2,981 13	2,981 13
1854.....	.....	.....	4,233 14	4,233 14
1855.....	51,376 23	.....	5,514 18	56,890 41
1856.....	9,947 16	4,656 53	4,389 40	18,992 08
1856.....	7,205 62	9,320 87	5,726 76	22,253 25
1857.....	16,200 92	18,118 28	6,451 20	40,770 40
1858.....	3,982 99	11,810 28	6,972 05	22,765 32
1859.....	5,805 64	11,905 02	6,679 30	24,389 96
1860.....	5,289 56	16,832 17	5,416 64	27,538 37
1861.....	4,084 22	16,251 14	4,894 52	25,229 88
1862.....	3,272 88	16,193 78	4,844 17	24,310 83
Total..	\$107,165 21	\$105,087 07	59,516 74	\$271,769 02

country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. . . . The importation of books and stationery into Toronto, for three years past, are as follows:

"Devotional books.....	\$.....	\$28,773	\$100,350
"Books, periodicals, and pamphlets..	99,575	55,384	19,189
"Stationery.....	33,097	83,428	27,519."

We also insert the following from the *Annual Review of Trade in Toronto*, for 1861: "WHOLESALE STATIONERY AND BOOKS.—No change of material importance has taken place in this trade during the year. Sales have not been so large as anticipated, yet they do not fall short of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash, leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions, and sold at very low rates. Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature, there has been a fair amount imported; but the new publications, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. . . . Other indications of quite as favourable a character are noted, and the trade must prosper with the progress of the country. . . . The importations for the year of books are \$155,842, against \$119,419 last year; an increase of \$36,423. Of stationery, the imports amount to \$28,765, against \$27,519 last year; a difference only of \$1,146 in favour of 1861."

* Dr. Russell, the admirable correspondent of the *London Times*, in a letter dated Toronto, February 1st, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says (referring to Hamilton): "A pretty custom-house, in cut stone, from which floated the Union Jack—the first I have set eyes on for many a long month—flanks the entrance from the railway station to the long straggling town, which but for that token might be taken to be in the United States. Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriages were reading the paltry pictorial papers which do so much to deprave the taste of the Americans, and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works, which constitute the staple trade of the mass of 'enterprising publishers.' The New York papers were the only journals hawked about for sale in the train. The sides of the train were covered with New York and Boston advertisements. Not a smock of Canada, in book, or print, or journal, or trade, could be detected."

4. BOOK AND STATIONERY TRADE IN CANADA.

We extract the following from the "Annual Report of the Board of Trade of Toronto, Canada West," compiled by Mr. E. Wyman. "The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years, while not a few features have developed themselves which are not only advantageous to the legitimate trade, but are gratifying to every well wisher of sound literature in the province. The improvement in the circumstances, capacity, and general business ability of those in the trade, which we have noted from year to year, has continued to manifest itself, and we see now, in almost every town, a bookseller or two conducting business on a sound basis, with more capital than ever before, and a better knowledge of the trade, and of business principles generally. This is evinced most in the improved credit in which the retail trade stands, in the promptitude with which engagements are met, and in the judicious care with which stocks are selected and curtailed. As a distinct branch, the trade is but young. The progress made in the last three years, however, shows that it is not only well established, but that it is rapidly assuming a healthy and prosperous condition. An equally gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the province by a migratory tribe of itinerant pedlars. Sometimes a stray work of utility has been found among the stock, but for the most part the special efforts of these book hawkers have been directed to the disposing of some very superficial and uninteresting volumes, which, if even read, would leave the reader a trifle less wise than when he commenced them. We are happy to say that this style of business is rapidly on the decline, and that works from the best publishing houses, and sold through the legitimate trade, are finding their way into many sections of the country, and meeting a largely increased sale. We are not by any means, however depreciating the efforts of the book pedlars to enlighten the world; they are very useful people, and, if their efforts are only properly directed, they may do great good. They are improving in the books which they present to the public, and our dealers will lose nothing by encouraging them, so long as their wares are of a good class. In periodical literature, however, the greatest change is observable—not only in the largely increased demand, but in the improved character of the issues sold. We are happy to say that neither the *New York Ledger* nor the *Mercury* is increasing its circulation in Canada. Even *Harper's Magazine* is not gaining ground. On the other hand, there is a large and growing sale for such periodicals as *Good Words*, a London publication of the best class, the *Family Treasury*, the *Churchman's Magazine*, the *Cornhill*, *All the Year Round*, &c., &c., and we are glad to know that the reduction in the price of the *London Illustrated News* is likely to increase largely its circulation in Canada. These facts present some indications of a change for the better in the literary taste of Canada. This improvement is in no small degree attributable to the persistent and unwearied exertions of our wholesale importers, and the advantages which they enjoy in close connection with first class British publishing houses. We hope, and indeed are certain, that they will be well compensated for their efforts. In this connection we are glad to notice that we are likely to have established amongst us a branch of an extensive and highly respectable Scotch firm, for the purpose not only of re-issuing in much approved style our leading text and school books, but for the publication of other works of merit than that may offer. We have long needed an establishment of this character, and through its operations we may hope to see Canadian Literature take a higher place in the world of letters. With long experience, ample means and the best facilities are commanded by the house in question, and we are sure their advent here will be hailed with pleasure.

"The business in stationery has been fairly remunerative during the year. The advance in materials for paper, as well as a heavy war tax on the manufacture itself, has largely enhanced the value of all descriptions in the United States, independently of the apparent increase in price due to the depreciation of the currency. The consequence is that, as compared with former rates, American stationery is fully 30 per cent. dearer. We have imported much less than the usual amount, substituting English goods, which are of a much better class. It so happens that the prices of the latter are favouring the buyer, as the abolition of the duty on paper has at length begun to cheapen it. It is only recently that there has been any decline in the article, notwithstanding an universal expectation that when the tax was removed the price would fall. Speculation and a largely enhanced demand for cheap periodicals, only a few of which comparatively have lived beyond the year, kept the rates up to nearly the old level, until within the past three months.

The tendency is now downward, and we shall hereafter import stationery stock from the mother country more largely than before.

"The importations of books for the year amount to \$118,326, against \$155,842 last year.

5. VALUE OF LIBRARIES TO YOUTH.

Create a taste in youth for good books, and the pleasures of literature will supply the place of those grosser pleasures that lead astray the unthinking. It is the will made strong by cultivation that enables a man to resist the cravings of those appetites whose indulgence brings death. The ignorant man must of necessity be a man of narrow views and strong prejudices; and even in questions which involve great moral principles he is quite as likely to be wrong as right. The safe man in society is the man who is competent to do his own thinking.

6. DEVELOPE A LOVE OF READING.

While it is true that "of making many books there is no end," it is equally true that many of them ought never to see the light of day. A good book is a rich treasure, and whoever writes one is a public benefactor. Circulating good books is sowing the seeds of thought which will spring up and yield a rich harvest of intellectual and moral fruit. No one can estimate the amount of good that one valuable book may do, by developing thought, awakening the moral feelings, promoting noble aspirations, and shaping the course of life. Our State then acted wisely when it made provision for establishing a library in every district within its borders, and we hope that well selected libraries will be found ere long in every district in the State.

But when books are written and libraries are established, all is not accomplished. There must be developed in the minds of the young a love for good reading. How to accomplish this, is a question of great practical importance. The individual that goes out from our public schools thoroughly imbued with a love of good literature, will be constantly adding to his store of knowledge; his moral feelings will be kept active by communion with the pure thoughts that sparkle on the pages of all good books; and his aspirations for truth, justice, and right will be daily strengthened. Teachers might profitably spend more time in striving to develop in the minds of the young a love of literature. When once awakened, it can be made of great practical use in storing the mind with useful knowledge; and when the school-going days are past, it will continue to be an educating power through life. If a love of knowledge is not awakened, the great object of education can not be obtained. With it, education becomes, as it should be, a life-long work. If the teacher would see his pupils imbued with a love of reading, he must feel its inspiration, he must be a reader, not merely of the transient literature of the day, but of the works of sterling worth that are to be found in the different departments of our literature. For him

"Let every nation's mind unfold its thought,
And every sage depict the starry scheme,
And every hero tell how once he died,
And every poet sing."

Then he can touch the hearts of his pupils with the fire of his own spirit, and kindle there a flame that shall burn with ever increasing brilliancy as long as mind endures. Every reading lesson that is made interesting and dwelt upon until thoroughly understood, will create a desire for more. Every sparkling gem of thought that may be read, perhaps as a general exercise, may serve to fan the awakened desire to a flame. Every good book, from the school library or elsewhere, that may be properly read, will add fuel to the flame; and thus the little desire once awakened may, by careful culture and training, become a perpetual fire, burning forever with a holy flame on the altar of the soul's consciousness.

It seems to me that many teachers have not paid sufficient attention to this department of their profession. The dislike for solid and instructive reading that prevails to so great an extent in many communities, ought to stimulate us to greater efforts in behalf of the young. It is of little use to establish libraries in a community unless a love for reading exists. This desire can be as easily awakened as a love for mathematics or any other branch of study, if we only adopt as definite a plan for its development; and it certainly will be attended with as beneficial results in after life. To be sure, when once awakened it needs proper guidance and direction, but to guide and direct is the teacher's mission. There is no reason why the reading of history should not be an interesting and profitable exercise to every cultured mind. The reading of a biography often awakens nobler aspirations, gives increased efforts to individual action, and sometimes shapes the whole course of life. Poetry, too, has its uses,—a noble, elevating, refining influence. Every child that attends a proper course of instruction in our public schools, may be trained to love and appreciate those sparkling gems that are

found scattered throughout the poetic literature of our language. The child that acquires a love of good literature has a constant friend, one that will shield from temptation, yield instruction, and give sweet delight to the soul.—A TEACHER in *Connecticut Common School Journal*.

7. THE POWER OF BOOKS.

Books have prodigious power. If we could trace the means which have contributed to form our present views to three principal external sources, viz.: what we have seen, what we have heard, and what we have read, we should probably find the last by no means the least active or fertile. A book is a silent but most intimate companion; it does not ask attention, nor take offence at neglect; its name and dress give us no certain clue to its character; the opinions of others as to its value may be the result of prejudice or ignorance. We are told that to know what it is, we must read it, and to read it is to subject ourselves to its influence for better or worse. Prudent travellers in public conveyances, or sojourners at hotels, are very careful what intercourse they encourage, or allow strangers to have with them, for a pickpocket is not always distinguishable by dress or manners from an honest gentleman; but how much more vigilant should we be to preserve the mind and heart from contact with what may pollute or pervert, than to protect our purse or watch, from light-fingers! When you take up a book to read, of the character of which you are wholly unapprised, is your presumption less than when you admit to your confidence one to whose principles and motives you are a stranger? It might indeed, be easier to throw the book aside than to discard the treacherous friend; but on the other hand, the former may conceal the poisonous fang till the fatal wound is made; while the latter by his tone and manner will be very likely to betray his character in season to defeat its evil purpose.

The art of introducing false or equivocal principle into the public lecture, the newspaper paragraph, or the book, in company with the incontrovertible truths, has been brought to great perfection in our day; it is not always, perhaps not generally, an intentional fraud upon the hearer or reader. The author's or lecturer's mind may have been perverted; or truth and error may be so uncertainly comprehended as to be mistaken the one for the other; but however ample such an apology may be for writing a bad book, it does not cover our imprudence, not to say folly, in reading it. Magazines, pamphlets, and newspapers, are the sluices through which every production of the human brain, that can be shaped in type metal, passes into the reading world. There is no principle so corrupt, no sentiment so false, no ribaldry so base, no jest so profane or obscene, that it has been denied an imprint. And what is particularly to be noted, the brightest wit, and the most sparkling popular style, are found in close alliance with some of the grossest forms of error. If marriage the most sacred of all human relations, on which the chief interest of civilization and social virtue and progress rest, and to which woman owes her elevation above the condition of abject slaves; if marriage is to be assailed as a factitious rite, to be modified or entirely dispensed with as the parties concerned may choose, some glib romancer is at hand to prepare the flashy tale, or magazine story in which the sacred bond which the hand of God hath woven is rejected as a superfluous obligation, or an impertinent imposition on natural liberty, and a hundred thousand copies are afloat in a week, and largely in the hands of those who are least on their guard, and most easily deluded by meretricious reasoning.—*The Rock*.

8. TESTIMONY TO THE SCRIPTURES.

I have heard of a copy of the Scriptures preserved in one of our old castles, which belonged more than a century since to the noble owner. At the end of many hundred verses through the volume he has carefully signed his name; and at the close of the volume, in a handwriting evidently tremulous from weakness, dated a short time before his death, are these words:—"I hereby set my seal to the truth of every promise contained in this book, having found them all realised throughout a long life, in my own happy experience."—*Rev. Charles Bullock*.

9. GREAT READERS.

Most great men have been great readers. Miracles are recounted of their powers of perusal. How Dr. Johnson "would tear out the heart" of a book at a glance. How Burke devoured two volumes octavo in a stage-coach; and how package after package of those sweet medicines for the mind was thrown in to Napoleon on the island, like food to a lion, and, with hoc presto, despatched. After all the pity and puling have been exhausted by commentators on the lamentable ignorance of Shakspeare, we ascertain to a surety that he was one of the most profound and extensive readers of his time. The man who in the present age had written most had read most. Reading and writing go together as naturally in literature

that the cities have full authority to apply the large sums of money which they receive to that purpose, and that the rural districts are quite as competent to determine this question as are the cities; that there is no dearth of reading matter in the rural districts; that one of the principal reasons why the district libraries are not so highly regarded as formerly, is the fact that thousands of families now have private libraries, whereas but a few had the like twenty years ago; and that during the last quarter of a century, newspapers and other periodicals have increased wonderfully in cheapness, ability and circulation, so that they are now found in almost every household, occupying the largest share of the time which the inmates devote to reading; and, finally, that when the inhabitants of a district, thus supplied or not, feel sufficient interest in their library to warrant its preservation and usefulness, they would continue to apply the money to the purchase of books, notwithstanding the law might authorize them to do otherwise.

3d. That the money should be allowed to accumulate in the treasury, till it shall reach a sum sufficient to buy large editions of valuable books; and that competent persons should then be appointed to select such editions, and cause them to be distributed among the districts. It is claimed that, under this plan, none but meritorious books would find their way into the libraries, and that this would be the most economical mode of expending this money for books; but they could not, like money, be distributed according to the number of children of school age, nor according to population. The only practicable mode of distribution would be to treat the districts, large and small, alike, by allowing to each the most important volumes thus purchased.

4th. Still another plan proposes to continue the present mode of apportionment, and to require each district, as a prerequisite to the reception of its portion of the library money, to raise an equal sum by taxation for the same purpose. It is urged that such an annual tax would secure attention to the proper care and preservation of the libraries; and that the money thus raised by tax, united with that received from the state, would make, annually, an appreciable addition of valuable books. Were this plan adopted, the difficulty of securing the proper selection and purchase of books, at a reasonable price, would still exist.

The undersigned commits this subject to the wisdom of the Legislature, hoping that they will be able to determine what action will be proper in regard to it.—*Extract from the State Superintendent's Report for 1862.*

13. TORONTO MECHANICS' INSTITUTE LIBRARY.

The library, the most important department of the institute, has undergone much improvement during the year. The great increase in the demand for books obliged the directors to make special efforts to render the library more complete and attractive. To attain this object they more than doubled the monthly appropriation at the disposal of the library committee, and from time to time, as the state of the finances would warrant, special appropriations have been made for the purchase of such of the popular standard works as were more frequently inquired for. Complaints have occasionally been made of difficulty having been experienced by members, in obtaining the new and more entertaining volumes, but to obviate this difficulty, and allay any dissatisfaction that may have arisen from this source for months past, several copies of each of the more interesting new books have been procured.

The total number of books, according to last annual report was.....	5,067
Added, by purchase, during the year.....	498
Bound up from reading room.....	53
Donations.....	24
<hr/>	
Making a total of.....	5,642
Being an addition of 575 volumes during the past year.	

The Directors are happy in being able to report a constant and considerable increase in the number of those who take advantage of the privileges that the Library affords. The general improvement of this department, and the more easy access to the popular volumes, have no doubt contributed much to this gratifying result.

In accordance with the general regulations, the Library has been closed during the past week for the purpose of examination, and the Board have pleasure in stating that the books are in excellent condition considering the continuous use to which they are subject. A very large number of volumes have been repaired during the year.

The Catalogue of the Library, which was promised in last report, has since been completed and printed, and is now extensively circulated among the members.—*Extract from the Report.*

III. Papers on Practical Education.

1. PRIMARY READING IN THE BOSTON SCHOOLS.

Perhaps there is no one particular in which there has been greater improvement in the teaching of these schools, than in the mode of teaching the alphabet and the first steps of reading and spelling. Where the schools are fully graded the beginners constitute a school by themselves, the teacher having no other class to instruct. The children of this class whose hard lot under the old arrangement, being necessarily compelled to do nothing, but sit still, with arms folded, for the greater part of the time, used to excite our deep compassion, now afford, in many schools, a spectacle delightful to look upon. They are taught in a more rational manner than formerly, pleasant and profitable occupation being given to all, so that there is little opportunity and little disposition for mischief, and consequently little occasion for punishment. The teacher points to a letter on the blackboard or a tablet. All are required to look at it. Perhaps the letter is traced out before the eyes of the pupils so that all may observe its form. Its name is then given, and all repeat it distinctly. Then its sound is made by the teacher, and all the pupils are required to try to imitate the sound. The children are kept at this but a few minutes. They now take their slates, and try to find the letter on the frames. If any do not succeed, they are assisted. The next step is to take their pencils and imitate the form of the letter. As soon as two letters are learned in this way, they are combined into a word. This word is written on the blackboard, or shown on the tablet. It is spelled by naming the letters. It is spelled by giving the sounds, or analyzing it. It is talked about. It is put into a sentence. As soon as a word is made which names some familiar object, the object is talked about, or a drawing of it made, if the thing itself is not at hand. This is only a very imperfect sketch of the work of a very small part of a day, in one of the good schools. The children are happy. The first steps of their education are what are requisite to prepare them for those which are to follow.—JOHN D. PHILBRICK, in *Semi-Annual Report.*

2. PRIZES FOR READING.

A gentleman of Boston has donated \$2,000 to Harvard College, to be expended in prizes and otherwise to promote improvement in the art of reading among the students. There is much need of some incentive in this direction. The few only of otherwise cultivated men read passably well.

3. THE TEACHER AS A TALKER.

1. He should be an easy one. Of all men he most needs fluency of speech. A few disagreeable twitchings of face and sawings of hand have nearly destroyed my interest in the utterance of one of the best thinkers I have ever known. How much more difficult is it, then, for the young mind to maintain an interest in the talking of the teacher who has to labour to work even the most commonplace thoughts into words! What sorer infliction anywhere than a hard speaker! Is not the wonder that the young rogues stand as well as they do, this *belabouring* with words?

The most prudent teacher must talk much, and physically to talk easily is of no slight importance.

2. The teacher should be a ready speaker; a minute man in the use of verbal expletives—not merely or principally in the enunciation of theories in the great assemblies where pedagogues congregate, but before his daily classes. His mind and tongue should be set like the most delicate hair-trigger; he should be able to bring down mental birds as they fit by, "on the wing."

3. A forcible talker the teacher should surely be, and to be such he must be clear. This is the most important quality in any speakers' style: how doubly needful in that of him who deals with young undisciplined minds! And to speak clearly we must think clearly. A wonderful reflex influence speaking and thinking have upon each other. Clear streams don't flow in muddy channels; and if you and I can't use language to make a pupil "see" some point, had we not better inquire if the root of the matter is really in us? Why do our public men say they "can't talk to children?" Not because their great ideas can't be compressed enough to enter juvenile minds, but because such minds will be interested in nothing but good and clear sense.

A clear, forcible style must also be terse. Every word in a sentence is either a burden or a support. And like a chaste pillar, for beauty or strength, every proposition should bear no needless weight. "Who is this that darkeneth counsel with words without knowledge?" I suppose the truth must be told, the answer must be given—the careless teacher. When I have heard a speaker make a most excellent point, and then, instead of stopping, continue to

qualify the first or make another, until both are spoiled, I think of a painter, who, wanting just to touch some lineament of an already finished picture, finishes it, indeed, as I could—by dropping his brush upon its face. How much harder it is to know when to stop talking than how to begin! But the forcible, successful teacher must be earnest. Hear the best authority on this subject: Clearness, force, earnestness, are the qualities which produce conviction in minds of any age. If a teacher stops to take one gape, when attempting to illustrate some thought, be assured, meanwhile, his pupils will take two. A teacher's soul must be in his work, or it will not breathe forth in his words. Ah! we love the calm self-possession of the good disciplinarian, but never would we have it purchased at the price of that enthusiasm which fires up its possessor, even before his little audience.

4. An eloquent talker; and this is what he must be, if successful. Yes, let the law sprig laugh, and the young divine sneer at the thought of eloquent tones issuing from the schoolmaster's desk. The man who can stand daily before the piercing eyes and plastic minds of children, and feel not interest enough in the truth he is presenting, or in the welfare of his immortal charge, to rouse in his breast some eloquent fire, has no soul for eloquence.

5. A discreet talker, not a long, random declaimer. Truth, pertinent truth and fact, will form the basis of all his eloquence—its limit be utility. No man more than the teacher needs to know just when to speak, what to say, how to say it, or (hardest of all) when to stop. Judgment, judgment is the great thing in every business of life. I would give more for some generals who have handled one regiment, in one battle, than for some others who have spent two score years in military life. Far are we from despising all proper and needful aids to any profession: we feel too sensibly the need of them in our own: but yet, we do not believe that unless nature has instituted certain faculties in a man, and given him certain normal principles, all exotics planted by institutes and watered by normal schools will bear little fruit.

I have little patience with those who speak of that quality as the only one the teacher need possess. A wooden man is patient, or at least insensible. But the teacher without tremendous energy behind his patience is a poor affair. Upon how many and various things the teacher must decide! and the decision, too, must be instant; when should come the gentle reproof, when the kind word of encouragement, when the stinging sarcasm, when the stern command.

And do not suppose we think the teacher should be ever lecturing his pupils, either on morals or class studies. O, the power of silence the force of a motion or a look!—the pressure of a quiet, self-reliant reserve force upon a school. We envy, at least we would emulate, the power of the man who is so completely master of himself that the worst school can draw from him no word of irritation, whose true dignity and self-respect a legion of bad boys could not disturb. Such a one may strike if occasion requires, but will never scold.

Fellow-teachers, if you forget all my words, remember those of teachers inspired.

"He that ruleth his own spirit is mightier than he that ruleth a city." Such a one will rule others. "Words, fitly spoken, are like apples of gold in pictures of silver." If there be any place where such "pictures" should be hung, it is in the school-room, and the teacher is to hang them there. "For every idle word that men speak they shall be called to give an account thereof in the day of judgment." How great the responsibility, then, of him whose every word is echoed in scores of young hearts!—G. W. B., in *Pupil-Teacher*.

4. PHILOSOPHY OF SCHOOL EXAMINATIONS.

An eminent educator has said, that a man never knows anything fully until he has told it,—wisely implying that whatever is learned and is partially fixed in the memory, becomes far more deeply impressed by communicating it. The idea that it is somewhat nebulous, yet perhaps sufficiently clear to satisfy most scholars, must be more distinctly apprehended before it can be stated in terms that ought to satisfy any teacher. This is one of the great benefits of a well-conducted recitation; it requires the pupil to set forth in words the thoughts or principles which his lessons contain; it accustoms him to study how he can justly express what he has learned, so that it shall be intelligible to others.

Any argument in favor of public examinations of schools, at the close of the term, seems unnecessary; yet it may be proper to state some considerations in favour of a practice, which I trust will be adopted in every school of the county.

If teachers know that their scholars must pass the ordeal of a public examination, they will naturally have them review carefully and frequently, which is one of the most useful exercises, if rightly conducted. Scholars, too, will be more willing to review, and less anxious to get through their books, knowing that spectators will

judge of their proficiency far more by the thoroughness and readiness which they evince, than by the number of pages or books run over. In this way pupils will form the excellent habit of trying to understand perfectly whatever they are studying. Parents will be much and justly gratified to witness a fair examination of their children, and to be assured of their actual progress.

But let no teacher dare to deceive parents by show exercises, trying to make them believe their children have learned more than they really have.—It is not safe; the deception is sure to be detected, and the teacher who practise it, merits and will inevitably receive only contempt for his reward.

I wish teachers throughout the county would immediately decide to close their schools with an honest, thorough public examination; let their pupils understand this decision, that they may have the healthy stimulus to incite them to greater and more careful effort; let parents understand that they are desired to make arrangements to attend it without fail, as well as to visit the school previously. Then let teachers resolve to resist the temptation to make a display and conscientiously labor to render their scholars capable of sustaining a strict examination.

I think it is no exaggeration to estimate very highly the value of such an examination and of the thorough preparation necessary for it. Will teachers give the plan a fair trial this season, and let us know the result?—A. SMITH, in *Lewistown Gazette*.

5. DRAWING IN SCHOOLS POPULARISED FOR GENERAL EXERCISE.

Teachers will find it well to spend a few minutes occasionally in calling upon their pupils to go to the black board and perform operations like the following: Draw a line 1 foot long; six inches long; three feet long; two parallel lines 18 inches long; a figure 15 inches square an oblong 8 inches by 12; a circle 10 inches in diameter.

Let the teacher hold up a book and request the pupils to mark its size upon the blackboard; do the same with a cane; a hat; etc. etc. These exercises may be extended indefinitely and will prove very useful in disciplining the judgment as regulated by the eye. After your pupils have had some training on these simple exercises,—call upon them to give their estimate of the length and width of the windows in the school room; of the doors; the length, width and height of the room; the size of the school yard; the width of the street etc. A little daily attention to these points will lead to habits of observation and comparison. Try it.—*Connecticut Common School Journal*.

IV. Education in Various Countries.

1. EDUCATION IN MASSACHUSETTS, 1862.

The Twenty-sixth Annual Report of the Board of Education in Massachusetts contains some 300 pages and is replete with valuable statistics, suggestions and observations on the schools and school system of the old "Bay State."

Number of children between five and fifteen years of age, in the state	234,252
Mean average attendance,	178,892
Ratio of attendance expressed in decimals,	.76

By far the largest portion of the volume is filled with abstracts of Reports from different counties. These are model reports of model schools. Notwithstanding the demands for money on account of the war, the pay of teachers has not been diminished; but the teachers in Boston offered a portion of their salaries amounting to \$13,000 as a contribution to carry on the war. But the city government declined the offer. The Report from Suffolk county closes as follows:

"Education is for the whole mass. It is a preparation for life, its temptations, cares and duties. It forms the character, and gives a right direction to divinely implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, for the glory of God and the good of mankind. It cannot accomplish this mighty task without asking aid from above, and carrying the hopes of man beyond his mortal life."

2. EDUCATION IN THE STATE OF MAINE, 1862.

The common schools are in a flourishing condition, having suffered very little during the operations of the war. The academies and colleges have been seriously disturbed, and the classes thinned by the devotion of patriot scholars to arms instead of books. Teachers of all ranks by hundreds have gone to the battle field, thus showing that intelligence and patriotism go hand in hand; but their loss has

been supplied in part by new teachers and especially by enlisting educated ladies, who have conducted the schools with eminent success. The Legislature is urged to make provision for the professional education of her teachers. In this respect the state is evidently in the back ground. The subject of English pronunciation is treated at length and much research, from which we make liberal extracts.

We rejoice to learn that this State is to have two Normal Schools. A bill was passed by the last Legislature making provision for the establishment of one school in the eastern part of the State, and one in the western, and a special committee was appointed to decide upon locations. We congratulate Superintendent Weston and the friends of education for the success which have crowned so successfully their earnest efforts in behalf of the schools of Maine; and we congratulate the friends of public schools in having at the head of educational matters a gentleman so eminently fitted for the duties of the office as Mr. Weston has shown himself to be.

3. EDUCATION IN CONNECTICUT STATE—1852, 1862.

The number of schoolhouses, reported in good condition, was, in 1852, 240; in 1862, 1341. Number condemned by school visitors in 1852, 420. Number of permanent teachers in 1852, 270; in 1862, 750. Yearly length of schools in 1852, 28½ weeks; in 1862, 35 weeks.

In 1852 a property tax was laid by 3 school societies and 17 districts, amounting to about \$10,000
 In 1862 the town school tax amounted to 76,000
 and the district tax to..... 103,000

Total tax for annual support of schools.....\$179,000
 Income from school fund.....\$132,000
 Income from town department fund..... 45,000

Total from town and State funds\$177,000
 Population of State in 1850, 370,000; in 1860, 460,000; an increase of 90,000, or nearly 25 per cent.

The population of the State has never increased so rapidly at any other time, as in the time when there was the greatest expenditure for common schools. The same is true of the increase in the value of property.

The town of Holyoke has just finished two spacious and admirably arranged school-houses costing about \$14,000. The one erected for the High School, in its architectural beauty and internal arrangement is superior to any other in the Connecticut valley.

4. EDUCATION IN THE STATE OF NEW JERSEY, 1862.

Hon. F. W. Ricord, Superintendent, states that the schools are in an unusually flourishing condition; and adduces as evidence of this statement, that more money has been raised and appropriated for their support than during any previous year; that school taxes have been cheerfully paid and school officers elected with special reference to their fitness for office.

Teacher's Institutes have been held in every county, and their influence is felt far and wide in awaking an interest in the schools and in elevating the standard of education.

Number of schools in the state,	1617
" children between 5 and 18 years,	198,529
" " who have attended school,	132,590
Average daily attendance at school,	58,720
" number of months schools have been kept open,	9
Terms of tuition per quarter,	\$1.48
Amount raised and appropriated.	\$562,529.23
Number of male teachers employed,	1,104
" female "	1,108
Salary of male "	\$385
" female "	222

5. PROGRESS OF EDUCATION IN CHICAGO, 1862.

Under the able management of Superintendent Wells, the public schools of Chicago have attained a very high degree of excellence.—The Monthly Institute of Teachers has proved a complete success.—The punctuality of pupils is remarkable being 92.4 per cent of all the schools.

The number who were neither absent nor tardy in a single instance during the year was 86.

Number not absent a single half day,	118
" " " nor tardy during 3 years,	4
" " " " " " 2 "	10
" " " " " " 5 "	2
" " " " " " 4 "	3

6. SOUTHERN EDUCATIONAL CONVENTION.

At a recent meeting of the Southern Convention, held at Columbia, South Carolina, the following letter from President Davis was read:—

"EXECUTIVE OFFICE, RICHMOND, Virginia, April 22nd, 1863.
 "Messrs C. M. Wiley, J. D. Campbell, and W. J. Palmer,
 Raleigh, North Carolina.

"GENTLEMEN,—I have the honour to acknowledge your invitation to attend a meeting to be held in Columbia, South Carolina, to deliberate upon the best method of supplying text books for schools and colleges, and promoting the cause of education in the Confederate States. The object commands my fullest sympathy, and has for many years attracted my earnest attention.

"It would be difficult to over-estimate the influence of primary books in the promotion of character and the development of mind. Our form of Government is only adapted to a virtuous and intelligent people, and there can be no more imperative duty of the generation passing away, than that of providing for the moral, intellectual and religious culture of those who are to succeed them.

"As a general proposition, it may, I think, be safely asserted that all true greatness rests upon virtue, and that religion is in a people the source and support of virtue. The first impressions on the youthful mind are to its subsequent current of thought what the springs are to the river they form, and I rejoice to know that the task of preserving those educational springs in their purity has devolved upon men so well qualified to secure the desired result. I have only to regret my inability to meet you, because it deprives me of the pleasure your association would give.

"With my best wishes, I am, very respectfully, your fellow citizen,
 "JEFFERSON DAVIS."

7. EDUCATION IN ICELAND.

Iceland, which has a population of about seventy thousand, is under the government of Denmark. The language spoken in Iceland is the old Scandinavian, closely akin to the Saxon, with no admixture of Greek or Latin roots. It has, singularly enough, a literature 900 years old. There are four presses on the island, and four newspapers. About 60 volumes are issued in a year, but most of them are published in Copenhagen. There are colleges and academies of medicine there, and common schools. But most of the education is domestic in its character. The fathers teach the children so effectually, that a young Iceland boy or girl of eight years old cannot be found unable to read and write. Wandering minstrels, like those of the old time in Scotland and Germany, are still to be found traversing the country, and dropping in on families happy to receive them, who gladly give them a night's supper and lodging in exchange for their lay. The Icelandic Church is Lutheran. There are 199 churches on the island, with 280 clergymen.

8. PROGRESS OF EDUCATION IN TURKEY.

The *Star of the East*, a journal published at Constantinople, affords the following particulars of the Christian Schools in the Turkish Empire. These are derived, according to that journal, from the bureau of the Ministry of Public Instruction in Turkey:

At Constantinople and in the environs: schools, 144; professors, 472; pupils of both sexes, 16,217. Subjects of instruction: general history, sacred history, philosophy, the catechism, grammar, mythology, geography, arithmetic, geometry, physics, theology, ethics, calligraphy; of languages, the Greek, French, Turkish, Latin, etc.

In Roumelia and the Isles of the Archipelago: schools, 1692; professors, 1747; pupils of both sexes, 87,231. Subjects of instruction: the Greek and Bulgarian languages, and in certain schools arithmetic, geometry, geography, history, calligraphy, and the French and German languages.

In Anatoila and Arabia: schools, 726; professors, 903; pupils of both sexes, 34,959. Subjects of instruction: the Gospel and the Psalms; of languages, the Arabic, Turkish, Chaldaic, Syriac, Greek, and Armenian; history, geography, music, and manual labor. Total: schools, 1562; professors, 3122; pupils (both sexes included), 138,387.

In Constantinople itself, and in the suburbs, there are counted 127 schools, of which 77 are Greek, with 6477 pupils; 5 Protestant, 82 pupils; and 8 Catholic, 509 pupils. The Greek schools are divided into two categories, 45 inferior or "allelodidactic," so termed from the system of mutual instruction adopted in them; and 25 Hellenic schools or gymnasia, in which the principle subject of instruction is the Greek language.

9. EDUCATION IN PRUSSIA.

Among the debates of the Chamber of Deputies during the last week those respecting the Education Bill claim universal interest. It is notorious that the general education of the people in Prussia is considered to have attained a high and favourable position. It is from the fact that even in the country few are to be found who are unable to read or to write, that the nation has acquired its reputation for intelligence. Few, however, are acquainted with the darker side of the educational question in Prussia. The young candidates who devote themselves to the calling of teachers receive in the seminaries but an indifferent education, that scarcely places them above village schoolmasters. From the beginning they have no prospect of advancement, and the stimulus of ambition in their calling is wanting in their case. Out of the 30,000 elementary schoolmasters the greatest number of those living in the country are literally exposed to famine, and the circumstances in which they are living are worse than those of a day labourer. Their material situation is, besides, one of the most miserable among all classes in Prussia.

No pensions are provided for the schoolmaster, as is done for all other state officials. After a long period of service, when he grows old and is unable to teach any longer, his successor, whose salary is often under £30 a year, is obliged to provide for him, and should his family survive him, it is reduced to beggary. Now, since 1849 the system of tuition in the public schools should, as prescribed in the constitution, have been regulated by a bill, and in 1850 the Minister Von Ladenberg announced its accomplishment. This Minister, however, resigned his position before he could bring in his bill, and ever since that time it has been lying in the office of ecclesiastical affairs without having benefitted the country. Instead of this bill, the successor to the above-mentioned Minister, Herr Von Raumer, ten years ago issued, without the permission of the Chamber, a prescription on the subject under the name of the "Regulative." This bill is, perhaps, one that has been most attacked in Prussia. It not only impresses upon the schools a strictly exclusive confessional character, but it also exchanges an extended animated instruction for a restricted formalism. It prohibits the reading of the great German authors, lessons in natural history, mathematics, and even in universal history. It deemed, moreover, the decimal system to be suspicious. The educational committee of the Chamber, induced by numerous petitions, had moved a resolution to the intent that the bill promised by the constitution had every year become a more urgent necessity and an inevitable duty, and it had at the same time elaborated a series of twenty-four propositions that touch all the above-mentioned evils, and that will serve as a foundation for the expected bill. The Minister of Ecclesiastical Affairs did not disavow the unfortunate situation of the schoolmasters, but added, however, that during the last few years more than half a million of dollars had been spent in improving it. The Government, he said, intended to regulate this question, and to effect a reform in educational affairs by means of an ample bill, and for that reason he would be unable to recommend the acceptance of those resolutions, as they would forestall the government. He added, however, that the present state of general political affairs in Germany, which also influenced tuition, had not as yet rendered the bringing forward of the intended bill possible. This declaration, the object of which was evidently to postpone the bill *ad calendas Græcas*, did not, however, satisfy the Chamber. This has now been going on for thirteen years, and after several stormy debates the resolutions have at last passed by a great majority.—*Berlin Correspondent of the Standard*, March 28, 1863.

VI. Biographical Sketches

No. 28.—THE HON. MR. WALKER.

The Hon. Wm. Walker, of the Legislative Council, died yesterday in Quebec. He was a Crown appointed member; and his death will therefore not necessitate an election. Born in Scotland, he came to Canada in 1815, and was for many years engaged in mercantile business in Quebec and Montreal. In 1837 he was appointed a member of the Special Council. He was the first Chancellor of Bishop's College, Lennoxville, which conferred upon him the degree of D. C. L.; was first President of the Quebec and Riviere-du-Loup Railway Company, before its amalgamation with the Grand Trunk; was for many years President of the Board of Trade of Quebec; President of the Bank of Montreal; Deputy Master of the Trinity House, and was part owner and one of the building committee of the seagoing steamer *Royal William*, constructed at Quebec, which was the first steam vessel which crossed the Atlantic ocean. He was called to the Legislative Council by Royal Mandamus, 19th August, 1842.

No. 29.—LIEUT.-GEN. T. J. ("STONEWALL") JACKSON.

The death of this memorable man, on the 10th ult., has sent a thrill of sorrow far beyond the confines of the Confederacy which his skill and valour has so materially aided to establish. Born in Lewis county, Virginia, in the year 1826, and left an orphan at an early age, Jackson's family influence enabled him to enter the Military Academy at West Point in his seventeenth year. He was graduated thence in 1846, in the same class with McClellan, received the usual appointment of brevet second lieutenant, and was assigned to duty in the Second Regular Artillery. It was the time of the Mexican troubles, and Jackson saw his first military service under Magruder, in his celebrated battery, which went through the campaign. On the 20th of August, 1847, he was promoted to the rank of first lieutenant; and was soon after breveted to a captaincy, for gallant conduct at Confreras and Chunubusco; and became a major for bravery at Chapultepec. On the 20th of February, 1852, he resigned his position in the army on account of impaired health, and accepted a professorship at the Military Institute in Lexington, Virginia. Appointed to a colonelcy in the Southern army of Virginia, Jackson advanced from Harper's Ferry with a considerable force, and occupied that post on the 18th of April, 1861. On the 2nd of the following July, he was attacked at Martinsburg by Gen. Patterson, and was obliged to retreat. From that time until the first battle of Bull Run, Jackson did good service to the Southern cause—dashing here and there—committing depredations—and entitling himself to the reward of a Brigadier-Generalship, which was bestowed upon him. During the winter of 1861-2, his forces remained at Centreville; but while McClellan was removing his army to the Peninsula, Jackson went into Western Virginia. Hastening back to Richmond, he was in time to take part in the battles before Richmond, which closed the disastrous campaign of the Federal forces on the Peninsula. Untiring and zealous, Jackson retraced his steps to Northern Virginia, and, with a large force, led the advance of Lee's army in its campaign against Pope; crossed the Potomac into Maryland; occupied the city of Frederick; recrossed the river; moved westward, and again captured Harper's Ferry; and returned to Maryland, to take his usual prominent part in the battle of Antietam. Promoted to the rank of Lieutenant-General in the Confederate army, Jackson was in command of a heavy force at Fredericksburg, at the attack upon that place by Burnside, and again in the recent movement of Hooker; and it was in the terrible contest at Chancellorsville that he found the end of his career. He left the field and went home to die at the early age of 37.

INCIDENTS OF HIS MILITARY AND RELIGIOUS LIFE.

The incidents which are told of this able and daring leader would fill a volume. They all hinge upon the sincerity of his zeal, his personal bravery, his dash and courage in military operations, and the remarkable influence which he exercised over his men. Jackson was a very religious man. While in command at Winchester, he took a prominent part in revivals, and habitually led the "Union prayer meetings." A servant of his, captured by the Federal forces not long ago, says that before entering upon an engagement, his master always retired to his quarters to pray. Nor was he devoid of generosity. There is a story, that when the surgeon of one of the Indiana regiments and two of his brother officers were captured by a party of Ashby's cavalry and taken before Jackson, he said, "It was you, gentlemen, who lately saved the property of a dear friend of mine in the valley from the fury of your own men. I thank you. Have you any means of transportation back to your regiment?" "We have not, General." He then gave them horses, an escort, and one hundred dollars, and courteously dismissed them on their parole. In society he is quiet but cheerful; not loquacious, but intelligent and shrewd; in religion, a strict Presbyterian, and extremely strict in his church observances. As there are many conflicting reports about the origin of the name of "Stonewall," it may be interesting to repeat the true circumstances under which it was given. In the first battle of Manassas, July 21st, 1861, General Bee, of South Carolina (himself subsequently killed in the same action), observing his men flinching and wavering, called out to them to stand firm, exclaiming "Look at Jackson's men; they stand like a stone wall!" In his official report of the battle, General Beauregard employed the same expression in connection with General Jackson's command, and the name has clung to General Jackson ever since.

OFFICIAL ORDERS REGARDING HIS DEATH.

Chancellorsville, May 4.

"To Lieutenant-General T. J. Jackson.
"General,—I have just received your note informing me that you were wounded. I cannot express my regret at the occurrence. Could I have directed events, I should have chosen, for the good of the country, to have been disabled in your stead. I congratulate you upon the victory, which is due to your skill and energy.

"Most truly yours,
R. E. LEE, General."

"No. 61. Head Quarters, Northern Virginia, May 11, 1863.

"With deep grief the Commanding General announces to the army the death of Lieutenant-General T. J. Jackson, who expired on the 10th inst., at a quarter past three o'clock p.m. The daring skill and energy of this great and good soldier, by the decree of an all-wise Providence, are now lost to us; but while we mourn his death, we feel that his spirit still lives, and will inspire the whole army with his indomitable courage and unshaken confidence in God as our hope and strength. Let his name be a watchword to his corps who have followed him to victory on so many fields. Let the officers and soldiers imitate his invincible determination to do everything in the defence of our beloved country.

"R. E. LEE, General."

PERSONAL DESCRIPTION.

Imagine a man about five feet ten inches high, rather thick-set, full chest, broad, stalwart shoulders, and indeed the whole physique indicating what is commonly called a well-made man. He is the picture of health, though there is no redundancy of flesh. His face is slightly bronzed from the constant exposure of his campaigns. His appearance at first impresses you with the idea of great powers of endurance. The expression of his face adds to rather than diminishes the general effect. There you see self-command, perseverance, and indomitable will, without the least admixture of vanity. His forehead is broad and prominent; eyes expressing a singular union of mildness, energy, and concentration; cheeks and nose both long and well formed. His dress is a common grey suit of faded cassimere, the coat slightly braided on the sleeve, just enough to be perceptible, the collar displaying the rank of a Lieutenant-General.

HOW HE WAS WOUNDED.

Richmond papers give a full account of the wounding, death, and funeral of Jackson,—the former leaving no doubt that the wound was inflicted by the mistake of his own men. On Thursday, Mrs. Jackson arrived, greatly to his joy and satisfaction, and she faithfully nursed him to the end. By Thursday evening all pain had ceased. He suffered greatly from prostration. On Friday he suffered no pain, but prostration increased. On Sunday morning, when it was apparent he was rapidly sinking, Mrs. Jackson was informed of his condition. She then had free and full converse with him, and told him he was going to die. He said, "Very good; very good. It is all right." He had previously said, "I consider these wounds a blessing. They were given me for some good and wise purpose. I would not part with them if I could." He asked of Major Pendleton, "Who is preaching at head-quarters to-day?" He sent messages to all the Generals. He expressed a wish to be buried in Lexington, in the valley of Virginia.

THE FUNERAL OF GENERAL JACKSON.

The Richmond *Inquirer* of the 13th ult. says:—The city was again yesterday the scene of another outburst of mourning, and the last offices of honour to the departed hero were performed with fitting magnificence. In no public ceremony—not even the grand display which attended the inauguration of the monument to Washington some years ago, has Richmond been rendered more memorable than upon this occasion, when every branch of the Confederate and State Governments, with an army of bronzed and hardy heroes, and the whole city pouring forth its living tribute,—aged and young of both sexes,—joined in the pageant, and gave it all the imposing grandeur which sympathy, sorrow, love, and admiration united, could bestow. On either side and in the rear, an immense throng of ladies and gentlemen, children, servants, and soldiers, mingled ready to move along with the procession. The banners were draped with crape, and the swords of the military officials were draped at the hilt. The artillery bore the sad insignia—the arms of the infantry were reversed—the drums were muffled—and at the given hour, a gun stationed beneath the monument boomed forth the signal for motion. The flags upon the public buildings remained as on Monday, at half-mast. The scene on Maine-street was beyond adequate description, so impressive, so beautiful, so full of stirring associations, blending with the martial dirges of the bands; the gleam of musket, rifle, and sabre drawn; the sheen of black cannon: thousands of throbbing hearts; and the soul of sorrow that mantles over all. From Second-street, through which the procession partly passed, it wheeled into Grace-street, down which it returned to Capitol-square, entering by Monument Gate. At different stages of the obsequies, the cannon which remained stationed at the foot of the monument pealed out in tones of thunder, which heightened the effect of the tolling bells, the solemn music, and the grand display. The hearse being drawn up in front of the Capitol, the coffin was removed to the Hall of the House of Representatives, where it was laid in state in front of the Speaker's seat. Thousands crowded into the building,

many bearing splendid bouquets with which to adorn the coffin; and at night hundreds were turned away, after hours of fruitless efforts, without seeing the face of the beloved departed warrior. The funeral is said to have been a most tumultuous outburst of mourning. It was attended by President Davis and his Cabinet, all the members of the State, and an immense throng of citizens. The body lay in state at the Capitol till the morning of the 13th, when it was sent to Lexington. A statue of Jackson is to be erected in the Capitol.

THE CONFEDERATE, FEDERAL, AND ENGLISH PRESS ON THE DEATH OF GENERAL JACKSON.

The Richmond (Confederate) *Whig* of the 12th ult., in referring to General Jackson's death, says:—Since the death of Washington, no similar event has so profoundly and sorrowfully impressed the people of Virginia as the death of Jackson. The surprise and admiration with which his earlier feats in the war were regarded has long since ripened into cordial gratitude for his services, boundless confidence in his capacity, enthusiastic affection for his person, and sincere veneration for his character. * * * There is not one loyal heart in the Confederacy that has not, or will not, sicken and sink with grief at his fall. Were it possible to restore him, we believe there are thousands who would give their own lives to ransom him from the captivity of death. For all this love for him living, and all this grief for him dead, there was reason enough; for in the great struggle which now engages all hearts and hands, he was himself a power equal to many regiments of armed men. He had thrown into the energies of a mighty spirit, the resources of a great intellect. What others did or attempted from impulses of ambition, patriotism, or a sense of duty, he did from compulsion of conscience and a reverential conviction of obligation to his Maker. He did it with all the strength of mind, soul, and body. So actuated, he thought not of consequences to himself—of dangers to be encountered or glory to be won; and, so acting, he left nothing undone that was possible of accomplishment. There is no need now to rehearse his deeds, they are fresh in the memories of all. But, memorable as those deeds are, and destined to become lessons for military students for long ages to come, it was not perhaps so much what in his brief but crowded career he accomplished, as the manner in which he did whatever most difficult feat lay before, and the ability he thus manifested for more arduous and momentous achievements; that explains the wonderful growth of his fame, and will give him a place in history amid the most renowned heroes and captains of all ages. The old Mother State that bore him is not sterile. The Confederacy for which he fought is fruitful of men; but it is not to be expected that this war will produce, or this generation see, one who in all respects will fill the great space he has left void. Others may have genius to devise, others his energy to execute, others his purity of life, and others his stern and solemn self-consecration to the cause, but we may hope in vain to find all these united in one, and their potency so felt by his men as that, his will moving and his spirit animating all, they should become, as Jackson's men were, the very limbs of his body, moving and acting as he willed, almost without conscious volition of their own. Still, let none suppose that because this great soldier will no more lead his inevitable battalions against the merciless and murderous invaders of our country, we shall be unable to defend ourselves against the hosts who muster for our destruction. The same Providence that gave us Jackson still rules the affairs of men, and though He has taken the mighty chieftain from us, He leaves us his illustrious example to follow, and his grand spirit to fire every heart and nerve every arm. The men who for two years have felt the influence of such a presence, whose hearts burn with glowing memories of what he was, will never yield to mortal foe. Jackson, though dead, will still fight in the men whom he so often led to victory.

The New York (Federal) *World* makes the following comments on his death:—It is creditable to the manhood of our northern people that the news of the death of "Stonewall" Jackson has been received throughout the Union with a thrill not wholly alien from the emotions which it must have touched in those rebellious states, the lightning of whose battles he had so often launched against our armies and our flag. As every noble heart that beat beneath the red coats of the Parliament must have mourned the peerless Falkland; as every high-souled cavalier must have brushed aside an honest tear when Hampden fell;—so our children will be proud to know the northern valour and northern loyalty—the pride of the northern soldier and the faith of the northern citizen—paused in the hottest and sternest hour of our great struggle, to honour the memory of the man in whom the Union had found at once the most dangerous and the most conscientious—the most resolute and the most chivalrous—of its force. War is never so hateful as when it kills in men the supremely manlike quality of justice to our enemies; and the spontaneous, irrepressible tribute

which rose to all men's lips when they heard that the bravest of the rebel brave had died a soldier's death, was a victory won by the heart and temper of the northern people, on which the muse of history will linger, perhaps, with something like relief from her sad chronicle of "men arrayed for mutual slaughter." The northern people honoured in Jackson qualities which the worst cause cannot obscure. They respected the sincerity of the man as much as they admired the daring of the soldier. They believed him misled, but they felt that he was no misleader. They lamented in his victories only this, that feats which reflected such renown on American gallantry should have been performed in a cause so fatal to American hopes; and not even the sense of gain we all must feel in the loss to the rebel hosts of such a captain, can make us stand otherwise than with uncovered heads before the early grave of an heroic chieftain, the example of whose high qualities the truest and most loyal soldier of the Union and the right may honourably lay to heart.

The *London Times* thus refers to the dead hero:—The Confederate laurels won on the field of Chancellorsville must be twined with the cypress. Probably no disaster of the war will have carried such grief to Southern hearts as the death of General Jackson, who has succumbed to the wounds received in the great battle of the 3rd of May. Even on this side of the ocean the gallant soldier's fate will everywhere be heard of with pity and sympathy. Not only as a brave man fighting for his country's independence, but as one of the most consummate generals that this century has produced. Stonewall Jackson will carry with him to his early grave the regrets of all who can admire greatness and genius. From the earliest days of the war he has been conspicuous for the most remarkable military qualities. That mixture of daring and judgment, which is the mark of "heaven born" generals, distinguished him beyond any man of his time. Although the young Confederacy has been illustrated by a number of eminent soldiers, yet the applause and devotion of his countrymen, confirmed by the judgment of European nations, have given the first place to General Jackson. The military feats he accomplished moved the minds of people with an astonishment which it is only given to the highest genius to produce. The blows he struck at the enemy were as terrible and decisive as those of Bonaparte himself. The march by which he surprised the army of Pope last year would be enough in itself to give him a high place in military history. But perhaps the crowning glory of his life was the great battle in which he fell. When the Federal commander, by crossing the river twelve miles above his camp, and pressing on, as he thought, to the rear of the Confederates, had placed them between two bodies of his army, he was so confident of success as to boast that the enemy was the property of the Army of the Potomac. It was reserved to Jackson by swift and secret march to fall upon his right wing, crush it, and, by an attack unsurpassed in fierceness and pertinacity, to drive his very superior forces back into a position from which he could not extricate himself except by flight across the river. In the battle of the Sunday, Jackson received two wounds, one in the left arm, the other in the right hand. Amputation of the arm was necessary, and the Southern hero sank under the effect of it, supported to the last by his simple and noble character and strong religious faith.

VI. Miscellaneous.

1. "MY WIFE AND CHILD."

[A correspondent, "Southron," sends us the following, with a request for its publication in our columns. It is from the pen of the famous "Stonewall" Jackson, written while he was with the United States Army in Mexico, of which army he was then, as he is now, of the Confederate, a brave and efficient officer. Our correspondent thinks Gen. Jackson must be accorded the merit of a true poet. The pathos of poetry and true affection were never more justly delineated.]

The tattoo beats—the lights are gone;
The camp around in slumber lies;
The night with solemn pace moves on,
The shadows thicken o'er the skies;
But sleep my weary eyes hath flown
And sad, uneasy thoughts arise.

I think of thee, oh, dearest one,
Whose love my early life hath blest—
Of thee and him—our baby son—
Who slumbers on thy gentle breast;
God of the tender, frail and lone;
Oh, guard the gentle sleepers' rest;

And hover, gently hover near
To her whose watchful eye is wet—

To mother, wife—the doubly dear,
In whose young heart have freshly met
Two streams of love so deep and clear—
And cheer her drooping spirits yet.

Now, while she kneels before Thy throne,
Oh, teach her, Ruler of the skies,
That while by Thy behest alone
Earth's mightiest powers fall or rise,
No tear is wept to Thee unknown,
No hair is lost, no sparrow dies!

That thou can'st stay the ruthless hands
Of dark disease, and soothe its pain;
That only by Thy stern commands
The battle's lost, the soldier's slain,
That from the distant sea or land
Thou bring'st the wanderer home again.

And when upon her pillow lone
Her tear-wet cheek is sadly pressed,
May happier visions beam upon
The brightening current of her breast—
No frowning look nor angry tone,
Disturb the Sabbath of her rest.

Whatever fate those forms may show,
Loved with a passion almost wild—
By day—by night—in joy or woe—
By fears oppressed, or hopes beguiled,
From every danger, every foe,
Oh! God protect my wife and child!

THOMAS JEFFERSON JACKSON.

2. THE CAMBRIDGE PRESENT TO THE PRINCE AND PRINCESS OF WALES.

When the old Marquis Camden was elected Chancellor of Cambridge, King William IV., who was on intimate terms with him, said jokingly, "So you have turned printer of Bibles, have you? you must give me a specimen of your skill." the Marquis, as the story runs, ran off to the Syndicate and asked what book could be given; the press was in a very bad condition, as it has been once or twice since, and the Syndicate and printer found that they had not a book that was presentable. If they gave a Bible it could only be one of their common books put into a handsome binding; a happy thought struck the printer, Mr. J. W. Parker. Suppose we print one on purpose! Agreed, was the chorus. And accordingly, when the Marquis was installed, a dozen presses were got ready, each with its form of type, and the first twelve sheets were printed on vellum, the pressmen being no less eminent personages than the Dukes of Wellington, Cumberland, Cambridge, Northumberland, and the Archbishop of Canterbury, who affixed their autographs and seals to the copy, so printed for his most Gracious Majesty. A number of the most learned men were selected to read the sheets, and considerable noise was made. The book took a long time to print, and before it could be presented the King died. The copy on vellum, the only one printed on that material, formed four volumes, and was presented to her present Majesty, we believe, in 1837, or very soon after she came to the Throne, and now reposes in the library at Windsor. The KING'S BIBLE is said to be remarkable as being the first book round the pages of which red border lines were printed, and being printed on large paper forms a very handsome volume, or is still handsomer if bound in two. The Wedding Present from the University consisted of a copy of this Bible, together with a Prayer Book printed uniform with it, and bound by Messrs. Rivington, the London agents for the University, in a most sumptuous manner. We are afraid that we cannot convey satisfactory account of the binding, or of the massive silver mounting of the volumes, and must, therefore, be content to refer the curious reader to the *Cambridge Chronicle*, where he will find them described in true journalistic style.—*The Bookseller.*

VII. Educational Intelligence.

CANADA.

—UNIVERSITY OF TORONTO.—His Excellency the Governor General has been pleased to make the following appointments, viz:—The Hon. Joseph C. Morrison, to be Chancellor of the University of Toronto, in the room and stead of the Hon. Skeffington Connor, deceased. Edward P. Bull, Esq., of Toronto, to be an additional member of the Senate of the University of Toronto.

— THE LATE MR. THOMAS I. CHURCHILL OF THE EDUCATIONAL DEPARTMENT.—We have to record with sincere regret the death, on the 16th ult., of Mr. Thomas I. Churchill, Assistant Clerk of Statistics in the Educational Department for Upper Canada, aged 22 years. Mr. Churchill had for the last three years been in failing health, but such was his devotion to the duties assigned him in the Department, that he could not be prevailed upon to relinquish them until he had become so enfeebled as to be entirely confined to his bed. When a lad, young Churchill became a pupil in the Model School. While there, his diligence and success were so gratifying that Mr. McCallum, then in charge of the school, warmly recommended him to fill the vacancy in the Education Office, caused by the lamented death of Robert Lester, who had also been a pupil of the Model School. During the seven years which Mr. Churchill remained in the Department, he exhibited the most fidelity and conscientiousness in the discharge of his duties. He was very accurate and methodical; and had his life been spared he would no doubt by his excellent character, assiduity and talents have ranked high as a departmental officer. His amiability and obliging disposition so endeared him to every one in the Educational Department that they all took the warmest personal interest in lightening his labours and promoting his advancement in the office. When at length he was compelled to desist from active service, he experienced the deep sympathy of his former associates, who on his departure from among them feel that they have lost a younger brother. During his fatal illness, Mr. Churchill was regularly visited by his pastor, the Rev. Dr. Caldicott, Baptist clergyman of this city. Dr. Caldicott has kindly furnished the writer with the following record of his religious character and experience:—"Thomas Churchill was a docile enquirer; and as soon as truth was plainly stated to him he received it with all his heart. His hope of glory rested alone on the finished work of Christ. His faith was simple, childlike, constant, unswerving to the end,—a faith that worked by love, leading him to desire the glory of the Saviour. He was very anxious to make a public profession of his faith; but this his health would not permit. He was uniformly cheerful. Death had no terror to him. Some weeks before his decease, he sent for a physician to tell him his true state, so that he might have the certainty of his death continually before him. Three days before that event, he asked his pastor if he thought his end was near; and on being told that he would probably not live a week longer, he expressed great satisfaction to think that he should so soon see his Saviour, and be permitted to adore him for his grace in saving him. A few minutes before his death, his mother remarked, "You will soon be in heaven," "Yes," said he, "to be with Jesus," raising his hand and pointing with his finger to the skies. Thus he passed away.

"Blessed in the sight of the Lord is the death of his Saints."

— UPPER CANADA COLLEGE.—At the annual convocation of the University on Friday last, no less than thirteen scholarships, including four double scholarships, were carried off by Upper Canada College boys. They also gained three medals and ten of the twelve scholarships allotted by statute for matriculants and first year's students.—*Leader*.

— YORK TOWNSHIP SCHOOLS.—COMPETITIVE EXAMINATION OF PUPILS.—The first combined examination of pupils selected from every school in the township of York took place in the Davisville schoolhouse No. 1, on Friday last. Great praise is due to Mr. Watson, the Local Superintendent, for the energy he displayed in bringing about so desirable a competitive examination. The Township Council have granted a sum for the purchase of prizes, and the Educational Department having added 100 per cent. to the amount, a large number of books and philosophical instruments were obtained, amounting in value to \$70. The examiners were the Rev. C. Cooper, M.A., W. Tyrell, Esq., the Reeve of the township of York, H. F. Tuck, Esq., M.D., F. J. Leslie, Esq., assisted by W. Lee and W. Mitchell, Esqs.—*Ibid*.

— BRITISH AMERICAN COMMERCIAL COLLEGE.—On Tuesday evening the students attending this flourishing institution, together with a number of ladies and gentlemen, assembled in the college room for the purpose of commemorating the termination of the first college year, by making a presentation to each of the teachers. Mr. T. D. Harris occupied the chair, and opened the proceedings with a brief address on the great value of such a college, and by presenting to Hugh F. McDonald and F. W. May, who had creditably passed a rigid examination by the Board of Examiners, the diplomas of the institution. The students then proceeded to present each

of the teachers with a beautiful rosewood writing desk, and complimentary address.—*Ibid*.

— MCGILL UNIVERSITY.—The notice of the convocation of this University in our last referred only to the *first* day, devoted to the Faculty of Arts. On the second day the Faculties of Law and Medicine presented their candidates for graduation. Andrew Robertson, Esq., M.A., one of the governors, presiding. The degree of B.C.L. was conferred on the following gentlemen: Isidore G. Ascher, John G. K. Houghton, Lewis N. Benjamin, Edmund T. Day, George O. Doak, Charles P. Davidson, Amedée L. W. Grenier, William A. Hall, George W. Stephens, Ernest Sabourin, Charles A. Vilbon, Charles J. C. Wurtele, William F. Bullock, Alfred Charland, Frederick Lefebvre, Louis George Scragger, William Mackay Wright. Prof. Eviter addressed the graduates on behalf of the Faculty of Law. The degree of M.D. and C.M. was then conferred on the following gentlemen, Prof. Craik addressing them in behalf of the Faculty of Medicine: Horatio C. Burrett, William Wallace Gordon, James Lindsay Mason, J. B. Blanchet, Francis H. Braithwaite, Angus MacDonald, John H. Burland, Alphonse Brodeur, William W. Dickson, James E. Sawyer, Eli Ives, Robert MacIntosh, John J. Marston, Peter E. Brown, A. E. Senkler, Antoine A. Desaulniers, Pierre Rainville, Honore Therien, George Wood, Donald S. Grant, Henry Graham, William E. Bessey, L. P. A. Grenier, Edward C. Malloch, William Claude Gustin, Thomas Ross, James Aylen, James H. Fulton, F. D. Theriault, Franklin Goforth, Francis William Digby. The Principal closed the proceedings with a short address, in which he referred to the statistics of the past year, stating that the number of graduates in course on the present occasion was sixty-four; the number of students in the past session was in arts, 72; in medicine, 175; and in law, 55; making a total, after deducting six students entered in more than one faculty, of 296. This number did not include any matriculants or others not actually students, and there were in addition about 250 boys in the preparatory school, and 79 teachers-in-training on the roll of the Normal School.

— TEACHERS' ASSOCIATION.—The first annual meeting of the Teachers' Association in connection with the McGill Normal School was held in the Examination Hall of this School, Bonaventure Street, May 29th. Principal Dawson presided, the Hon. Superintendent of Education, several Professors of McGill College and other friends of education being present, as also a large and respectable audience. The proceedings were of an interesting and intellectual character, the audience in addition to able and entertaining addresses from Prof. Dawson, Hon. Mr. Chauveau and other gentlemen, being treated to most excellent music on the part of the Oratorio Society, under the direction of Mr. Fowler. After the display of several chemical experiments by Prof. Robins, the proceedings terminated with the singing of the National Anthem by the Oratorio Society and the audience.

Advertisement.

Annual Announcement of

THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspetus, or Cæsar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto. 18th June, 1863.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.