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JOURNAL OF EDUCATION,

Upper

Canada.



VOL. XIII.

TORONTO: MAY, 1860.

No. 5.

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A SKETCH OF THE COMMON SCHOOL LIBRARIES IN THE UNITED STATES AND CANADA.*

(In alphabetical order.)

This class of public libraries has in several States attracted much attention and involved large expenditures. An effort has been made to collect reliable information on the subject, and the following article is believed to contain much that has never been given in a connected form. A *whole* volume could be prepared, and would indeed be necessary to illustrate the various systems of school libraries; and it is hoped that this may yet be done by a competent hand.

The aggregate number of volumes in the Common Schools in the United States is about TWO MILLIONS, and in Canada nearly a quarter of a million. The system introduced, under the energetic and judicious measures proposed by Dr. Ryerson, in Upper Canada, deserves special mention. *It appears to be the opinion of some who have given special attention to this subject, that the system of School Libraries of Canada is in advance of any in the United States.*

CALIFORNIA.

During 1854, \$3990 52 were expended in 14 counties, for school libraries and apparatus.

CONNECTICUT.

In 1838, no efforts had been made to provide the district schools with libraries. Mr. Barnard states that out of 1400

* From the Manual of American Libraries, by William J. Rees, Esq., first clerk of the Smithsonian Institution, Washington.

schools which he visited, there were but six libraries, containing in all less than 1000 volumes.

By an Act of the General Assembly, May Session, 1856, the Treasurer of the State, upon the order of the Superintendent of Schools, is authorized and directed to pay over the sum of ten dollars, out of any moneys that may be in the public treasury, to every school district which shall raise, by tax or subscription, a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus; and the further sum of five dollars, annually, upon a like order to the said districts, upon condition that they shall have raised a like sum for such year for the purposes aforesaid.

Since the passage of this law up to May, 1857, 133 districts have availed themselves of its provisions, and the aggregate amount raised by these districts has been nearly \$2000. The total number is 186; 53 libraries having been reported previous to the enactment of the new law. The amount paid from the State treasury to districts, is \$1330. In some districts a large proportion of the money was expended for reference books; but in others, for volumes for general circulation. The law requires that books purchased for district libraries be approved by the Board of Visitors of each town.

The whole amount expended for libraries, during 1858, was \$3757 29. A large proportion of the money has been appropriated for the purchase of books for circulating libraries. More than 14,000 volumes have thus been placed within the reach of parents and children during the past year. In city and village districts, reference books, maps, philosophical and chemical apparatus have been more frequently purchased.

On the 1st of January, 1859, there were 461 school libraries with 25,700 volumes.

INDIANA.

"The law of 1852 imposed a tax of a *quarter of a mill* on the property, and an assessment of *twenty-five cents* on the poll, for the purpose of establishing a library in every civil township in the commonwealth. This tax was limited to the period of two years. The assessment for the aforesaid purposes during these two years, amounted to \$186,327. The amount realized from that levy was \$176,335, leaving a delinquency of only \$9,991. The Revised School Law of 1855 provides for a similar levy for only *one year*, which will amount, according to the data found on page 54 of the Auditors's Report, viz.: \$301,858,474 of property, and 178,877 polls, to the very handsome sum of \$123,183. The uncertainty, however, inci-

dent to such legislative restriction is enough to damage the reputation and interests of even the best of causes. Were a similar policy adopted relative to any other great interest of the State, it would be deemed unwise and ruinous in the extreme. It is, however, to be hoped, that such expressions as the following will not be lost on the public mind: 'Nearly all the books have been drawn out as much as *twenty-five* times, many of them oftener, and quite a number of the books are not permitted to remain in the library an hour before they are withdrawn.' Says another: 'Our library is doing more good than any thing that has ever been done by the Legislature of this State. Great interest is manifested in it here.' The latter remark represents the state of things in a rural district in the oldest county in the State, and the former portrays the condition of the library enterprise in a large river city in the 'Pocket.' The number of volumes embraced in the purchase, and distributed to the townships, is *two hundred and twenty-six thousand two hundred and thirteen.*"

In 1855, there were 135,378 volumes in the school libraries of the State of Indiana.

The number of volumes distributed is 226,213, at a cost of \$154,335 22.

The amount of library tax for 1855, was \$108,243 21.

"The operation of the library feature of the system, as far as heard from, has been exceedingly happy, disappointing the predictions of its enemies and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults as well as youth, confirm the wisdom that gave it a township character rather than a district mission.

"There are many pleasant tokens that it has entered on a glorious mission, and the indications of the high estimation in which it is held and the usefulness it is accomplishing, are neither few nor insignificant. One township reports 1230 volumes taken out in 3½ months; another 687 in 4 months; another 1242 in 9 months; another 1050 in 6 months; another 700 in 9 months; another 1540 in 10 months; another 2127 in 8½ months. No two of the said townships are in the same county, and none of these libraries contained more than 330 volumes."—*Report of C. Mills, Feb. 11, 1856.*

IOWA.

The exemptions from military duty, and all fines, are appropriated to the support of schools and school libraries.

In 1854, there were 1520 district schools, having only 576 volumes reported in their libraries.

MASSACHUSETTS.

From the Twelfth Report of the Secretary of Board of Education, presented November, 1848, we learn that the number of volumes in the school libraries was 91,539, and their estimated value, \$42,707. "It would be difficult," adds the Secretary, "to mention any way in which a million of dollars could be more beneficially expended than in supplying the requisite apparatus and libraries for our common schools."

A communication from the Secretary of the Board of Education, dated March 5, 1859, states, "Our school system in Massachusetts does not embrace 'school libraries,' as a part. Several years ago they were established in many school districts, but have generally failed to excite the interest necessary to keep them in existence. We have no returns giving information respecting them."

MICHIGAN.

Two mills on each dollar of valuation is taxed, \$25 of which is applied to the purchase of books for the township library.

The clear proceeds of all fines, penalties, and exemptions, are devoted to the purchase of books, and apportioned by the County Treasurer according to the number of children between the ages of four and eighteen.

The books are intended for the use of all the inhabitants, and not restricted to scholars attending school.

The inspectors purchase the books for the township libraries, and make all necessary regulations respecting their use. The township clerk acts as librarian. All works are excluded having directly or remotely a sectarian tendency, and also novels, romances, &c. No person except directors of school districts can draw books, and the inhabitants of the districts draw from them. The libraries are open every Saturday from 12 to 2.

A district library is provided for the City of Detroit, by a tax of \$200 annually. Act, Feb. 17, 1842.

The whole number of school districts is 4404. In 1851, there were 97,148 volumes in the township libraries. In 1853, the number of volumes in the libraries was 112,538. In 1854, the number was 121,201.

Amount of two mill tax assessed by the supervisor, and collected for support of school and township libraries, \$67,179 55.

Amount of fines, penalties, and forfeitures of recognizance, received of county treasurers for the purchase of books and township library \$2457 80.

MISSOURI.

In 1854, the number of common schools was 1546, and of district libraries 1117.

NEW HAMPSHIRE.

it.

The Secretary of the Board of Education, Jonathan Tenney, in his Report for 1856, after stating what had been done in the States of New York, Ohio, Indiana, &c., earnestly recommends the adoption of a system of school libraries in New Hampshire. He thinks it would be unwise to appropriate an equal amount to each town of such various size, wealth, and length of school as exists there. If the State will not aid in this work, he urges the teachers, committees, and intelligent citizens to persuade the towns to do it. The number of school, district, social, or town libraries in New Hampshire, is 73, volumes 47,745.

NEW YORK.

"In 1835, the districts were, by Act of Legislature, authorized to tax themselves \$20 each for the first year, and \$10 each year afterwards, for the establishment of a library. But few districts availed themselves of this privilege. In 1838, it was made imperative upon each district, the State paying half of the sum." These libraries are "not so much for the benefit of children attending school as for those who have completed their common school education. Its main design was to throw into school districts, and to place within the reach of all their inhabitants, a collection of good works on subjects calculated to enlarge their understandings and store their minds with useful knowledge." (Report, 1836.)

"Selections for the district libraries are made from the whole range of literature and science, with the exception of controversial books, political or religious. History, biography, poetry, philosophy—mental, moral, and natural—fiction—indeed every department of human knowledge, contributes its share to the district school library. The object of this great charity was not merely to furnish books for children, but to establish in all the school districts a miscellaneous library suited to the tastes and characters of every age.

"By means of this diffusive benevolence, the light of knowledge penetrates every portion of the State, and the sons of our farmers, merchants, mechanics, and laborers, have daily access to many well-selected books, of which, but for this sagacious policy of our State, a majority of them would have never heard. If knowledge is power, who can calculate the energy imparted to the people of this State by the district school and district library?" (Annual Report of the Superintendent of Common Schools, January 2, 1849.)

"By provision of the Act of the Legislature, April 17, 1838, the sum of \$55,000 of the United States' deposit fund was required to be distributed among the several school districts of the State, and by the trustees of districts to be appropriated for three years (extended, in 1839, to five years,) for the purchase of a district library, and after that time, for a library, or for the payment of teachers' wages.

"In 1838, the means of distributing books throughout the country were by no means as great, as they now are. Railroads were but few; and the means of access to many parts of the State were unfrequent, tedious and expensive. Literature was by no means generally circulated. The authority given by the Legislature to establish joint district libraries, at the same time that it recognizes the demand made for more libraries, also admits the inconveniences, expenses, and often wastefulness, of the plan of maintaining separate district libraries."

The opinion of the State Superintendent of Schools, on the subject, as found in his Annual Report, 1857, shows how much these institutions are neglected, even in the country, where it is difficult to procure reading matter. That opinion is as follows:—

"The advantages that actually result from their establishment, while unquestionably large, are, it is to be feared, sensibly decreasing. It is now through their secondary influence in having excited a taste for reading, which seeks its gratification in the private purchase of books, that the libraries are of very considerable value, rather than by actually supplying the demand they originally stimulated. In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh books. The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect.

"As the inhabitants cease to resort to the libraries, the officers who are charged with their custody and preservation, become careless and indifferent, and the books are stowed away like the forgotten lumber of a garret, to moulder and dilapidate.

"Melancholy evidence of the truth of their waning usefulness is presented in the fact, that an apparent diminution of 31,940 volumes is reported in immediate juxtaposition with the expenditure of over \$43,000 in the past year, which ought to have largely swelled their number. It is, doubtless, true that this reported decrease is unreal, and that it is to be charged to the defects in the statistics. But the fact that the department has been forced to present such erroneous returns in spite of its efforts to secure accuracy, is, of itself, conclusive proof that the books are so scattered that they cannot be correctly catalogued, or that the librarians, who must reflect in this particular the feelings of those by whom they are appointed, regard them as of too subordinate importance to require great exertion in obtaining minute information about their condition. The increasing application to this department for permission to expend the library money for the payment of teachers' wages, confirm the evidence."

The total number of volumes in the school and district libraries have been reported for a series of years on the first of January as follows: in

Date.	Volumes.	Date.	Volumes.
1847	1,310,986	1853	1,604,210
1848	1,338,848	1854	1,572,270
1849	1,409,154	1855	1,494,542
1850	1,449,950	1856	1,418,100
1851	1,507,077	1857	1,377,933
1852	1,570,131		

It will be seen from the above table, that notwithstanding the large amounts annually appropriated to this purpose, the number of volumes in 1857 is 226,277 less than was reported in 1853. The Superintendent of Public Instruction states, that he is unable to account for this falling off, which in the last four years has amounted to an average of 56,569 volumes per annum. The interest in these libraries seems to have ceased in many parts of the State, and may be owing to the fact, that in too many cases works of an ephemeral character have formed their contents, more to the gratification of the publishing agent than the benefit of the district.

The payments made by the State for libraries in the year 1857 were \$6306 68 for cities, and \$25,857 07 for the rural districts. Total, \$32,163 75.

The portion of the literature fund for the purchase of libraries, apportioned to New York City, has been annually received by the Board of Education, and although, by its by-laws, it has declared that school libraries, under the control of the officers of the ward, should be established, yet no part of these moneys has been applied to such purpose. On the 1st of August, 1855, a Report was made, by a Committee of the Board, favourable to the establishment of libraries in the various grammar schools, and of a library in the hall of the Board; but no action, up to 1858, had been taken in regard to it. In the Report, the Committee say that the sum, so appropriated, then amounted to about \$100,000; that it had been exhausted not for libraries, but for the current expenses of the Board. The friends of the schools No. 44, and No. 40, in the 5th and 18th wards, have established libraries in them, by voluntary subscriptions.

OHIO.

The law devotes one-tenth of a mill upon the dollar valuation, on the grand list of property taxable for State purposes, as an annual fund "for the purpose of furnishing school libraries and apparatus to all the Common Schools of the State," and provides that "every family in each district or sub-district shall be entitled to the use of one volume at a time from the school library, although no member of such family attend any of the schools of the township." The Township Boards of Education are vested with the power to "make and enforce such rules relative to the use and preservation of the school libraries and apparatus, as they may think advisable," including the appointment and direction of librarians. These libraries are "deemed the property of said several boards, or local school officers, to whom the same may have been delivered, and shall not be subject to execution, sale, or alienation for any cause whatever." Section 51 further provides that "as soon as the revenues raised for the purpose of furnishing the Common Schools with libraries and apparatus will admit, it shall be the duty of the State Commissioners of Common Schools to purchase the same, and the books and apparatus so purchased shall be distributed, through the Auditor's office of each county, to the Board of Education in each township, city, or incorporated village, according to the enumeration of scholars."

Perhaps no single recommendation has been more frequently made, by State officers charged with the superintendence of Common Schools, than some public provision for Township or District Libraries.

In the report of H. H. Barney, March 12, 1856, it is stated that "the whole number of volumes purchased and distributed, or to be distributed, is 321,793, costing \$198,092 54."

Receipts, District School Library Fund, during 1854-'55,

\$80,639 75; disbursements, \$84,095 35. Receipts during 1855-'56, \$83,257 20; disbursements, \$82,906 47.

The total number of school libraries in Ohio in 1855, was 4777; value \$84,737 90; volumes 136,121. Amount expended for books in 1854 and 1855, \$150,787 08.

The receipts of the District School Library Fund for the years 1854, 1855, and 1856, amount to \$218,130 53. One-half of all the taxes levied in 1855 by State authority were for Common School and Library purposes. The total amount was \$1,377,403 75; of this \$78,848 68 were for libraries.

The orders for books were then executed by a general agent, H. W. Derby, of Cincinnati. All the books are bound in full library style, with dark sprinkled or marbled edges, covers embossed and stamped.

Information from various parts of the State disclose very dissimilar views in regard to this feature of the present system, in most instances the expression being warmly of approval, and of anxiety that the annual supply of books may be continued; while in some quarters a peculiar prejudice seems to exist against this provision of the law.

PENNSYLVANIA.

The public grammar and secondary schools of the First Section of the First School District of Pennsylvania (embracing the central part of Philadelphia) have libraries averaging 500 volumes each, established and maintained by the income arising from a bequest of \$10,000, by Stephen Girard, for that purpose.

RHODE ISLAND.

Mr. Henry Barnard's labours in the cause of education in Rhode Island, some years ago, met with much success. Before he left the State, a library of at least 500 volumes had been secured for at least twenty-nine out of the thirty-two towns.

"The Portsmouth school district library was the first established, mainly by a liberal donation of \$100 from Miss Sarah Gibbs.

"The library at Lonsdale was purchased, at an expense of \$550, by the Lonsdale Company. The books are lent out, to any who applies for them, at a cent a volume. More than \$70 were realized, the first year, from the circulation of the books.

"The library at Slatersville was purchased out of an appropriation of \$500, made by Messrs. Slater, Lockwood, and Carter.

"The libraries at Burrillville, Gloucester, Foster, Cranston, Hopkinton, Richmond, Charleston, Exeter, Little Compton, New Shoreham, Jamestown, and Barrington, owe their existence mainly to the liberality of Amasa Manton, Esq., of Providence, who, by an expenditure of \$1000, was instrumental in raising in these towns double that amount, and has thus secured the establishment of ten libraries, with at least 5000 good books."

Mr. Barnard (in the "Report and Documents relating to the Public Schools of Rhode Island for 1848," pages 425 seq.) has given an historical and statistical account of the several libraries in the State, with a sketch of the organization, and the history and by-laws of the Pawcatuck Library Association, as a favourable specimen of a public school library. He has also published the catalogue of this collection, in 94 closely printed 8vo. pages. This library was selected by Mr. Barnard, and the catalogue, with explanatory remarks and select hints on reading, was prepared by him. We extract the following paragraphs descriptive of the catalogue:—

"The first of the following catalogue is a *catalogue of subjects*. Its design is not simply to give the titles of the books of the library, but to furnish an *index to the subjects considered in the books*. To effect this, the various books in the library have been analyzed with considerable care, and the several subjects exhibited by them have been arranged under their proper heads. The analysis has been confined to distinct treatises and separate articles on subjects. The design of the analysis, it is thought, has been accomplished, viz.: to make the catalogue so full that no one shall be obliged to remove a book from the shelves in order to learn its contents or subjects, and that those who use the library may make their selection of books directly from the catalogue. Thus the convenience of persons in their selections will be greatly promoted, and the injurious handling of the books be prevented.

"In addition to the catalogue of subjects, a *catalogue of authors* is also given, in which the names of all the authors in the library are placed alphabetically, and under each name all such works of that author as belong to the library. By the aid of these two catalogues any person, even those the least familiar with books, may very readily refer to any work or any subject which they may wish to examine. In both catalogues the number of each book, as it stands on the library shelves, is carried out on the margin of the page against its title."

VERMONT.

There are a few school libraries in this State, but the secretary of the Board of Education, J. S. Adams, Esq., writes (1856) that,

"hitherto no means have existed of gathering accurate statistics in reference to them. A recent enactment of the Legislature has made provision for collecting statistical information in regard to schools."

WISCONSIN.

By Act of April 16, 1852, all incorporated academies and literary institutions in the State having a library of 300 volumes, are entitled to one copy of the Revised Statutes, one copy of the Session Laws of each session of the Legislature, one copy of the Journals of the Senate and Assembly, one copy each of the Journals of two Constitutional Conventions, one copy each of all documents printed by order of the Legislature of the State, one copy each of the Revised Statutes, Laws, and Journals of the Council and House of Representatives of the Territory of Wisconsin, and the Reports of the decisions of the Supreme Court of the State. These documents are to be delivered by the State librarian within ninety days after publication.

In 1854 there were 75 school-houses built of brick, 79 of stone, 1052 frame, 933 logs. Total 2139, valued at \$347,542 55. The number of district libraries was 830, containing 14,027 volumes. The largest number of volumes was in Rock County, 1687, and the least in Iowa County. More than half the counties had no libraries.

Section 74 of the school law provides that "each town superintendent may, in his discretion, set apart a sum, not exceeding ten per cent. of the gross amount of the school money apportioned to any district, which shall be applied by such district to the purchase of school district libraries," &c.

"Too little importance is attached to this subject generally."—*Report of H. A. Wright, for 1854.*

During 1854, \$2040 89 were expended for school libraries. The highest sum was paid in Dodge County, \$232 96, and the lowest in Waukesha, \$15 12. In 29 counties nothing was expended, more than half the whole number in the State.

In 1855, \$4741 21 were expended in 27 counties. There were 1080 district libraries, containing 21,667 volumes. In 27 counties out of 50 there are libraries.

Number of volumes lent during 1855, 11,481; the greatest number in proportion to the number in libraries being in Marquette County.

Amount of library fines collected, \$12 16; expended \$8 04.

"I may state as the result of ten years' experience of our present district library system, that only about *one-fourth* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than nineteen volumes each,—and hence, utterly fail to fulfil the great mission of school libraries; that what few books are thus collected are procured at high prices of book peddlers, and but too generally relate to *banditti* and *robbers*, the *Pirate's Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

"According to the present district plan, we have small and almost worthless libraries; by the township system, we should have large, attractive, and invaluable collections."—*L. C. Draper, Sup't Public Instruction, Oct. 1858.*

The State of Wisconsin has recently (March, 1859) enacted a new School Library Law, which has four prominent provisions, namely:—

"1. It provides a permanent Town School Library Fund by setting apart for this purpose ten per cent. of the School Fund Income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of one mill on the dollar valuation of taxable property.

"2. It provides that this Fund shall be set apart specifically, for establishing and replenishing *Town School Libraries*.

"3. *It provides that the books for these Libraries shall be purchased by public authority, and not by the local School Board, as heretofore.*

"4. It provides that an extra number of the State Laws, Journals, and Documents, sufficient to supply each Town and City School Library with a set, shall be printed by the State Printer, and delivered to the State Superintendent, and these shall be substantially bound, under the direction of the State Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School Library Fund."

Mr. Draper states: "There never was a measure involving new and additional taxation, that ever passed the Legislature with such unanimity. It passed both Houses most triumphantly, by a vote of 19 to 3 in the Senate, and 51 to 10 in the Assembly; or in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honour and gratitude by an intelligent and appreciating people.

"This School Library Fund will amount to at least \$35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property

of the State. There will be something like \$18,000 a year from the School Fund Income; and one-tenth of a mill tax on the dollar valuation, on \$175,000,000 of taxable property in the State, as equalized last year, would realize \$17,500; if the taxable property should be equalized, as it may be, at two hundred millions, then the income from this special Library tax would amount to \$20,000 annually. I should conclude, that the Library Fund will reach not less than \$40,000 a year within the next three years. But estimating it at \$35,000 it would give on an average, to each of the 650 towns and cities of the State \$53 per year in books at wholesale rates; and deducting the probable *pro rata* for the cities and villages, there would be about \$40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1333 persons for each town and city; and \$40 or \$50 per year in books, for this number, would appear but a very moderate investment. This amount, though small, will nevertheless afford a respectable beginning for a Town School Library, when we take into consideration that a similar amount will be added annually thereafter.

"I congratulate you and the State," writes Henry Barnard, "that your Legislature has enabled you to inaugurate a true Library policy—together in advance, in its practical bearings and completeness, in time, of anything yet attempted." It is, indeed, an advance upon the efforts of our sister States, all things considered; for taking the three States which have adopted the Township system, Wisconsin will raise more money, by nearly one-quarter, than Michigan, besides having the advantage of the State purchasing the books, instead of the Township Boards as is done in Michigan; it is in advance of Ohio, whose Library Fund is provided by imposing the tenth of a mill tax, while ours is raised by the tenth of a mill tax, and one-tenth of the School Fund Income; and it is in advance of Indiana, not in the amount of tax raised, but in the permanency of the system, for in Indiana the Library Law is enacted to be in force only two years, and then has to pass the ordeal of securing a two years' renewal, and thus is subjected to the danger of overthrow by the caprice of the people, or through the mismanagement of those having it in charge. Our Wisconsin Library Law is in advance of all others in providing a copy of all State Laws, Journals, and Documents, substantially bound, for each School Library.

"It is a noble and beneficent law; and will yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin."

LOWER CANADA.

We have collected the following information from the able reports of Hon. Pierre J. O. Chauveau, Superintendent of Education.

The Parish Libraries commenced in 1853, were ninety in number in 1855, and contained 47,703 volumes; ninety-two in 1856, with 57,493 volumes; ninety-six in 1857, with 60,510 volumes; not including the public libraries in Quebec and Montreal. Those intended for the use of the poorer classes of Montreal, and under the care of the Roman Catholic clergy, are composed of more than 12,000 volumes.

The united libraries of the Superior Schools and Colleges, give a total of 78,300 volumes; in 1856, 96,823 volumes; in 1857, 113,142 volumes. The cost of the museums and of the apparatus for the classes of natural philosophy, amounts to £12,750.

The Seminaries of Quebec and Montreal, the two most ancient of the establishments, receive no assistance from the State. Their libraries, their cabinets, and their museums, do them great honour.

UPPER CANADA.

In connection with the schools there is established a system of Free Public Libraries, which may be under the control of the local school, or municipal, authorities, and which is also supported by local tax, and an equal amount granted from the Public Library Fund. The manner of establishing these libraries is as follows: The Department issues a catalogue containing, at the present time, say 6,000 volumes, which have been sanctioned by the Council of Public Instruction. A local school, or municipal corporation, makes an appropriation, and transmits the money, and a list of such books as it selects, to the Department. One hundred per cent. is then added to the amount, and books to the value of the two sums are forwarded from the Library Depository of the Department. A similar system is adopted in supplying the Grammar and Common Schools with maps, prints, globes, and other school and philosophical apparatus.*

The whole number of volumes distributed by the Superintendent of Public Education for Upper Canada, Dr. E. Ryerson, up to Dec. 31, 1859, has been upwards of 200,000, according to the following table:—

* A Special Report on the School Law of Upper Canada, by Dr. Ryerson Toronto, 1858, 76 pp. 8vo., gives full information on the whole subject of the Libraries, and comparisons with the system of some of the States.

As the following Table will prove highly interesting to the friends of Public Schools in Upper Canada, we insert it in this place :

TABLE shewing the value of articles sent out from the Educational Depositories during the years 1851 to 1859, 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 Library Books.	Maps, Apparatus, and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851			1,414 25	1,414 25
1852			2,981 13	2,981 13
1853			4,233 14	4,233 14
1854	51,376 23		5,514 18	56,890 41
1855	9,947 15	4,655 53	4,389 40	18,992 08
1856	7,275 82	9,320 87	5,726 76	22,323 45
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
TOTAL...	\$94,588 75	\$55,809 98	\$44,361 41	\$194,760 14

The following STATISTICAL TABLE has been compiled from the "Trade and Navigation Returns" for the years specified, showing 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 for Upper Canada.
1850	\$101,880	\$141,700	\$243,580	\$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,660
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
.....	\$1,631,612	\$2,486,990	\$4,118,602	\$139,952

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 Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within $\frac{1}{3}$ of a third part of the whole, and, accordingly, in compiling this table for the years 1855-1859, 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.

II. SCHOOL LIBRARY IN BLANSHARD.

School Section, No. 7, Blanshard, the smallest in the township, contains the largest library. It is well known that up to the present year, the township maintained a library in each ward ; such being the case, and the section being in an isolated position, the settlers purchased a library for themselves of 150 volumes, to which was added a Sabbath School library, consisting of 100 volumes, and to which has now been added their apportionment in the division of the township library of about 50 volumes more, which makes in all not less than three hundred volumes for the reading of not over thirty families. We certainly think that this is a move which literally speaks volumes for the intelligence of School Section No. 7. Who will emulate this example ?

Chief Superintendent of Education to assist *Mechanics' Institutes*, and all other institutions receiving legislative aid in Upper Canada, to establish and maintain libraries, and to procure maps and school apparatus, upon the same terms as such things are now supplied by the Educational Department to Township and School Municipalities, in proportion to the sums which they have transmitted to him, or may transmit for such purposes ; and in the same manner to establish prizes of books and other publications in public schools and other institutions aided by the Legislature." In order to show the nature of the proposition which this section of the Act received, and the reason assigned for it (i.e., that library books were sold "below the regular retail prices"), it may be proper to insert the following from the "Votes and Proceedings" of the House of Assembly, May 3: "Petitions received and read—From W. S. Finch (described in *Caerhill's City Directory* as a "*Merchant Tailor*," &c.) and others, mer- chants and others, of the City of Toronto ; praying for an inquiry into the complaint that the Chief Superintendent of Education for Upper Canada sells books and libra- ries for the use of the Schools, Colleges, Universities, *Mechanics' Institutes*, &c., below the regular retail prices, with a view to discontinuing the same, henceforth."

III. THE PROPER BOOKS FOR CANADA.

At last anniversary of the Ontario Literary Society, a speaker referred to the kind of literature which should be provided for Canada. "He wished," he said, "to draw particular attention to the fact—that the mental food supplied to Canada was not altogether British.—Without entertaining the slightest disrespect for American institutions or society, he would say that if the Americans continued to make our literature, as they did now, they soon would make our laws ; and if they shaped the minds of our children, they would govern our children, or at any rate—our grandchildren. Now, that was a change which he, and he felt confident all Canadians likewise, was very far from desiring to see accomplished. He therefore thought it very necessary if we wished to maintain our connection with the mother country, that a free trade in books between England and this Province should be established as a means of cutting off the trashy and positively unwholesome literature which was so widely extended throughout the country in the shape of *Ledgers* and other novelette papers. He hoped the public attention and the attention of those who governed us mentally as well as materially—would be drawn to this evil ; and in the name of the public interests and of the country, he called for action in the matter. He hoped that a healthy Canadian literature would grow up amongst us, and thus prevent the Americanization, in the worst sense, of this Province."

IV. STORY-BOOKS FOR CHILDREN.

Coleridge was a man singularly gifted with the power of watching and recording the history of his own mind, and able in a remarkable degree to estimate its true value at the training through which he had passed. He thus writes in regard to his earliest literary training :

"My early reading of fairy tales, and about genii, and the like, had habituated me to the vast ; and I never regarded my senses in any way as a criterion of my experience. I regulated all my words by my conceptions, not by my sight, even at that age. Ought children to be permitted to read romances and stories of giants, magicians, and genii ? I know not what has been said against it ; but I have formed my faith in the affirmative. I know no other way of giving the mind a love of the great and the whole. Those who have been led to the same truths, step by step, by the constant testimony of their senses, seem to want a sense which I possess. They contemplate nothing but parts, and all parts are necessarily little, and the universe to them is but a mass of little things. It is true the mind may become credulous and prone to superstitious fancies by the former method. But are not experimentalists (the practical men) credulous, even to madness, in believing any absurdity rather than believe the grandest truths, if they have not the testimony of their own senses in their favor ? I have known some who have been rationally educated, as it is styled. They were marked by an almost microscopic acuteness, but when they looked at great things, all became a blank, and they saw nothing, and denied that anything could be seen, and uniformly put the negation of a power for the possession of a power, and called the want of imagination, judgment, and the never being moved to rapture, philosophy."

V. IMMENSE LIBRARIES.

A late number of the *Edinburgh Review* gives a list of the largest European libraries, from which it appears that the Imperial Library of Paris contains 800,000 volumes ; the British Museum 650,000 ; Imperial Public Library of St. Petersburg 520,000 ; Royal Library at Berlin 500,000 ; Royal Library at Munich 480,000 ; Royal Library at Copenhagen 410,000 ; Imperial Library at Vienna 365,000 ; University Library at Gottengen 390,000 ; Royal Library at Breslau 350,000 ; Royal Public Library at Dresden 305,000. The Library of the British Museum is said to contain a greater proportion of really valuable books than the Paris Imperial Library, to which it is next in size. The catalogue alone, which is not yet completed, occupies 997 volumes, and will embrace when completed in three or four years more, a million entries, allowing the present rate of increase to continue. The entries will have occupied the entire energies of a large staff of librarians and transcribing clerks, during six hours a day, for a quarter of a century. The department of American books alone is said to number 30,000 volumes—a fuller collection than can be found in America. The titles of the works by or from Shakespeare or Luther occupy three volumes ; *Noras* or *Erasmus*, one volume ; and from this fact it is inferred that the proportions of universal literature, directly occupied by those writers,

are, respectively, about one in seven hundred, one in a thousand, and one in two thousand. The Museum contains somewhere about one-fourth of extant literature.

VI. POLICE LIBRARIES IN NEW YORK.

Libraries for the police have been instituted in several of the precincts in this city, and through the liberality of a few publishers, many valuable contributions have been made. A good sized library has been established at the Tombs, for the benefit of the prisoners. —*N. Y. Com. Adv.*

VII. Papers on Physical Exercise.

1. HEALTHY GAMES—CRICKET.

There is undoubtedly a much more intimate connection between a sound stomach and a sound intellect than most people dream of. There is no one so peevish as your dyspeptic sufferer. And therefore, let us enquire, where on all this continent we have to look for the men of the most powerful physical frames. Is it not to the western settlements where men have had the advantage in early life of the adventures of the hunting ground, and the healthy exercise of an almost exclusive out-door life? And we do not think that the comparison need be confined to purely physical characteristics. An uncouth race of men are the giants of Kentucky and Illinois; rough in manners as in person; but they are not as a whole of small mental calibre, or of such a class as you can safely treat with the smallest mark of disdain. We mention these as well developed intellects, among what may be called the still partially civilized districts of the interior, where the healthful exercise of out door life, labor and sport, was one of the chief modes of youthful training a quarter of a century or more ago. As a further case in point applicable likewise to the American people, we might instance the name of Webster, whose fondness for out-door exercise was proverbial, and whose finest oratorical pictures were drawn from natural scenes with which his fondness for rural exercise had rendered him familiar.

In England at this moment the wealthier classes who can afford their sons an education, would as soon think of omitting from the curriculum the commonest branches of a public school training, as neglecting a thorough, sound, healthy, physical training. And it is this training, after all, which makes your guardsman the bravest, readiest and often the most powerful fellow in the battle-field. Witness Balaklava. Count up the list of the dead—the men who first rushed down that terrible valley; and of the six hundred slain, you will find how large a proportion were men of good family and who had led what appeared to be an easy life, but who were nevertheless thoroughly, perfectly trained in manly sports, and physical endurance. And what is it but such training that has made the aristocracy of England at this moment the finest portion, even in physical development, of the population of the country? In strength and manly beauty they are as a whole the superiors of the other classes. It is no hot-bed nursery that has brought about such a result. On the contrary it is the intelligence which has enabled them to discover, that strength and exercise go hand in hand, and that if the aristocracy of England is to hold its own against the advancing intellectual and monied power of the middle classes, it must be by establishing the very highest standard of physical as well as mental education.

Among ourselves at home—with our work-a-day notions, and be it spoken quietly, our bread-and-butter wants, it is a great satisfaction to find that healthy, out-door sport is not entirely neglected, and we do think that in this respect the Model School authorities here have set a most valuable example, in establishing a gymnastic school in the Institution. As a mere stimulant to study—apart from the physical growth which is the certain tendency of manly sports—the Goodwin department of Dr. Ryerson's establishment is invaluable; and we trust every boy in the school finds time to go to the cricket-ground.—*Leader.*

2. VALUE OF NATIONAL GYMNASTICS.

The cricket matches of last season and the interest they excited, seems to have led some people to the conclusion that a new era is about to be inaugurated, that every doctor, lawyer, editor and merchant in the country will henceforward devote himself to the bat and ball, and present himself to the admiring gaze of his friends with a pair of rosy cheeks and a stomach of leather; that dyspepsia will become an historical disease like the leprosy, and the vendors of bitters be obliged to call meetings of their creditors and wind up their affairs.

That a good deal of progress towards greater health has been made within the last few years nobody can deny. Active exercise has

become a little more fashionable amongst both sexes. Ladies walk more, and wear thicker boots for that purpose. Last winter they skated a great deal, and this winter we hope will skate a good deal more; and we do not doubt that these exercises, as well as riding, rowing, and bowling, will henceforward become every year more general. The men, too, have been giving their digestions a slight fillip, by frequenting gymnasiums a little, hunting a little, rolling nine pins a little. Some few will play cricket a little. But we honestly confess we still feel somewhat despondent about the prospects of "exercise," because we feel that to become general, useful, destructive of dyspepsia, consumption and hypochondria, and all the ills that follow in their train, it must be sought and obtained for its own sake, and with a hearty relish and enjoyment of it, not resorted to as part of a course of medicine, and swallowed with wry faces, and fled from at the earliest possible moment. To give it its proper position in the popular estimation in America, our men of sedentary habits must undergo a little moral change. As long as business occupies their minds as intensely and earnestly as it does now, they will never get any lasting good either from cricket or anything else, because they will never take up either bat or ball with thorough spirit; as long as we go off to the country, and mount our horses, and seize our rifles with doubts, and reluctance, and misgivings, with anxieties innumerable about bills payable and bills receivable, and cases and points weighing us down, and seize the first decent opportunity of hurrying back to town, and "buckling down," we might as well submit to our dyspepsia without a struggle.

Exercise, like everything else which involves effort, to be thoroughly enjoyed, and to be thoroughly profitable, must be cultivated steadily, year after year. As long as we rush about, now and then, when there happens to be "a rage" in cricket, just as there is a rage in chess, and a rage in bass ball, and a rage in rope-walking, or in obedience to a doctor's orders, as a last resource, bitters and tonic failing, our exercise will be painful, laborious, and a bore. We must take exercise steadily, boldly, and because we like it; take a holiday now and then all the year round, and not be ashamed of it, if we wish to love cricket, or horse-back riding, or rowing.

Now, if we want to make out-door sports racy of the soil, to become good cricketers, to become bold riders, ardent hunters, and get through life without being dependent for all our energies on our high strung nerves alone, we must begin by making it reputable to amuse one's self, by exalting health above business in the public estimation, instead of keeping it subordinate to it. A young man must be able to look his friends in the face and say—"I am going for a day's cricketing or fishing, and I'm not ashamed of it;" and his friends must learn to feel, on hearing the announcement, that he is a lucky dog, and not that he is a hopeless vagabond.—*N. Y. Times.*

3. PHYSICAL GAMES IN COLLEGES AND SCHOOLS.

The English of the higher and middling ranks have the advantage, thus far, over the corresponding classes in America, in the taste for out-door exercise and rural sports that characterizes them. Hence comes their acknowledged physiological superiority over us, as a general thing—their well-compacted frames, clear complexions, and general look of health and strength. Something of this is doubtless due to the climate. But our climate and air are good enough for strong and robust persons; and strong and robust it is the business of every one to make himself, and to teach his children to become. And we rejoice to see that the necessity of a reform in our natural habit in this respect is beginning to be widely recognized and provided for. All over the Northern States, ball clubs are forming, and friendly trials of skill between rival societies are taking place, which can have none other than beneficial effects. Boating, too, is fast becoming the rule instead of the exception among young men of the classes removed from manual labor. They are growing into fixed institutions in almost all the Colleges, and the generous strife between them for superiority has become an annual festival of wide-spread and increasing interest. Gymnastic exercises, too, are entering much more than ever before into the plans of education at our Colleges and higher Schools.

This is all as it should be—only there should be a great deal more of it. We can well remember the time when it was thought a part of religious duty on the part of certain persons having the direction of education to repress and discourage the games and plays in which children at once increase and repair their nervous energy. This folly, we trust, is now utterly exploded. The truth that man has a duty to his body, a duty which should be inculcated in childhood and youth, is forcing itself on even the most phlegmatic school-masters. But it is not yet as well understood as it should be. Bodily exercise ought to be, not merely permitted, but encouraged and prompted by all teachers fit for their vocation. Suitable grounds and buildings should be provided for these purposes by the public, just as much as the schoolhouses and apparatus of intellectual instruction. The fundamental truth that the body should be the

first object in a wise education, and the mind the second, should never be lost sight of, and it should accompany and modify the whole process of education as long as it is in the hands of teachers. And then the pupils should be made to understand, when dismissed to their own care, that their whole life is but a continued course of education, in which the body is still to have its due share as well as the mind. We are yet but beginning to appreciate, as we should do, the vital importance of physical strength and bodily health to the development and advancement of that true and high civilization which it is the main task of man on this planet to promote. Overstimulation and over-cramming are the mischiefs which now haunt our school-houses, and what with the increase of taskwork in school-hours and the retrenchment of the hours of play and sleep, by tasks out of school, it may be well doubted whether the boasted improvements in education have really made it of more value than it was fifty years ago.—*N. Y. Tribune.*

4. GYMNASIA IN COLLEGES.

Gymnasiums are becoming the vogue at some of the American seats of learning. Gymnastic pursuits have been introduced and actively practised in Harvard and Yale Colleges; and after three months of exercise, it has been ascertained that the consequent development in the chest and arms has been an *average* increase in the measure of the chest of 1 7-8 inches; of the upper arm (above the elbow,) 1 2-5 inches; 8-9 inches—pretty good evidence of the beneficial effects of physical training.

Amherst College has determined to spend \$5000 in erecting a brick gymnasium building, 70 by 50 feet, with bowling alleys overhead, and dressing rooms in one end. Amherst, as well as Williams, is the recipient of new and rich private bounties.—Samuel Hitchcock, of Brimfield, who gave \$10,000 a few years ago, now offers a similar sum, to be devoted to scholarships, not limited to students intending to be clergymen. Another, but as yet unknown benefactor, gives \$4000 more. These, with the \$2500 for the gymnasium, will make \$16,500 towards the \$25,000 required by the State grant.

In regard to these improvements the *N. Y. Times* says: We think it not at all improbable that this establishment of gymnasia at our two principal seats of learning—Harvard and Yale—within the last few months, is an event which, little attention as it excites, will influence the future of the country a good deal more than many of the be-lauded political changes among us.

5. A SOCIAL NECESSITY.

A cricket match is not without a moral. The eager interest with which the ups and downs of the match are watched, tells of more than a fondness for that manly game. And the attractiveness of the sports which are being hastily provided for the passing Fair, is laden with the same prosaic truth. More play is wanted. More recreation must be provided, unless the children and youth of our Canadian cities are to grow up with half the proper quantity of bone and muscle, and with but a fractional part of the elasticity of spirit which of right belongs to them. It is not enough that there is occasional relief from the school, the store, and the workshop. What is needed is a systematic recognition of the value of the playground and the importance of ample means of general recreation, as well for the cultivation of the health as for the preservation of the morals of the community.

Our public schools, we are aware, are not unmindful of the amusement of their pupils. They are provided with space, where girls may skip and boys play leap-frog without interference by churlish neighbours—with swings and gymnastic poles, to give strength of limb and activity of body to the race of school-folk. There amusement ends. Play goes no further. Caer Howell has a cricket-ground, managed upon approved exclusive principles. But for boys not going to school—for youth released from desk or bench—for full-grown men tied down to sedentary pursuits, and longing for exercise—what have we in these glorious months of summer and autumn? Positively nothing. The sight of bat and ball and wicket on some vacant lot, 50 × 100, does not disprove the remark. As a rule, play is deemed too trifling a thing to think about. Recreation is left to chance, as though physical development, and inspiring, harmless frolic, were beneath the notice of the staid philosophers who take education and morals under their peculiar care. Let us not wonder that pent-up vitality, debarred free scope and healthy associations, expends itself in more questionable directions; or that our youth generally, deprived of invigorating exercise, turn out "a stunted, weak, degenerated race."

Nowhere, perhaps, is the value of education, as ordinarily understood, more appreciated. And even of sanitary improvement our civic rulers are not unmindful. Commodious school-houses attest the wise liberality of those who are charged with educational responsibilities. The amounts expended in fencing and planting the open

spaces which are reserved as breathing spots for the city when it shall be more densely populated, prove not less clearly the extent of effort to promote public health. One other thing is yet required—free spaces, where city clerks and artisans, where city children large and small, may indulge in harmless sport, and so gratify the natural instinct of an organization which if ever it is to be developed, must have free and frequent exercise.

The larger question of indoor recreation for the multitude, if less seasonable, is not less urgent in its nature. Winter will reveal the craving, the obvious want: shall it also witness no other supply than that which lecturer or wandering songster or buffoon may choose to furnish? It is a question which those interested in social reform will do well to ponder.—*Globe.*

6. MILITARY DRILL IN ENGLISH PUBLIC SCHOOLS.

A meeting was lately held at the Thatched House Tavern, for the purpose of adopting measures for the establishment of preliminary military drill in our great educational establishments as a sort of nursery for Rifle Volunteers in years to come. Lord Elcho occupied the chair, and the meeting was well attended by a large number of highly influential personages. Opinions were read from Lord Palmerston, the Bishop of London, Lord Brougham, Lord Lyndhurst, the Dean of Christ Church, (late Master of Westminster School, the Earl of Shaftesbury, and others, in favour of the movement; and Lord Elcho stated that he had also received the concurrence of the Duke of Cambridge, Earl Granville, Lord John Russell, the Duke of Argyll, Lord Ashburner, and others thereon. Resolutions were adopted unanimously, expressive of an opinion that, with a view to the permanence of a volunteer force, it was desirable that elementary military drill should be established in all public and other schools as a part of the general education, being also calculated to afford physical development as well as great moral improvement of the pupils. One resolution, moved by the Provost of Eton, who ought to be an authority on such matters, was as follows:—"That where elementary drill has been established it has been found to conduce to the discipline and order of schools, and to the mental advancement of scholars as well to their physical development and improvement."

7. BOSTON SCHOOLS—COLLEGE BOAT RACES.

It is really a pleasant sight to pass through the schools on some days. The rooms at this season are decorated with flowers; the black-boards, the most useful invention since the art of printing, are covered with excellent drawings; frequently whole schools of misses will be dressed in white and garlanded with flowers, and every lad looks his best. But best of all is the glow on their young faces, all alive with the spirit that wells up from hearts untouched by sorrow,—unwring by the struggles of mature life.

The musical festival, by twelve hundred children selected from the schools, was similar and perhaps in some respects superior to that of last year. There were fitting and excellent words spoken by the friends of education, and the whole was gratifying to those who pour out money freely for the benefit of the next generation.

On the 26th a college regatta occurred at Worcester. Yale College entered for the contest its six-oared shell boat, the *Yale*; Brown University entered a six-oared lap streak, the *Atlanta*; Harvard its six-oared shell, the *Harvard*; and a six-oared lap streak, *Avon*. *Harvard* won the prize of a silk flag and signal, by making the distance of three miles in nineteen minutes and eighteen seconds, which is not the best time it has made. *Yale* came in next, in twenty minutes and eighteen seconds. The regatta was continued the following day, and *Yale* won the prize of \$100, by making the three miles in nineteen minutes fourteen seconds; the *Harvard* came in two seconds behind.—*Correspondence of the Montreal Pilot.*

Journal of Education for Upper Canada.

TORONTO: JUNE, 1860.

The NEW SCHOOL ACT will be inserted in our next Number.

NORMAL SCHOOL TEACHERS.

The present session of the Normal School closes on the 14th June. Application for teachers should be made without delay. The next session of the school will commence on the 8th August. Application for admission should be made in person *not later* than the first week of the session.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA, FOR THE YEAR 1860.

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 statistics of school population for 1859, upon which the present year's apportionment is based, have been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality, for school accommodation and instruction. By this means also a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the school year.

Where Separate Schools existed in 1859, the sum apportioned to the Municipality has been divided among the Common and R. C. Separate Schools therein, according to the average attendance of pupils at these Schools during that year, as reported by the Trustees. In former years it was found that to apportion to each Municipality, according to school population, and then afterwards to apportion an additional sum to the Separate Schools in such Municipality, out of the General School Grant, was unduly deducting from Municipalities in which there are no Separate Schools, and unduly adding to the apportionment of those Municipalities in which Separate Schools do exist—such as Cities, Towns, and Villages. If the apportionment be increased to any Municipalities beyond the proportion of school population, it ought to be so increased to the poorer Counties and Townships, rather than to the wealthier Cities, Towns, and Villages; for it is in these latter that Separate Schools are chiefly established.

The gross sum apportioned this year is the same as that of last year.

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,

E. RYERSON.

Education Office,

Toronto, 31st May, 1860.

Apportionment to Townships for 1860.

1. COUNTY OF GLENGARRY.

Townships.	Apportionment.
Charlottenburgh	\$584 00
Do for Separate Schools	\$100 00
Kenyon	500 00
Lancaster	475 00
Do for Separate Schools	41 00
Lochiel	538 00
Do for Separate Schools	70 00
Total for County	\$211 00 \$2097 00

2. COUNTY OF STORMONT.

Cornwall	\$591 00
Finch	245 00
Osnabruock	560 00
Roxborough	340 00
Total for County	\$1836 00

3. COUNTY OF DUNDAS.

Matilda	\$573 00
Mountain	434 00
Williamsburgh	622 00
Winchester	473 00
Total for County	\$2102 00

4. COUNTY OF PRESCOTT.

Alfred	\$160 00
Caledonia	157 00
Hawkesbury East	397 00
Do for Separate Schools	\$91 00
Hawkesbury West	247 00
Longueuil	223 00
Plantagenet, North	310 00
Plantagenet, South	174 00
Total for County	\$91 00 \$1668 00

5. COUNTY OF RUSSELL.

Cambridge	\$105 00
Clarence	158 00
Cumberland	368 00
Russell	208 00
Total for County	\$839 00

6. COUNTY OF CARLETON.

Townships.	Apportionment.
Fitzroy	\$321 00
Do for Separate Schools	\$24 00
Gloucester	423 00
Do for Separate Schools	96 00
Goulbourn	313 00
Gower, North	307 00
Huntley	284 00
March	173 00
Marlborough	265 00
Nepean	479 00
Do for Separate Schools	12 00
Osgoode	578 00
Torbolton	66 00
Total for County	\$132 00 \$3209 00

7. COUNTY OF GREENVILLE.

Augusta	\$754 00
Edwardsburgh	586 00
Do for Separate Schools	\$26 00
Gower, South	112 00
Oxford—on Rideau	505 00
Wolford	395 00
Do for Separate Schools	20 00
Total for County	\$46 00 \$2352 00

8. COUNTY OF LEEDS.

Bastard and Burgess, South	\$506 00
Do for Separate Schools	\$19 00
Crosby, North	272 00
Crosby, South	239 00
Elizabethtown	677 00
Elmsley, South	147 00
Kitley	501 00
Leeds and Lansdowne, Front	440 00
Do for Sep. Schools	30 00
Leeds and Lansdowne, Rear	258 00
Yonge and Escott, Front	409 00
Yonge and Escott, Rear	191 00
Total for County	\$46 00 \$3640 00

9. COUNTY OF LANARK.

Townships.	Apportionment.
Bathurst	\$351 00
Beckwith	356 00
Burgess, North	124 00
Dalhousie and Lavant	191 00
Darling	127 00
Drummond	200 00
Elmsley, North	207 00
Lanark	328 00
Montague	498 00
Pakenham	336 00
Ramsay	477 00
Sherbrooke, North	31 00
Sherbrooke, South	88 00
Total for County	\$3314 00

10. COUNTY OF RENFREW.

Admaston	197 00
Algona and Brudenell	24 00
Alice and Petewawa	82 00
Bagot, Blithfield and Brougham	230 00
Bromley	162 00
Gratiau	153 00
Horton	176 00
McNab	285 00
Pembroke	65 00
Ross	171 00
Sebastopol	31 00
Stafford	30 00
Westmeath	231 00
Wilberforce	195 00
Total for County	\$2032 00

11. COUNTY OF FRONTENAC.

Bedford, Olden, Oso and Palmerston	\$131 00
Hinohinbrooke and Kennebec	55 00
Kinston	424 00
Do for Separate Schools	\$21 00
Loughborough	301 00
Pittsburgh and Howe Island	462 00
Do Sep. Schools	42 00
Portland, Barrie and Clarendon	275 00
Storrington	348 00
Wolfe Island	329 00
Do for Separate Schools	50 00
Total for County	\$113 00 \$2325 00

Total for County \$2438.

12. COUNTY OF ADDINGTON.

Townships.	Apportionment.
Amherst Island	\$141 00
Anglesea and Kaladar	51 00
Camden, East	894 00
Do for Separate School	\$24 00
Ernestown	596 00
Sheffield	303 00
Do for Separate Schools	22 00
Total for County \$2031.	\$346 00 \$1985 00

13. COUNTY OF LENNOX.

Adolphustown	\$ 67 00
Fredericksburgh, North	216 00
Fredericksburgh, South	146 00
Richmond	452 00
Total	\$881 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh	\$368 00
Athol	208 00
Hallowell	407 00
Hillier	337 00
Marysburgh	481 00
Sophiasburgh	299 00
Total	\$2100 00

15. COUNTY OF HASTINGS.

Elzevir	\$86 00
Hungerford	510 00
Huntingdon	318 00
Madoc and Tudor	435 00
Marmora	176 00
Rawdon	479 00
Sidney	642 00
Thurlow	496 00
Do for Separate Schools	\$26 00
Tyendinaca	810 00
Total for County \$3978.	\$226 00 \$3952 00

16. COUNTY OF NORTHUMBERLAND.

Alnwick	\$108 00
Brighton	450 00
Cramahe	461 00
Haldimand	712 00
Hamilton	576 00
Monaghan, South	173 00
Murray	485 00
Percy	438 00
Do for Separate Schools	\$36 00
Seymour	439 00
Total for County \$3878.	\$336 00 \$3842 00

17. COUNTY OF DURHAM.

Cartwright	\$336 00
Cavan	561 00
Clarke	854 00
Darlington	874 00
Hope	642 00
Manvers	511 00
Total	\$3778 00

18. COUNTY OF PETERBOROUGH.

Asphodel	\$353 00
Belmont and Methuen	98 00
Douro	333 00
Dummer and Burleigh	254 00
Ennismore	98 00
Monaghan, North	91 00
Otonabee	556 00
Smith and Harvey	280 00
Total	\$2063 00

19. COUNTY OF VICTORIA.

Eldon	210 00
Emily	411 00
Fenelon and Bexley	256 00
Mariposa	628 00
Ops	375 00
Verulam and Somerville	147 00
Total	\$2027 00

20. COUNTY OF ONTARIO.

Townships.	Apportionment.
Brock	\$567 00
Mara and Rama	238 00
Pickering	1013 00
Reach	696 00
Scott	254 00
Seugog Island	79 00
Thorah	180 00
Uxbridge	460 00
Whitby	331 00
Whitby, East	441 00
Total	\$4259 00

21. COUNTY OF YORK.

Etobicoke	\$354 00
Do for Separate Schools	\$16 00
Georgina	161 00
Gwillimbury, North	187 00
Gwillimbury, East	529 00
King	873 00
Markham	1013 00
Scarborough	517 00
Vaughan	908 00
Do for Separate Schools	21 00
Whitchurch	664 00
York	1025 00
Do for Separate Schools	96 00
Total for County \$6404.	\$133 00 \$6271 00

22. COUNTY OF PEEL.

Albion	\$589 00
Caledon	550 00
Chinguacousy	843 00
Gore of Toronto	137 00
Toronto	800 00
Total	\$2919 00

23. COUNTY OF SIMCOE.

Adjala	\$252 00
Essa	281 00
Flos	115 00
Gwillimbury, West	410 00
Innisfil	472 00
Medonte	137 00
Mono	498 00
Mulmur	189 00
Nottawasaga	409 00
Orillia and Matchedash	151 00
Do for Sep. Schools (Orillia)	\$59 00
Oro	423 00
Sunnidale	66 00
Tay and Tiny	208 00
Tecumseth	555 00
Tossorontio	91 00
Vespra	90 00
Do for Separate Schools	10 00
Total for County \$4416.	\$69 00 \$4347 00

24. COUNTY OF HALTON.

Esquesing	\$806 00
Nassagaweya	259 00
Nelson	498 00
Do for Separate Schools	\$12 00
Trafalgar	587 00
Total for County \$2142.	\$12 00 \$2130 00

25. COUNTY OF WENTWORTH.

Aucaster	\$482 00
Barton	251 00
Beverley	708 00
Binbrooke	199 00
Flamborough, East	347 00
Do for Separate Schools	\$41 00
Flamborough, West	435 00
Glanford	241 00
Saltfleet	299 00
Total for County \$3003.	\$41 00 \$2962

26. COUNTY OF BRANT.

Townships.	Apportionment.
Brantford	\$679 00
Burford	730 00
Dumfries, South	436 00
Oakland	64 00
Onondaga	260 00
Total	\$2169 00

27. COUNTY OF LINCOLN.

Caistor	\$228 00
Clinton	302 00
Gainsborough	341 00
Grantham	398 00
Do for Separate Schools	\$53 00
Grimsby	304 00
Louth	209 00
Niagara	212 00
Total for County \$2017.	\$53 00 \$1904 00

28. COUNTY OF WELLAND.

Bertie	\$290 00
Crowland	204 00
Humberstone	299 00
Pelham	301 00
Stamford	314 00
Thorold	305 00
Wainfleet	252 00
Willoughby	174 00
Total	\$2139 00

29. COUNTY OF HALDIMAND.

Canborough	\$167 00
Cayuga, North	299 00
Cayuga, South	108 00
Dawn	127 00
Moulton and Sherbrooke	342 00
Oneida	313 00
Do for Separate Schools	\$46 00
Rainham	294 00
Seneca	407 00
Walpole	572 00
Total for County \$2675.	\$46 00 \$2629 00

30. COUNTY OF NORFOLK.

Charlotteville	\$434 00
Houghton	291 00
Middleton	276 00
Townsend	837 00
Walsingham	487 00
Windham	353 00
Do for Separate Schools	\$ 9 00
Woodhouse	383 00
Total for County \$3070.	\$ 9 00 \$3061 00

31. COUNTY OF OXFORD.

Blandford	\$205 00
Blenheim	729 00
Dereham	606 00
Nissouri, East	420 00
Norwich, North	443 00
Norwich, South	338 00
Oxford, North	200 00
Oxford, East	321 00
Oxford, West	282 00
Zorra, East	552 00
Zorra, West	405 00
Total	\$4501 00

32. COUNTY OF WATERLOO.

Dumfries, North	\$460 00
Waterloo	964 00
Wellesley	660 00
Do for Separate Schools	\$109 00
Wilmot	675 00
Do for Separate Schools	72 00
Woolwich	588 00
Total for County \$3528.	\$181 00 \$3347 00

33. COUNTY OF WELLINGTON.

Townships.	Apportionment.
Amaranth	\$118 00
Arthur and Luther	267 00
Do for Separate Schools	\$127 00
Evamosa	448 00
Erin	616 00
Garafraza	490 00
Guelph	300 00
Maryborough	228 00
Minto	100 00
Nichol	244 00
Do for Separate Schools	33 00
Peel	601 00
Pikington	297 00
Do for Separate Schools	23 00
Puslinch	585 00
	\$183 00 \$4292 00
Total for County	\$4475.

34. COUNTY OF GREY.

Artemesia	\$377 00
Bentincok	336 00
Collingwood	120 00
Derby	131 00
Egremont	177 00
Euphrasia	178 00
Glencoe	286 00
Holland	286 00
Melancthon	160 00
Normanby	355 00
Osprey	249 00
Proton	170 00
St. Vincent	375 00
Sullivan	150 00
Sydenham	393 00
	\$3743 00

35. COUNTY OF PERTH.

Blanchard	\$448 00
Downie	446 00
Easthope, North	404 00
Easthope, South	288 00
Ellice	215 00
Do for Separate Schools	\$27 00
Elma	235 00
Fullarton	384 00
Hibbert	308 00
Logan	176 00
Mornington	340 00
Wallace	193 00
	\$27 00 \$3435 00
Total for County	\$3462.

36. COUNTY OF HURON.

Ashfield	\$310 00
Biddulph	395 00
Colborne	233 00
Goderich	463 00
Grey	255 00
Hay	342 00
Howick	107 00
Hullett	295 00
McGillivray	444 00
McKillop	345 00
Morris	150 00
Stanley	411 00
Stephen	244 00
Tuckersmith	425 00
Turnberry	77 00
Usborne	424 00
Wawanosh	352 00
	\$5272 00

37. COUNTY OF BRUCE.

Arran, Amabel and Albemarle	\$264 00
Brant	273 00
Bruce	227 00
Carrick	215 00
Do for Separate Schools	\$20 00
Culross	116 00
Elderslie	178 00

37. COUNTY OF BRUCE—Continued.

Townships.	Apportionment.
Greenock	107 00
Do for Separate Schools	31 00
Huron	213 00
Kincardine	270 00
Kinloss	105 00
Saugeen	129 00
	\$51 00 \$2167 00
Total for County	\$2218.

38. COUNTY OF MIDDLESEX.

Adelaide	\$366 00
Carradoc	453 00
Delaware	158 00
Dorchester, North	546 00
Ekfrid	332 00
Lobo	454 00
London	993 00
Metcalfe	186 00
Mosa	355 00
Nissouri, West	367 00
Westminster	659 00
Do for Separate Schools	\$17 00
Williams	414 00
Do for Separate Schools	20 00
	\$37 00 \$5283 00
Total for County	\$5320.

39. COUNTY OF ELGIN.

Aldborough	\$252 00
Bayham	561 00
Dorchester, South	213 00
Dunwich	344 00
Malahide	663 00
Southwold	732 00
Yarmouth	643 00
	\$3408 00

40. COUNTY OF KENT.

Camden	\$278 00
Chatham	397 00
Dover, East and West	213 00
Harwich	452 00
Howard	459 00
Oxford	220 00
Raleigh	437 00
Do for Separate Schools	\$52 00
Romney	65 00
Tilbury, East	140 00
Zone	128 52
	\$52 00 \$2789 00
Total for County	\$2841.

41. COUNTY OF LAMBTON.

Bosanquet	\$309 00
Brooke	204 00
Dawn	32 00
Enniskillen	75 00
Euphemia	235 00
Moore	312 00
Plympton	380 00
Sarnia	123 00
Sombra	181 00
Warwick	401 00
	\$2302 00

42. COUNTY OF ESSEX.

Anderdon	\$207 00
Colchester	399 00
Gosfield	281 00
Maidstone	191 00
Do for Separate Schools	\$47 00
Malden	206 00
Mersea	254 00
Rochester	106 00
Sandwich	420 00
Do for Separate Schools	42 00
Tilbury, West	118 00
	\$89 00 \$2062 00
Total for County	\$2171.

Apportionment to Cities, Towns and Villages for 1860.

Cities.	Common Schools.	R. Cath. Separate Schools.	Total.
Toronto	\$3010 00	\$1400 00	\$4410 00
Hamilton	1812 00	414 00	2226 00
Kingston	993 00	477 00	1470 00
London	1346 00	147 00	1493 00
Ottawa	631 00	698 00	1329 00
	7792 00	3136 00	10928 00

Towns.

Amherstburgh	\$159 00	\$114 00	\$273 00
Barrie	131 00	63 00	194 00
Belleville	380 00	184 00	564 00
Berlin	230 00	12 00	242 00
Bowmanville	231 00	...	231 00
Brantford	607 00	97 00	704 00
Brockville	280 00	142 00	522 00
Chatham	326 00	68 00	394 00
Clifton	54 00	36 00	90 00
Cobourg	434 00	137 00	571 00
Collingwood	189 00	...	189 00
Cornwall	210 00	...	210 00
Dundas	192 00	151 00	343 00
Galt	310 00	...	310 00
Goderich	336 00	...	336 00
Guelph	277 00	151 00	428 00
Ingersoll	186 00	...	186 00
Lindsay	101 00	78 00	179 00
Milton	99 00	...	99 00
Niagara	181 00	91 00	272 00
Oakville	185 00	...	185 00
Owen Sound	206 00	...	206 00
Paris	241 00	66 00	307 00
Perth	...	...	294 00
Peterborough	189 00	147 00	336 00
Picton	139 00	41 00	180 00
Port Hope	504 00	...	504 00
Prescott	97 00	155 00	252 00
Sandwich	96 00	...	96 00
Sarnia	186 00	...	186 00
St. Catharines	408 00	222 00	630 00
Whitby	220 00	...	220 00
Whitby	378 00	...	378 00
Windsor	262 00	...	262 00
Woodstock	291 00	...	291 00
	*8295 00	1955 00	10544 00

Incorporated Villages.

Bath	in Township.		
Bradford	\$87 00	\$87 00	
Brampton	204 00	204 00	
Brighton	134 00	134 00	
Caledonia	158 00	158 00	
Cayuga	117 00	117 00	
Chippawa	145 00	145 00	
Clinton	99 00	99 00	
Colborne	94 00	94 00	
Dunnville	in Township.		
Elora	155 00	155 00	
Embro	63 00	63 00	
Fergus	109 00	109 00	
Port Erie	42 00	42 00	
Hawkesbury	126 00	126 00	
Hespeler	89 00	89 00	
Iroquois	86 00	86 00	
Kemptville	123 00	123 00	
Kincardine	96 00	96 00	
Mitchell	126 00	126 00	
Napanee	160 00	29 00	189 00
Newburgh	117 00	...	117 00
Newcastle	142 00	...	142 00
New Hamburg	131 00	...	131 00
Newmarket	102 00	42 00	144 00
Oshawa	110 00	50 00	160 00
Pembroke	71 00	...	71 00
Portsmouth	88 00	47 00	135 00
Preston	130 00	34 00	164 00
Renfrew	in Township.		
Richmond	in Township.		
Smith's Falls	110 00	...	110 00
Southampton	60 00	...	60 00
Stirling	in Township.		
St. Mary's	265 00	...	265 00
St. Thomas	118 00	25 00	143 00
Stratford	281 00	...	281 00
Strathroy	in Township.		
Streetsville	136 00	...	136 00
Thorold	146 00	33 00	179 00
Trenton	90 00	74 00	164 00
Vienna	109 00	...	109 00
Waterloo	147 00	...	147 00
Welland	77 00	...	77 00
Yorkville	145 00	...	145 00
	4788 00	334 00	5122 00

* As the Report from Perth has not been received, the amount for the Roman Catholic Separate School could not be determined.

Apportionment to Counties for 1860.

Counties.	Com. Schools.	Sep. Schools.	Total.
1. Glengarry.....	\$2097 00	\$211 00	\$2308 00
2. Stormont.....	1335 00	183 00	1518 00
3. Dundas.....	2102 00	219 00	2321 00
4. Prescott.....	1668 00	91 00	1759 00
5. Russell.....	839 00	.....	839 00
6. Carleton.....	3209 00	132 00	3341 00
7. Grenville.....	2352 00	46 00	2398 00
8. Leeds.....	3640 00	49 00	3689 00
9. Lanark.....	3314 00	.....	3314 00
10. Renfrew.....	2032 00	.....	2032 00
11. Frontenac.....	2325 00	113 00	2438 00
12. Addington.....	1985 00	46 00	2031 00
13. Lennox.....	881 00	.....	881 00
14. Prince Edward.....	2100 00	.....	2100 00
15. Hastings.....	3952 00	26 00	3978 00
16. Northumberland.....	3342 00	36 00	3378 00
17. Durham.....	3778 00	.....	3778 00
18. Peterborough.....	2063 00	.....	2063 00
19. Victoria.....	2027 00	.....	2027 00
20. Ontario.....	4259 00	.....	4259 00
21. York.....	6271 00	133 00	6404 00
22. Peel.....	2919 00	.....	2919 00

Counties.	Com. Schools.	Sep. Schools.	Total.
23. Simcoe.....	\$4347 00	\$69 00	\$4416 00
24. Halton.....	2130 00	12 00	2142 00
25. Wentworth.....	2932 00	41 00	3003 00
26. Brant.....	2169 00	.....	2169 00
27. Lincoln.....	1904 00	53 00	1957 00
28. Welland.....	2139 00	.....	2139 00
29. Haldimand.....	2629 00	46 00	2675 00
30. Norfolk.....	3061 00	9 00	3070 00
31. Oxford.....	4501 00	.....	4501 00
32. Waterloo.....	3347 00	181 00	3528 00
33. Wellington.....	4292 00	183 00	4475 00
34. Grey.....	3743 00	.....	3743 00
35. Perth.....	3435 00	27 00	3462 00
36. Huron.....	5272 00	.....	5272 00
37. Bruce.....	2167 00	51 00	2218 00
38. Middlesex.....	5285 00	37 00	5322 00
39. Elgin.....	3408 00	.....	3408 00
40. Kent.....	2789 00	52 00	2841 00
41. Lambton.....	2302 00	.....	2302 00
42. Essex.....	2082 00	89 00	2171 00
	123543 00	1733 00	125276 00

TOTALS.			
	Common Schools.	Separate Schools.	Total.
Total Counties.....	\$123543 00	\$1733 00	\$125276 00
“ Cities.....	7792 00	3136 00	10928 00
“ Towns*.....	8295 00	1955 00	10250 00
“ Villages.....	4788 00	334 00	5122 00
	*144418 00	7158 00	151870 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1860.....			630 00
			\$125200 00

* Report from Town of Perth not received, and amount for Separate School not determined.

IX. Papers on Practical Education.

I. OVER-TAXING THE MIND.

Mental labor, without excess, is doubtless as beneficial as it is pleasant. A well occupied mind is conducive to bodily health. But with mental labor as with physical, to attempt too much, and to know no recreation, tends to injury of more or less permanence. And if this is the case with adults, how much more likely is it to be so with children. And yet a system is now pursued in our common schools, and in other and more private educational establishments, which permits to our children during waking hours no respite from mental labor. We refer to the custom of burdening children, after having spent the best part of the day in close mental application in a crowded school room, with lessons to be studied or committed to memory at home and out of school hours. The system has been more than once strongly condemned in our columns. It is deserving of blame for two reasons. It is unjust to the parents of the children. It imposes a burden upon them that of right belongs to the school teacher, who is paid to superintend the education of the child, and yet devolves that superintendence in a considerable degree upon the parent or parents. It deprives those parents of a large share of their children's society, and in some circumstances of the services of their children, often of considerable value and importance. It has pained us more than once to see a young child sitting apart during a whole evening from the rest of the family—shut out entirely from their pleasant society and intercourse, and from their rational amusements, because all the child's time and powers were required for the mastery of the four or five lessons brought from the school to be studied at home.

All this is an injustice to the parents of that child. They ought to have the blessing of that child's society, and if need be, the aid of those many little services, to render which is to a child with a mind free from anxiety and care, a real enjoyment. But if the present system is an injustice to the parent, how much more so is it to the child!—How can a child thus burdened with mental labor enjoy the sweets of home and the delights of family intercourse? It is impossible. Those three or four or five lessons are to be learned and must be learned before that child retires to sleep. They may not be left till morning, (though often they must then be once more studied,) lest the place in the class be forfeited on the morrow, in the competition of the school room. We only sketch a picture that too many of our readers have seen under their own roofs, when we describe such a child poring over books and distracted with study, until long after artificial light has been introduced, with flushed cheek and knitted brow, and finally retiring to a troubled sleep, overcome with weariness and vexed with the inevitable head-ache. Is this—can it be,—kind or just to a young and growing child? There can be but one answer to the question.

It is a great wrong to the body of the child. An adult would find it not easy to preserve the health of his body, were he to devote as many hours in succession to close mental application as in many cases the children who attend our common schools, are now required to do. Our profession enables us to speak with some authority and accuracy on this subject, and we know well that close and continuous mental effort must be alternated with recreation and manual labour, if the health of the body is to be maintained. This rule applies still more strictly to youth, whose physical development must be retarded unless the mind is occasionally lightened of its load, and free untrammelled bodily exercise be freely indulged in, which cannot be the case if the child has as much to learn in the evening at home as he or she had in the school during the day.—Every authority on the subject of the laws of health lays down the doctrine that abundant

and hearty exercise, with a mind perfectly free and buoyant is a *sine qua non* to a proper physical development, and the present system of compelling our children to study for nearly as many hours out of school as they do in school, is utterly incompatible with such sanitary rules.

But the system is also a great wrong to the mind and intellectual capacities of the child. As fresh air and exercise are necessary to vigor and physical health, so a strong and vigorous body is essential to a strong and vigorous mind. This is the rule, and the exceptions are very few, especially among children. The mental and physical qualities of the child have a reciprocal influence upon each other. There might be here and there, a precocious child whose mental capacities are ready for almost any amount of intellectual food, and who progresses the more rapidly the more severely those capacities are taxed. But these are few. The all but universal rule with children is, that to cram the mind is to weaken its powers and destroy its energies. Yet our educational system is exactly of this character. The mind is crammed beyond its capacities, its powers of digestion and the memory and other faculties are kept upon a tension, that deprives them of their elasticity and their tenacity of grasp, and is calculated sooner or later to paralyze and ruin them. It is greatly to be wished that our Board of Education would put a veto upon this system so fraught with evil, and insist that the education should be given by the teacher *in the school*, so that out of school hours children may have their minds free to take in all the pleasure and reap the benefits of physical recreation.—*New York Com. Advt.*

2. TRANSCRIBING *versus* DICTATION.

The value of dictation is said to consist in the knowledge of spelling which it imparts. Any exercise in writing which would teach so useful an art as spelling is of course of paramount importance. But does dictation really teach spelling, or is the idea that it does simply illusory? It seems to me that the point is one which admits of discussion.

Spelling depends almost entirely upon the use of the eye. The eye which has become accustomed, either by reading or writing, to the correct shape and appearance of a word, will seldom fail to guide its owner to the proper mode of spelling that word. When a word is wrongly spelt, the eye becomes again the corrector. Again, when we are in doubt respecting the proper way of spelling a word, we write that word down in two or three different ways; and the eye is our silent monitor, teaching us which form of the word we ought to adopt. I go, then, a great way—in fact, all the way—with those who assert that spelling must be learnt by reading words in sentences, and by writing sentences. But I do not endorse their opinions when they say that dictation is the best kind of writing-exercise by which to teach the art of spelling. Teaching is entirely distinct from examining. When we teach, we should afford aid of the best kind; when we examine, we should render no aid. Dictation is an admirable instrument for *examining* pupils in spelling,—for testing, in fact, their knowledge of the art—but not for *teaching* the art. A child who is set down to write from dictation has nothing but the voice of the person dictating to guide him. Of course he makes mistakes,—writes the words incorrectly. But every time he so writes a word, his eye becomes familiar with its incorrect form; his impression of what is wrong becomes stronger by familiarity with the mistakes which he himself makes. It is true we correct him; but our object should be to *prevent* his making mistakes. We should put the correct forms of words under his eye to guide him. We should not allow him first to do wrong, that we may afterwards have the trouble of correcting him, and teaching him to do right. Prevention is better than cure. Until our pupils can learn to compose,

they should, I firmly believe, learn to spell solely by transcribing, *i. e.*, copying every day a page from their reading-books. They would thus have good models of spelling constantly before their eyes, and their sight would be trained.—A. B., in *English National Society's Monthly Paper*.

3. HINTS ON ORAL TEACHING.

To secure the attention of a body of young children, while giving an oral lesson, is perhaps one of the most difficult parts of teaching that presents itself to a novice. If the pupil's attention can be obtained at the commencement of a lesson, generally, it is obvious that it may be easily maintained the remainder of the time, with a little experience on the part of the Teacher, as nearly all lessons become more and more interesting as they advance towards the conclusion; and therefore the children will have a natural tendency to listen to the information given for their benefit, without giving the Teacher any extra exertion to maintain their attention.

The following suggestions for securing attention and good order while giving an oral lesson may perhaps be acceptable to some of your readers:

I. That the pupils be strictly prohibited talking, and be made to sit in a convenient manner, with their arms folded.

II. That the Teacher should stand at such a distance, and in such a position, as to enable every pupil to see his face.

III. That all black-boards, maps diagrams, &c., required to illustrate the lesson, should be ready for immediate use when wanted, and placed in such a manner as to enable all the pupils to see them without moving from their seats.

IV. That the Teacher should make it a general rule never to leave the class while engaged in giving an oral lesson.

V. That, if possible, the Teacher should find some attractive name for his lesson, which will enable him to secure the attention of his pupils. This plan can be very successfully pursued in the giving of Scripture lessons. For instance, if the Teacher wished to give a lesson on "Noah," let the title of the lesson be changed to "The first shipwright," or some equivalent phrase. If on "Dives and Lazarus," to "The rich poor man and the poor rich man." If on "Jonah," to "The living ship." If on "Naaman," to "The little slave," &c. &c. &c. In some case (when most convenient) it would be a good plan to disguise the real name of the lesson, and not make it known until near the end.

VI. To divide each lesson into four parts, and, at the conclusion of each part, to examine the pupils on the part previously explained to them.

VII. At the conclusion to make an examination (oral) on the whole of the lesson given.

VIII. To place the *incorrigibles* (if any) nearest the Teacher, and to trouble them with the most questions at the time of examination.

If Teachers arrange their lessons in a logical and interesting way, they will find, that, after obtaining the attention of their pupils once, their lessons will afterwards be courted, and that no extra exertion will be required for the preservation of order and attention.—Charles F. Redman in the *English Pupil-Teacher*.

X. Biographical Sketches.

No. 9. PROFESSOR C. A. GOODRICH, LL.D.

Professor Chauncey A. Goodrich, of Yale College, died recently in New Haven. He was born in New Haven, October 23, 1790, and graduated in Yale College in 1810. From 1812 to 1814, he was Tutor in the College. He was elected Professor of Rhetoric and Oratory in Yale College in 1817, at the accession of Dr. Day to the presidency. In 1839 he was elected Professor of the pastoral charge in the Theological Seminary, which office he filled till his death. Prof. Goodrich's literary labors have been various and successful. In 1814 he prepared a Greek Grammar, which was generally used. In 1827 he superintended the abridgement of Webster's Quarto American Dictionary, which was widely circulated throughout the country. In 1829 he established the Quarterly *Christian Spectator*, which he edited for nearly ten years. In 1832 he prepared a series of Latin Lessons, and soon after a like series of Greek Lessons for beginners. In 1846 and 1847 he prepared Revised Editions of the Unabridged and Abridged Dictionaries of Webster, and in 1856 the University edition of the same work. In 1859 he prepared an appendix for the Pictorial Edition of ten thousand new words and new definitions, with a very full and complete dictionary of synonyms. In 1852 he published his work on British Eloquence, which is superior to anything of the kind. Besides performing the literary labors involved in preparing and editing these various works, Prof. Goodrich has been prominently con-

nected with many of the most important benevolent societies of the country. As an instructor, as a minister, and as a man, indeed in all the relations of life, Prof. Goodrich was conspicuous for his nobility and excellence of character.—*N. Y. Commercial Advertiser*.

No. 10. S. G. GOODRICH, ESQ. (PETER PARLEY.)

We deeply regret to announce the death of Mr. S. G. Goodrich, more widely known as "Peter Parley,"—the pseudonym under which he has acquired his reputation. He died very suddenly, at his residence in Ninth street, New York, on Thursday last, of disease of the heart. Mr Goodrich was a native of Connecticut, and was born in 1793,—though no one would have judged from his appearance that he was so nearly seventy years old. He had a vigorous constitution, which he preserved to the last by care and regularity in his mode of life. He began life as a publisher, first in Hartford and afterwards in Boston,—and edited in the days of Annuals one of the most celebrated of them, the *Token* from 1828 to 1842. His greatest success, however, was achieved in compiling books for children,—designed to convey instruction in natural history, travels, biography, and various branches of science and art, by simply-written narratives and anecdotes, copiously illustrated by engravings. He wrote as "Peter Parley" telling stories to children, and for many years the series of works thus published, extending to over forty volumes, had an enormous circulation, both in this country and abroad. They introduced a class of books which have since become universal. In 1841, he established a periodical called *Merry's Museum*, based upon the same general plan, which continued until 1854. In 1857, he published two volumes of *Recollections*,—containing an immense amount of exceedingly interesting memoranda concerning men and events in Connecticut, and forming one of the most readable books of the day. Mr. Goodrich was appointed American Consul at Paris under Mr. Fillmore, and held that office for several years. He performed his duties with great fidelity, and enjoyed the respect and esteem of all with whom he came in contact. He published several works while there calculated to diffuse a more general knowledge of America and its institutions, and upon his return prepared an elaborate and admirable *History of the Animal Kingdom*, which was issued last year in two large and elegant volumes. He was a man of great diligence, and continued to prosecute his literary labors to the latest period of his life.

XI. Papers on Colonial Subjects.

1. RAILROAD SYSTEM IN CANADA—ITS EFFECTS UPON AMERICAN INTERESTS.

The following is an official letter from Wyman B. S. Moore, Consul-General of the British North American Provinces, dated Montreal, January, 1860:—

The completion of the Victoria Bridge, which must be considered, mechanically at least, the great work of the age, renders it proper that I should communicate to the Department such information as I am possessed of relative to the railroad system of Canada and its bearing upon similar interests in the United States.

The Victoria Bridge, with its approaches of massive masonry, is near two miles in length. The iron tubes are in length over seven thousand feet, resting on twenty-four piers and two abutments. It has been built at a cost of about seven millions of dollars. It constitutes the connecting link of a line of railroads from our Western cities, over Canadian territory, to the sea at Quebec and the River De Loup, one hundred miles below Quebec on the gulf, and over Canadian and American territory to the sea at Portland.

The Grand Trunk Railroad, of which this bridge constitutes a part, extends from the River De Loup to Port Sarnia on the St. Clair, and from Sarnia or Port Huron, on the opposite shore, it has caused to be constructed, under its control, a railroad to Detroit, and by a lease of the line from Island Pond to Portland, Maine, it has a united line of the same gauge under one management, commencing at Detroit, with two outlets to the sea, one at Portland, Maine, the other at Quebec or the River De Loup. The whole extent of this line is about eleven hundred miles.

To its construction the Province of Canada has contributed sixteen millions of dollars, the balance of the capital has been advanced by shareholders in England, and the line is now in working order at a total expense of sixty millions of dollars. Efforts are now being made to extend this line to the eastern British provinces by the way of Lake Temiscouata and the river St. John's, keeping its track entirely within the provincial boundaries. Its main resources must be American business. Its local business cannot support it. It is now doing a large business between our Western cities and its terminus at Portland. I have seen, within the few past weeks, large quantities of cotton, raised in Tennessee, passing

by this route to the factories of New England. That there must, in a short period, be a great diversion of the traffic which supports the American railroads and canals to this and the other Canadian routes, must be obvious to any one who will consult the map of the country, and consider the magnitude of the internal improvements of Canada. The canals constituting the connections between this port and Lake Erie are capable of passing laden vessels of the burden of six hundred tons.

These facilities of internal navigation will draw largely upon our Western trade, and, had it not been formerly the policy of the British Government to exclude American influence from Canada, and to keep the country shut out from external commerce, this great natural outlet of the West—the St. Lawrence, with its immense locks and canals—would have borne our commerce to the Atlantic, as it draws the waters of our lakes. That policy has changed. The government of this province and the capitalists of Great Britain are united in their efforts to make their canals and railroads the thoroughfares of Western commerce to the Atlantic. They have built across the peninsula of the Western Canada three other routes to accomplish this result. The Great Western Railroad from Windsor, opposite Detroit, to Hamilton, Canada West; the Northern Railroad, from Collingwood, on the Georgian Bay, to Toronto; the Buffalo and Lake Huron Road, from Fort Erie to Goderich, on Lake Huron; all of these, except perhaps the latter, connect on Lake Ontario, in the summer season, with lines of propellers running to Montreal and Quebec, and connecting on Lake Huron with steamers running to Chicago, Milwaukee, and our Western cities. Under the influence of these competing lines, our navigation, on both sail and steam vessels, has almost entirely disappeared from Lake Ontario.

That the result of these efforts will be to cheapen the transportation of Western produce there can be no doubt. It is equally certain that there will be a large diversion from our canals and railroads of their legitimate business, from which they must suffer severely, unless the developments of the great West shall prove for the future what it has shown in the past, that its growth is more rapid than the increase of facilities of internal transportation, and that its surplus crops will demand every outlet which nature has made, or man can make, to a market, and afford to all a remunerating business. Such a result is to be desired.—*Hunt's Merchants' Magazine.*

2. CHATEAUGUAY AND QUEENSTON HEIGHTS.

A correspondent makes the following suggestions in view of the approaching visit of the Prince of Wales to Canada:—

We have observed lately in the columns of some of our Montreal contemporaries a project of a demonstration to be made in the Lower Province on the advent of H. R. H. the Prince of Wales, which is not unworthy of imitation here. It is proposed to assemble the Militia of Lower Canada on the battle field of Chateauguay, and to invite H. R. H. to lay the first stone of a monument which it is designed to erect in commemoration of that glorious feat of arms. We, in Upper Canada, have also our historical recollections, not unworthy of royal recognition. The fame of Brock is ever green in the hearts of Upper Canadians, and the victory of Lewiston Heights is one of which the empire may well be proud. It is well known that the battle ground is adorned by one of the finest columns in the world, and that the remains of the heroic Brock rest beneath; but nothing has as yet been done to indicate the precise spot on which the hero fell. It is proposed, we are glad to learn, to place a commemoration stone on the spot. Would it not be well that H. R. H. the Prince of Wales should be requested to preside at the ceremonial, and the Militia of Upper Canada be invited to meet him, and witness it. It would enable the Prince, and thousands of the people of Canada to meet under circumstances hallowed by the most glorious associations. They would feel that he shared in their recollections and enthusiasms, and he would behold an exhibition of bone and muscle, such as the son of our Queen may well be proud of. We can hardly conceive a nobler spectacle, or on a more noble site. We believe the funds of the "Brock Monument Committee" to be in a condition to meet preliminary and local expenses connected with such a celebration. It would be for the Legislature to provide for the conveyance, &c., of the Militia. An encampment and cantonment in the vicinity of Lewiston Heights would be readily arranged, and the Militia of Canada should provide H. R. H. with guards of honor while at the Falls. We trust that this hint may meet with a response.—*Leader.*

EDUCATION IN NEW BRUNSWICK.—The following statistics of education in New Brunswick will be generally interesting: The whole number of schools in that Province last year was 818; of these, 168 are Episcopalian; 177 Roman Catholic; 138 Presbyterian; 122 Methodist; 196 Baptist; 10 Congregationalist; and 12 not ascertained. The number of Trained Teachers is 442; Untrained, 381. The whole number of Scholars, 25,750.

XII. Miscellaneous.

1. THE UNION JACK.

Our neighbours may boast of their stripes and their stars.

The French of their famed colours three,
But we have a flag, that in many great wars
Was triumphant by land and by sea.

The Old Union Jack, our own Union Jack,
With its colours of red and of blue,
Come rear it aloft, we will follow its track
In the old world as well as the new.

Though varied the lands that gave us our birth,
Though varied each emblem and sign,
Yet Irish or Scotch, there is nothing on earth
Makes an Irish and Scotchman combine,
Like the Old Union Jack, their own Union Jack,
Held aloft in a bold English hand,
With a Son of the woods, the banner to back,
Against it, the world cannot stand.

Come across, Prince of Wales, to the land of the free,
Come across to the land of the true,
You will find on a branch of the good Maple Tree,
The famous Old Red and the Blue.
The grand Union Jack, your own Union Jack,
It will meet you on Canada's shore,
With many good fellows to follow its track,
As brave as their fathers of yore.

Cayuga, 5th April, 1860.

A. WINNAM.

2. THE SECRET OF ENGLAND'S GREATNESS.

It was a noble and beautiful answer of our Queen, says the *British Workman*, that she gave to an African Prince, who sent an embassy, with costly presents, and asked her in return to tell him the secret of England's greatness, and England's glory; and our beloved Queen sent him, not the number of her fleet, and not the number of her armies, not the amount of her boundless merchandise, not the details of her inexhaustible wealth. She did not, like Hezekiah, in an evil hour, show the ambassador her diamonds, and her rich ornaments, but handing him a beautifully bound copy of the Bible, she said, "Tell the Prince that this is the secret of England's greatness."

3. QUEEN VICTORIA'S INTEGRITY TOWARDS HER FATHER'S CREDITORS.

The scrupulousness with which Victoria paid the debts of her father (who was at one time so poor as to be unable to afford to transport his family from Germany to England), is not so well known as it deserves to be. The author of the "Woman of Beauty" thus alludes to this trait in the Queen's character:—"One of the first measures of Victoria was to pay from her own private purse the remaining debts of her father—those which she and her mother had been unable, by their united economy, to liquidate. The people contrasted the Queen's conscientious application of her resources with the conduct of her grandfather, George III., under similar circumstances. His father, Frederick, Prince of Wales, left behind him numerous obligations, not one farthing of which did George, on coming to the throne, think proper to discharge."

4. PRINCE ALFRED UNDER DISCIPLINE.

The *United Service Gazette* says that Prince Alfred is being brought up in the services precisely the same as if he were the son of a private gentleman.

"He messes with the midshipmen, keeps his regular watch, dines occasionally in the wardroom and takes his turn to dine with the captain. He is treated by his messmates as, in all respects, one of themselves—is called to order by the caterer, and runs the risk of being made the subject of a practical joke as any other young gentleman, himself, however, being generally pretty forward in the business of playful mischief. Upon one question, that of smoking, the young prince is sternly denied the privilege indulged by other officers. That growing vice of the age, most mischievous in its consequences, particularly when carried to excess, and which always runs to excess, is prohibited as far as Prince Alfred is concerned, and upon one occasion, we believe his royal highness had his leave stopped for a fortnight for being detected in the act of blowing a cloud."

5. TEACHERS AND NURSES IN THE QUEEN'S HOUSEHOLD.

One of the speakers at a mission meeting in Leicester, England, gave some information concerning the teachers and nurses to whom is entrusted the training of the children of the Royal Family. The monthly nurse in the Queen's household, he stated, was a member of Dr. Steane's (Baptist) Church, at Chamberwell. The Princess Royal, now the Princess Frederick William, was awakened through reading a sermon of Adolphe Monod, and became thoroughly religious. When the last child was born, a Wesleyan was selected for nurse. The teacher of the Prince of Wales, Mr. Gibbs, was a Nonconformist. Previous to appointment, he was sent for twice, and for two hours was subjected to a severe questioning by the Prince Consort and Her Majesty, to test his knowledge. All the heads of the departments about Her Majesty were pious people. Every child that was born in the Royal Family was born amid many prayers. The pious members of the household assembled themselves together, and continued praying for the Queen until the child was born, when they gave God thanks. He then thanked God for such a Queen and such a Court, and that under her, God was prospering Britain as He had never prospered it before.

6. ORNAMENT YOUR SCHOOL GROUNDS.

Now is the time to plant shade trees and evergreens; but while all are busy in ornamenting your door yards, let them not forget their neglected school grounds.

It is a burning shame that people take so little interest in making the place where their children must spend so much of their lives, pleasant and attractive.

There appears to be a question among some, as to whose duty it is to plant trees about school houses. We take the responsibility of settling this matter, and declare it to be a general duty, incumbent upon all.

But we shall urge teachers to take the lead in this work, and to get all the help they can from others. We trust that no teacher who is, or ever expects to be *anybody*, will say, I do not intend to teach more than this term in this district, so there is no use of me going to the trouble and labor of planting out trees, I shall never get any good of them.

We hope no teacher is so narrow-minded or selfish, as to make any such miserable plea. The truth is, teachers should labor not only for their own good, but also for the good of others. Fellow-teachers! go to work and plant young and thrifty trees around every school-house in the state. It could and should be done this spring. If it was, what an improvement the school house grounds of five years hence would be upon the school-house grounds of to-day. We would recommend district school officers, where school grounds have not been selected, to select a pleasant and convenient site, of not less than three acres, at once fence it, and have it planted with trees this spring. In a few years it will be a beautiful spot, where children would delight to assemble. If the trees were properly selected, tastefully arranged, and good care taken of them, they would soon form a grove, as enchanting as the groves of Athens were.

Let us have all the varieties of forest trees that abound in our state, and let us not forget to plant a few evergreens on either side of the path that leads to the door of the school-house.—*Iowa Instructor.*

XIII. Short Critical Notices of Books.

— BRAZIL AND THE BRAZILIANS, portrayed in Historical and Descriptive sketches. By Rev. Dr. Kidder, and Rev. J. C. Fletcher; Philadelphia, Childs and Peterson. The "Sketches of Brazil," by Dr. Kidder, which were published some years ago, form an admirable precursor to this elaborate volume, and to some extent tested the peculiar fitness of the author for the joint preparation of this more important work. In the preface the authors say, "The following work by two whose experience in the Brazilian Empire embraces a period of twenty years, endeavours faithfully to portray the history of the country, and by a narrative of incidents connected with travel and residence in the land of the Southern Cross, to make known the manners, customs and advancement of the most progressive people south of the equator." The volume, which is printed with large type, is illustrated by an excellent map and one hundred and fifty engravings, from sketches or daguerreotype views taken on the spot.

— SELF HELP; with illustrations of Character and Conduct. By Samuel Smiley. New York; Harper and Bros. This is a reprint of a popular work written by the author of the "Life of Geo. Stephenson," the celebrated engineer. It consists of a series of sketches of the most eminent,

industrial, scientific, and religious men of England, illustrative of their perseverance, energy and genius. "Self Help," prompted by the "precept and example" of these men, is the great point which the author seeks to press home upon his readers.—and this he does with great force and ability.

XIV. Educational Intelligence.

CANADA.

— UNIVERSITY OF TRINITY COLLEGE, TORONTO.—A statute to the following effect was passed by the Corporation of Trinity College at its meeting on the 3rd of April:—That in consideration of the small opportunity which the members of the Church in the Province have hitherto possessed of availing themselves of a University education, Candidates be admitted to degrees in Arts by examination, without residence or attendance at lectures, for the space of five years, beginning from October 1860, under the following regulations:

I. All Candidates shall be members of the United Church of England and Ireland.

II. They shall produce testimonials both of good conduct and attainment, signed by at least one parochial Clergyman, and by two Laymen of respectability.

III. They shall satisfy the Corporation that professional duties preclude the possibility of their passing through a regular College course.

IV. No Candidate shall be less than twenty-five years of age.

V. These regulations shall in no way affect the regulations already made respecting Divinity Students.

VI. Candidates shall pass the several University Examinations, that is to say, the Examination for Matriculation, the Previous Examination, for the Degree of B.A., at the usual intervals.

N.B.—Under this statute Candidates possessing the requisite qualifications will be admitted to the annual Matriculation Examinations from October 1860, to October 1864, both inclusive; and may afterwards present themselves at the Previous Examination and at the Examination for B.A. in any year, provided that they do not in either case *anticipate* the ordinary time of passing those Examinations. The Previous Examination takes place at the end of the Lent Term of the year next but one following that in which the Matriculation Examination is passed, and the Examination for B.A. takes place three years after Matriculation.

— UNIVERSITY OF TORONTO.—At a special meeting of the Senate of the University of Toronto held on Saturday, the 28th ult., the following gentlemen, who had passed the prescribed examination, were admitted to the degree of LL.B.:—F. H. Spencer, J. Livingstone, W. A. Foster, J. W. Hancock, S. G. Wood, J. W. Bowlby, D. Blain, J. George Hodgins, G. S. Papps, S. Cochrane, V. Cronyn, J. J. Curran.

— INCREASED GRANTS TO UNIVERSITY COLLEGES IN UPPER CANADA.—During the recent discussion of the estimates, the item of \$4,444 to Upper Canada College was struck out and \$5,000 each was given to the Universities of Victoria and Queen's Colleges; and \$3,200 to the Grammar School Fund of Upper Canada; \$3000 was given to Regiopolis Roman Catholic College, Kingston, (which is not a University,) \$2,000 to St. Michael's Roman Catholic College, Toronto; \$1,400 to Bytown Roman Catholic College, Ottawa, and \$400 to L'Assomption Roman Catholic College, Sandwich. The Grant of \$800 to the Bellville Seminary, which was paid last year, has been omitted this year.

— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—The academic session of this institution for 1859-60, closed recently in the presence of a numerous assembly. In the absence of the Principal, Dr. Cook, the Principal's chair was filled by the Rev. Professor Williamson, who opened the proceedings with prayer. After prizes had been awarded to the meritorious graduates, the degree of Doctor of Medicine was conferred upon the following gentlemen:—N. J. Bird, T. Chanonhouse, J. G. Cranston, T. R. Dupuis, J. G. Giles, E. H. Horsey, E. McKenzie, W. P. Roche, G. R. Rose, G. D. Spooner, J. D. Trousdale. The degree of Master of Arts was conferred upon D. J. Macdonnell, with honors in all the subjects of examinations. The degree of Bachelor of Arts was conferred upon the following gentlemen:—A. T. Drummond, T. Hart, A. McBain, J. McLaren; with honors in Mental and Moral Philosophy and Logic, E. G. Malloch, D. Ross; with honors in all the subjects of examination, H. P. Yeomans, G. Macdonnell. The chairman declared the session to be closed, and entered upon an address to the graduates and audience, taking for his subject a portion of the motto of the College, viz, the word "Wisdom." The

proceedings, which commenced shortly after five o'clock, lasted about two hours. The *Conversazione* of the *Alma Mater* Society of the University of Queen's College, took place in the College building, on the 24th ult., and proved altogether a most successful and agreeable affair. The company assembled in the Convocation Hall, where at half past seven o'clock the chair was taken by the Mayor, one of the Vice-Presidents of the Society. An impressive and appropriate prayer having been offered up by the Rev. D. Machar, the chairman explained the nature and objects of the Society, and concluded by welcoming the guests to their "feast of reason and flow of soul." The academic jubilee song of "*Gaudeamus igitur*," was then sung with taste and spirit by the members of the association, after which the brilliant assemblage dispersed itself through the rooms thrown open for promenade during the evening—the Laboratory and Chemistry Class-room—passing a pleasant hour or two in the examination of the various objects which were exhibited, and in witnessing the performance of experiments by Professors Lawson and Williamson. The company again mustered in the Hall, where short and appropriate addresses were delivered by Professors George and Weir, to which succeeded a parting song in honor of "*Alma Mater*" by the students, containing appropriate and amusing allusions to student usages; and then the National Anthem. Shortly afterwards the meeting broke up, all seemingly much gratified by the evening's proceedings, and with the politeness and attention of the committee of management, to whom great credit is due for their excellent arrangements.—*Kingston News*.

— **PRESIDENT QUEEN'S COLLEGE, KINGSTON.**—The Senate of the University of Glasgow have unanimously agreed to confer the degree of D.D. on the Rev. William Leitch, minister of Moumail, and Principal Elect of Queen's College, Kingston.

— **BISHOPS' COLLEGE, LENNOXVILLE.**—The Corporation of this College is raising funds for the erection of buildings and for the partial endowment of the school, including the establishment of a Professorship of French. The sum of \$20,000 is wanted for building purposes, and \$80,000 for Endowment. Something over \$6,000 had already been promised for the former object; and for the latter, eleven shares of \$500 each had been taken, entitling the holder of each share to present a pupil free of charge for tuition, in perpetuity. The building could not be completed till next midsummer twelve months; subscriptions payable at six or nine, or even twelve months, would be no less acceptable than ready money. The School is to be placed on the same ground with the College, and instruction to be given in it, to a certain extent, by the Professors of the College.—*Montreal Gazette*.

— **REPLY OF THE GRAND JURY TO JUDGE HAGARTY'S CHARGE.**—Referring to that part of his Lordship's address to the Grand Jury at the opening of the court, which relates to the increase of juvenile vagrancy in Toronto and other cities and towns, the Jurors are of opinion that a part of the large amounts contributed by assessment in cities and towns for common school purposes, should be appropriated to reclaim from street vagrancy that unfortunate class of our youth who will not, and cannot, be induced to enter the free schools. In Toronto, which expends about thirty-two thousand dollars a year on free schools, juvenile vagrancy is increased so as to be uncontrollable. And the question which now forces itself on the public mind, is the inefficiency of the school system, in this respect, when applied to cities and towns.

BRITISH AND FOREIGN.

— **STUDENTS AND PUPILS IN THE U. S. ENGLAND AND FRANCE.**—There are 4,000,000 students and 150,000 teachers in the Public Schools of the United States. There is one student for every five persons. In Great Britain there is one student to every eight persons. In France, one to every ten.

— **EDINBURGH UNIVERSITY.**—The installation of the Right Hon. W. E. Gladstone, as Rector of Edinburgh University, took place on the 19th ult., in the Music-hall there. The installation of Lord Brougham, as Chancellor, is deferred till the Whitsuntide holidays, the noble lord, who is at present at Cannes, being unable to visit Edinburgh at this season. His lordship has just accepted the office of President of the Philosophical Institution, Edinburgh, rendered vacant by the death of Lord Macaulay.

— **DEGREES IN MEDICINE.**—An ordinance of the Scottish Universities Commission provides additional regulations for the granting of degrees in medicine, which are hereafter to be divided into three classes, and designated respectively, Bachelor of Medicine (M.B.) Master in Surgery (M.S.) and Doctor of Medicine (M.D.)

— **BELFAST QUEEN'S COLLEGE.**—The annual report of the President of the Queen's College, detailing the progress of that seminary from its commencement to the present session, has been published, and it exhibits an increase both in the number of students and the distinctions which the latter have gained at competitive examinations. In the session of 1852-53, the total number of students in all departments was 154, of whom 53 were non-matriculated. In the present session, 1859-60, the numbers amounted to 255, of whom only 56 are non-matriculated. Amongst the 255 students in the Belfast College during the present session there are 42 members of the Established Church, 129 Presbyterians in connection with the General Assembly, 15 non-subscribing Presbyterians, 16 Catholics, 8 Wesleyan Methodists, 1 Seceder, and 4 students classed as "Various." The entire number instructed in the college from its commencement is set down at 944 individuals. The condition of the medical classes is particularly noticed in the president's report. The privilege of attending the work-house hospital, accorded to medical students by the Belfast Board of Guardians, presents numerous advantages, especially under the system adopted by Professor Reid, M.D., who, it is said in the report, requires each student to "ascertain and state in writing the disease of a patient, the treatment likely to be beneficial, and to write a prescription for the remedies suggested. The papers are then criticised consecutively by Dr. Reid, in presence of the class." In the president's report it is stated that first places have been obtained by students of the Belfast College at Woolwich examinations, the Inns of Court, and the East India examination.

UNITED STATES.

— **AMERICAN TEACHERS' ASSOCIATION.**—From a circular received, we learn that the next meeting of the American National Teachers' Association, will be held in Buffalo, New York, on the second Wednesday of August next, (the 8th,) and continue in session for four days.

— Donations of 260 rare coins and copies of coins have been made to Yale College collection during the past fortnight. Among the original coins is an oak-tree shilling of Massachusetts, dated 1652.

— **ASTOR LIBRARY, 1859.**—The eleventh annual report of the Astor Library shows that the whole number of volumes in the library is nearly one hundred and ten thousand, of which about sixty thousand belong to the literary department. The library is well attended. On the average, two hundred and ten volumes are in use every day, besides those used by parties admitted to the alcoves to pursue their investigations on any particular subject. The amount expended for new books during the past year has been \$13,898. The total value of the library and building is estimated at nearly six hundred and fifty thousand dollars.

— **THE NEW GYMNASIUM OF YALE COLLEGE** was opened a short time ago. The building is in the rear of the library building, and is 50 by 100 feet on the ground. The cost was \$10,000. It contains a basement nine feet in the clear, in which are eight ten-pin alleys. A reading room is to be established in one corner of this basement. The room above is the gymnasium proper, being nearly the full size of the building, and with walls twenty-four feet high. In this room is placed the apparatus usually to be found in gymnastic establishments.

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Montreal, April, 1860.

[pd. St. amj.]

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TORONTO: Printed by LOVELL & GIBSON, corner of Yonge and Melinda Streets.