

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. XV.

TORONTO: JUNE, 1862.

No. 6.

CONTENTS OF THIS NUMBER.

	PAGE
I. APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR THE YEAR 1862.....	80
II. PAPERS ON THE PROGRESS OF EDUCATION IN 1861:	
1. Extracts from the Educational Report for New York State	84
2. The Night Schools of New York	86
3. Operations of the Pennsylvania Common School Systems.	87
4. Education in the State of Wisconsin	89
5. Primary School Statistics in the State of Michigan.....	90
6. Education in the State of Massachusetts	91
7. Education in Upper Canada and Massachusetts	92
8. Education in New Brunswick	93
9. Education in the City of Toronto.....	94
III. EDUCATIONAL INTELLIGENCE:	
University of Toronto—University of Victoria College—University of Queen's College, Kingston—University of McGill College	94
IV. ADVERTISEMENTS.....	96

Towns, Villages, and Townships for this year, is the census returns of 1861, which have been procured for that purpose by this Department from the Bureau of Statistics at Quebec. This was not the case last year so far as the townships were concerned, as the township populations had not then been made up. For this reason it will be seen that some townships receive a less apportionment and some a greater than in 1861. But by this means 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 whole year.

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

The gross sum apportioned this year is about \$3,000 more than 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, 4th June, 1862.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR THE YEAR 1862.

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

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

The basis of apportionment to the several Counties, Cities,

Apportionment to Counties, for 1862.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottetown		\$713 00
Do. for Separate Schools.....	\$56 00	
Kenyon		558 00
Lancaster		458 00
Do. for Separate Schools.....	67 00	
Lochiel		514 00
Do. for Separate School	68 00	
Total for County, \$2134.	\$191 00	\$2243 00
2. COUNTY OF STORMONT.		
Cornwall		\$575 00
Finch		275 00
Onabrock		648 00
Roxborough.....		364 00
	\$1862 00	

3. COUNTY OF DUNDAS.		
Townships.	Apportionment.	
Marilda		\$658 00
Mountain		423 00
Williamsburgh		537 00
Winchester		470 00
		\$1988 00

4. COUNTY OF PRESCOTT.		
Townships.	Apportionment.	
Alfred		\$156 00
Caledonia		124 00
Hawkesbury, East		376 00
Do. for Separate Schools.....	\$109 00	
Do. West		251 00
Longueuil.....		185 00
Plantagenet, North		261 00
Do. for Separate School	27 00	
Do. South		142 00
Total for County, \$1634.	\$136 00	\$1498 00

5. COUNTY OF RUSSELL.		
Townships.	Apportionment.	
Cambridge		\$76 00
Clarence		199 00
Cumberland.....		300 00
Russell		205 00
		\$780 00

6. COUNTY OF CARLETON.		
Townships.	Apportionment.	
Fitzroy		\$353 00
Do. for Separate School	\$18 00	
Gloucester		520 00
Goulbourn		335 00
Gower, North		296 00
Huntley		304 00
March		167 00
Marlborough		268 00
Nepean		483 00
Do. for Separate School	24 00	

COUNTY OF CARLETON—Continued.		
Townships.	Apportionment.	
Osgoode	\$498 00	
Torbolton	77 00	
Total for County, \$3344.	\$40 00	\$3304 00

7. COUNTY OF GRENVILLE.		
Augusta	\$635 00	
Edwardsburgh	610 00	
Do. for Separate School	\$27 00	
Gower, South	125 00	
Oxford on Eideau	513 00	
Wolford	317 00	
Do. for Separate School	23 00	
Total for County, \$2250.	\$50 00	\$2200 00

8. COUNTY OF LEEDS.		
Bastard	\$420 00	
Burress South	39 00	
Crosby North	243 00	
Do. South	243 00	
Elizabethtown	693 00	
Elmsley South	161 00	
Escott Front	183 00	
Kitley	396 00	
Leeds and Lansdowne Front	521 00	
Do. do. Rear	281 00	
Yonge Front	206 00	
Yonge and Escott Rear	253 00	
Total for County, \$3629 00	\$3629 00	

9. COUNTY OF LANARK.		
Bathurst	\$376 00	
Beckwith	292 00	
Burress North	150 00	
Dalhousie	186 00	
Do. for Separate School	\$1 00	
Darling	103 00	
Drummond	300 00	
Elmsley North	160 00	
Lanark	331 00	
Lavant	32 00	
Montague	399 00	
Pakenham	250 00	
Ramsay	471 00	
Sherbrooke North	43 00	
Do. South	84 00	
Total for County, \$3215.	\$8 00	\$3207 00

10. COUNTY OF RENFREW.		
Adamston	\$196 00	
Alzona	48 00	
Alice	82 00	
Basot and Brougham	178 00	
Bithfield	20 00	
Brouley	145 00	
Brudenell, Kaglan, and Radcliffe	115 00	
Grattan	132 00	
Do. for Separate School	\$12 00	
Horton	137 00	
McNab, including Arnprior	307 00	
Pembroke	69 00	
Petawa, Buchanan and McKay	42 00	
Rolph and Wylie	29 00	
Ross	150 00	
Sebastopol and Griffith	67 00	
Stafford	63 00	
Westmeath	230 00	
Wilberforce	148 00	
Total for County, \$2171.	\$12 00	\$2159 00

11. COUNTY OF FRONTENAC.		
Barrie and Clarendon	\$53 00	
Bedford	160 00	
Do. for Separate School	\$34 00	
Hinchinbrooke	87 00	
Kennebec	49 00	
Kingston	513 00	
Do. for Separate School	14 00	
Louthborough	281 00	
Miller and Canoto	7 00	
Olden	50 00	
Oso	40 00	
Palmerston	14 00	
Pittsburgh	465 00	
Do. for Separate Schools	40 00	
Portland	328 00	
Storrington	332 00	
Wolfe Island	358 00	
Do. for Separate Schools	50 00	
Total for County, \$2879.	\$144 00	\$2735 00

12. COUNTY OF ADDINGTON.		
Amherst Island	\$146 00	
Ancleson	21 00	
Camden East	738 00	
Do. for Separate School	\$16 00	
Denbigh and Abinger	20 00	
Ernestown	543 00	
Kanalar	124 00	
Sheffield	303 00	
Do. for Separate School	33 00	
Total for County, \$1944.	\$49 00	\$1895 00

13. COUNTY OF LENNOX.		
Townships.	Apportionment.	
Adolphustown	\$92 00	
Fredericksburgh North and South	388 00	
Richmond	396 00	
Total for County, \$876 00		

14. COUNTY OF PRINCE EDWARD.		
Ameliasburgh	\$401 00	
Atkol	209 00	
Hallowell	374 00	
Do. for Separate School	\$43 00	
Hillier	362 00	
Marysburgh	443 00	
Sophiasburgh	328 00	
Total for County, \$2160.	\$43 00	\$2117 00

15. COUNTY OF HASTINGS.		
Elzevir	\$150 00	
Hungerford	479 00	
Do. for Separate School	\$21 00	
Huntingdon	335 00	
Madoc	412 00	
Marmor and Lake	172 00	
Rawdon	412 00	
Sidney	584 00	
Thurlov	537 00	
Do. for Separate School	20 00	
Tudor	97 00	
Tweedmag	835 00	
Hastings Road	77 00	
Total for County, \$4131.	\$41 00	\$4090 00

16. COUNTY OF NORTHUMBERLAND.		
Alnwick	\$159 00	
Brighton	426 00	
Cramah	441 00	
Haldimand	708 00	
Hamilton	726 00	
Monaghan South	142 00	
Murray	415 00	
Percy	350 00	
Do. for Separate School	\$24 00	
Seymour	441 00	
Total for County, \$3862.	\$24 00	\$3838 00

17. COUNTY OF DURHAM.		
Cartwright	\$313 00	
Cavan	563 00	
Clarke	756 00	
Darlington	794 00	
Hope	676 00	
Mauvers	493 00	
Total for County, \$3585 00		

18. COUNTY OF PETERBOROUGH.		
Asphodel	\$334 00	
Belmont and Methuen	79 00	
Douro	289 00	
Dummer	242 00	
Emmimore	99 00	
Galway	49 00	
Harvey	41 00	
Minden, Stanhope and Dysart	31 00	
Monaghan North	147 00	
Otonabee	448 00	
Do. for Separate School	\$26 00	
Smith	436 00	
Snowden	21 00	
Total for County, \$2242.	\$26 00	\$2216 00

19. COUNTY OF VICTORIA.		
Anson	\$12 00	
Bezley	25 00	
Carden	71 00	
Daton	7 00	
Dieby	10 00	
Eldon	285 00	
Emily	451 00	
Fenelon	244 00	
Hindon	1 00	
Laxton	46 00	
Lutterworth	56 00	
Macaulay and Draper	2 00	
Mariposa	632 00	
Ops	330 00	
Samerville	70 00	
Verulam	177 00	
Total for County, \$2423 00		

20. COUNTY OF ONTARIO.		
Brock	\$531 00	
Mara	225 00	
Pickering	920 00	
Rama	42 00	
Rench	714 00	
Scot	249 00	
Seneca Island	89 00	
Thursh	186 00	
Uxbridge	452 00	
Whitby East	421 00	
Do. West	407 00	
Total for County, \$4236 00		

21. COUNTY OF YORK.		
Townships.	Apportionment.	
Etobicoke	\$384 00	
Do. for Separate School	\$18 00	
Georgina	471 00	
Gwillimbury East	444 00	
do North	211 00	
King	927 00	
Markham	995 00	
Scarborough	558 00	
Vaughan	914 00	
Whitchurch	622 00	
York	1091 00	
Do. for Separate Schools	97 00	
Total for County, \$6432.	\$115 00	\$6317 00

22. COUNTY OF PEELE.		
Albion	\$583 00	
Caledon	527 00	
Chiniquacoug	793 00	
Gore of Toronto	170 00	
Do. for Separate School	\$28 00	
Toronto	758 00	
Total for County, \$2859.	\$28 00	\$2831 00

23. COUNTY OF SIMCOE.		
Adjala	\$315 00	
Essa	333 00	
Fios	109 00	
Gwillimbury West	412 00	
Innisfil	525 00	
Mdoutte	188 00	
Morrison and Muskoka	416 00	
Mulur	34 00	
Notawasasa	208 00	
Orillia and Matchedash	417 00	
Do. for Separate School	\$32 00	
Oro	349 00	
Sunnidale	113 00	
Tay and Tiny	218 00	
Tecumseth	522 00	
Tossoronto	123 00	
Vespra	116 00	
Do. for Separate School	\$10 00	
Total for County, \$1598.	\$42 00	\$1556 00

24. COUNTY OF HALTOW.		
Esquesing, including Georgetown	\$831 00	
Nassakawcya	322 00	
Nelson	524 00	
Trafalgar	672 00	
Total for County, \$2349 00		

25. COUNTY OF WENTWORTH.		
Ancaster	\$579 00	
Barton	323 00	
Beverley	728 00	
Hinbrooke	241 00	
Flamborough East	427 00	
Do. Separate School	\$24 00	
Flamborough West	433 00	
Glatford	232 00	
Salfleet	315 00	
Total for County, \$3327.	\$24 00	\$3303 00

26. COUNTY OF BRANT.		
Brantford	\$789 00	
Burford	643 00	
Dumfries South	449 00	
Oxford	125 00	
Onondaga	236 00	
Tuscarora	129 00	
Total for County, \$2368 00		

27. COUNTY OF LINCOLN.		
Caistor	\$230 00	
Clinton	336 00	
Gainsborough	340 00	
Grantlham	388 00	
Do. for Separate School	\$62 00	
Grimsby	345 00	
Louth	232 00	
Niagara	270 00	
Total for County, \$2203.	\$62 00	\$2141 00

28. COUNTY OF WELLAND.		
Bertie	\$307 00	
Crowland	187 00	
Humberstone	340 00	
Pelham	304 00	
Stamford	319 00	
Thorold	326 00	
Wainfleet	296 00	
Willoughby	176 00	
Total for County, \$2244 00		

29. COUNTY OF HALDIMAND.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Canborough, Cayuga North, Cayuga South, Dunn, and others.

30. COUNTY OF NORFOLK.

Table with 3 columns: Townships, Apportionment, and Total. Lists 7 townships including Charlotteville, Houghton, Middleton, Townsend, and others.

31. COUNTY OF OXFORD.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Blandford, Blenheim, Derelieu, and others.

32. COUNTY OF WATERLOO.

Table with 3 columns: Townships, Apportionment, and Total. Lists 7 townships including Dumfries North, Waterloo North, Waterloo South, and others.

33. COUNTY OF WELLINGTON.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Amaranth, Arthur, Bramosa, and others.

34. COUNTY OF GREY.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Artemesia, Bentinck, Collingwood, and others.

35. COUNTY OF PERTH.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Blanchard, Downie, Hantspe North, and others.

36. COUNTY OF HURON.

Table with 3 columns: Townships, Apportionment, and Total. Lists 17 townships including Ashfield, Biddulph, Colborne, and others.

37. COUNTY OF BRUCE.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Albemarle, Amabel, Arran, and others.

38. COUNTY OF MIDDLESEX.

Table with 3 columns: Townships, Apportionment, and Total. Lists 17 townships including Adelaide, Garradog, Delaware, and others.

39. COUNTY OF ELGIN.

Table with 3 columns: Townships, Apportionment, and Total. Lists 9 townships including Aldborough, Bayham, Dorchester, and others.

40. COUNTY OF KENT.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Camden and Gore, Chatham and Gore, Dover, and others.

41. COUNTY OF LAMBTON.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Rosanquet, Brooke, Dawn, and others.

42. COUNTY OF ESSEX.

Table with 3 columns: Townships, Apportionment, and Total. Lists 12 townships including Anderdon, Colchester, Gosfield, and others.

Apportionment to Cities, Towns, and Villages, for 1862.

Table with 4 columns: Cities, Common Schools, R. C. Sep. Schools, and Total. Lists 5 cities: Toronto, Hamilton, Kingston, London, and Ottawa.

Towns—

Table with 4 columns: Towns, Common Schools, R. C. Sep. Schools, and Total. Lists 35 towns including Amherstburgh, Barrie, Belleville, and others.

Incorporated Villages—

Table with 4 columns: Incorporated Villages, Common Schools, R. C. Sep. Schools, and Total. Lists 40 villages including Ashburnham, Bath, Bradford, and others.

* The Reports from Niagara and Perth, not having been received, the apportionment for the common and separate schools in those places cannot yet be determined.

SUMMARY OF APPORTIONMENT TO COUNTIES, CITIES, TOWNS, AND VILLAGES, FOR 1862.

	Common Schools.	R. C. Sep. Schools.	Total.		Common Schools.	Separate Schools.	Total.		Common Schools.	Separate Schools.	Total.
1. Glengarry	2243 00	191 00	2434 00	21. York	6317 00	115 00	6432 00	41. Lambton	2471 00	.....	2471 00
2. Stormont	1852 00	.....	1852 00	22. Peel	2831 00	23 00	2859 00	42. Essex	2150 00	69 00	2219 00
3. Dundas	1988 00	.....	1988 00	23. Simcoe	4556 00	42 00	4698 00	District of Algoma.	208 00	.....	208 00
4. Prescott	1498 00	136 00	1634 00	24. Halton	2349 00	.....	2349 00		\$ 127175 00	\$ 1898 00	\$ 129073 00
5. Russell	783 00	.....	783 00	25. Wentworth	3303 00	24 00	3327 00	GRAND TOTALS.			
6. Carleton	3304 00	40 00	3344 00	26. Brant	2368 00	.....	2368 00	Total Counties and			
7. Grenville	2300 00	50 00	2350 00	27. Lincoln	2141 00	62 00	2203 00	Districts	127175 00	1898 00	129073 00
8. Leeds	3629 00	.....	3629 00	28. Welland	2244 00	.....	2244 00	" Cities	8468 00	3473 00	11941 00
9. Lanark	3207 00	8 00	3215 00	29. Haldimand	2315 00	39 00	2354 00	" Towns	.....	.....	11950 00
10. Benfrew	2159 00	12 00	2171 00	30. Norfolk	3051 00	19 00	3070 00	" Villages	5795 00	231 00	6026 00
11. Frontenac	2735 00	144 00	2879 00	31. Oxford	4502 00	.....	4502 00		\$		158990 00
12. Adlington	1895 00	49 00	1944 00	32. Waterloo	3242 00	141 00	3383 00	Additional sum reserved for any Roman			
13. Lennox	876 00	.....	876 00	33. Wellington	4579 00	241 00	4820 00	Catholic Separate Schools which may			
14. Prince Edward	2117 00	43 00	2160 00	34. Grey	3956 00	124 00	4080 00	be established in 1862			\$ 510 00
15. Hastings	4900 00	41 00	4131 00	35. Perth	3570 00	23 00	3593 00				\$159500 00
16. Northumberland	3838 00	24 00	3862 00	36. Huron	5452 00	26 00	5478 00				
17. Durham	3585 00	.....	3585 00	37. Bruce	2917 00	55 00	2972 00				
18. Peterborough	2216 00	26 00	2242 00	38. Middlesex	5319 00	57 00	5376 00				
19. Victoria	2423 00	.....	2423 00	39. Elgin	3391 00	.....	3391 00				
20. Ontario	4236 00	.....	4236 00	40. Kent	2999 00	69 00	3068 00				

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

II. Papers on the Progress of Education in 1861.*

1. EXTRACTS FROM THE EDUCATIONAL REPORT OF THE STATE OF NEW YORK FOR 1861.

The following is a summary of the financial reports of the schools of the State for the year ending Sept. 30th, 1861.

	Cities.	Rural Districts.
RECEIPTS.		
Balance on hand October 1, 1860	\$490,231.40	\$71,448.80
Amount received of State apportionment	384,838.54	947,063.15
Proceeds of Gospel and School Lands	83.22	20,506.84
Amount raised by District Taxes	1,509,615.07	521,195.71
Amount raised by rate bills	.....	397,215.87
Amounts received from all other sources	18,421.56	34,767.19
Totals	\$2,403,189.79	\$1,992,197.57
Total in cities	2,403,189.79	.....
Total in State	\$4,395,387.35	.....
PAYMENTS.		
For Teachers' wages	\$1,185,466.05	\$1,469,985.65
For libraries	7,411.74	26,733.63
For school apparatus	81,100.59	7,533.02
For colored schools	20,857.62	3,801.22
For expenses of school houses, viz., sites, building, hiring, purchasing repairing and insuring; fences, out-houses, furniture, &c	427,786.17	228,390.85
For all other incidental expenses	214,574.99	167,029.28
Amount on hand October 1, 1861	465,992.63	88,123.91
Totals	\$2,403,189.79	\$1,992,197.56
Total in cities	2,403,189.79	.....
Total in State	\$4,395,387.35	.....

Deducting the amount remaining on hand October 1, 1861, and we have as the total expenditure for common schools during the year, exclusive of the cost of supervision, the sum of \$3,841,270.81; an increase over the expenditure for the previous year, of \$97,023.86.

The statistics of the Department do not give the number of new school houses erected during the year to take the place of worn out structures, but exhibit simply the actual number in the State from year to year. The number reported September 30, 1861, is 11,697, being forty-seven more than the previous year.

The whole amount expended during the year in the purchase of sites, building, purchasing, repairing and insuring school-houses, appendages, &c., is \$656,177.02; being an excess of \$13,786.39 over the expenditure for the same purposes in 1860.

The steady improvement in the character of the school houses in the State, is exhibited by the following table:—

	Lw.	Frame.	Brick.	Stone.	Total.
1857	333	9,747	876	610	11,566
1858	292	9,775	881	601	11,549
1859	281	9,801	903	591	11,576
1860	263	9,866	962	559	11,650
1861	246	9,918	971	562	11,697

* From reports which have been kindly furnished by State Superintendents and other gentlemen, to the Educational Department for Upper Canada.

In the five years above reported, there is a decrease of 87 in the number of log school houses, and an increase of 218 in those of frame, brick and stone.

The amount expended for school apparatus, \$88,663.61, of which \$81,100.59 was expended in the cities alone, may safely be regarded as yielding a full equivalent in practical results.

The reported number of children attending the public schools for a series of years is as follows:—

	1856.	1857.	1859.	1860.	1861.
10 months and over	53,850	54,434	52,994	64,302	63,810
8 months and less than 10	65,972	53,716	58,539	60,202	60,361
6 " "	8 133,113	117,507	115,832	117,022	117,145
4 " "	6 182,654	179,611	178,069	181,077	176,136
2 " "	4 205,971	221,656	239,708	237,175	239,814
Less than 2 months	191,175	215,213	206,390	207,610	215,598
Total	832,735	842 137	851,553	876,338	872,854

NO TRUSTEES' REGISTERS IN THE NEW YORK SCHOOLS.

In regard to this subject, however, I repeat the observations made by the late Superintendent of this Department, Hon. H. H. Van Dyck, in two successive reports to the Legislature, "that not much reliance can be placed on the correctness of the returns as to attendance in the schools, either at this or any previous period. We are dependent for their reliability entirely on the records kept by teachers, and the carefulness of trustees in transcribing them. In too many instances these details of daily attendance are kept upon loose scraps of paper—not unfrequently they are lost altogether, or carried away by the teacher after serving as the basis of a rate bill—whilst the absence of actual data at the time of making the annual report of the district, is supplied by the 'guesses' of intelligent trustees. Could each district be furnished with a 'school register,' substantially bound, properly ruled, and so divided as to show the name and age of each pupil, the time of his entrance into the school, and each day of his attendance throughout the week, month and term; imposing little labor on the teacher, and removing all excuse for inaccuracy; whilst it would form a continuous record of the school for successive years, it would constitute the greatest boon which could at this time be conferred on our common schools. In no way could the duties of the trustees be so essentially lightened; in no way could a fruitful source of dissension and litigation in the districts be so readily removed as by the adoption of the measure proposed. With a permanent record before them, trustees would find no difficulty in properly apportioning the rate bills; and at the close of the year a transcript of attendance could be made that would be in all respects reliable, both as a matter of general information and an indication of the extent to which our citizens avail themselves of the educational privileges of the State."

The average length of time that school was taught during the year, is seven and-a-half months, a trifle less than the reported average last year, although here, as in the case of attendance, very little reliance can be placed on the reports of trustees, who generally have no other basis for the statements made than their vague impressions, corroborated by the unreliable memory of the children.

CITY SCHOOLS: THEIR ABUSES AND ADVANTAGE.

The cities of our State comprise, as it were, a system within themselves, or rather each is a system by itself, having a local organization through which its educational affairs are administered. The schools are made free by means of local taxation, the amount received from the State ranging from nineteen to eighty-five per cent. only, of the sum raised by themselves for the support of their schools; while

their proportion of the three-quarter mill State tax for school purposes, which forms a part of the General School Fund distributed, exceeds the amount received back from the State out of that distribution, by many thousands of dollars.

It is true, this department of our school system has its abuses as well as its advantages. In the control and disbursement of the large sums of money raised in many of the cities, opportunity is sometimes afforded for unscrupulous men to divert it to other than legitimate uses; and in those cities where the office is elective, it not infrequently happens that the incumbent prostitutes his position at the back of his constituents, to the promotion of party, or, indeed, of sectarian interests. Corrupt men have not unfrequently been elevated to these places of responsibility and trust, who have made their position subserve, not the advancement of education, but their own vile and corrupt purposes.

VILLAGE SCHOOLS.

Many of the larger, and not a few of the less considerable villages of the State, have, under special acts, or under the Union Free School Law, organized upon a basis not unlike that of the cities, and thus, by a consolidated organization, have secured to themselves, in some measure, the benefits and advantages which cities enjoy.

INDIAN SCHOOLS.

The liberality of the State in its provision for the education of these unfortunate people, continues to be attended with pleasing results. Twenty-four schools have been in operation during the last year, at a total expense of \$4,198.96.

CHARITABLE INSTITUTIONS.

The Institution for the instruction of Deaf Mutes, under the able supervision that has so long and so effectively contributed to its success, continues to perform most worthily and satisfactorily the purpose of its establishment. The whole number of State pupils is 275, of whom 253 are now in the institution.

SCHOOL DISTRICT LIBRARIES—A SAD PICTURE.

Section 4, chapter 237, Laws of 1838, appropriated the sum of \$55,000 annually for three years, to be applied to the purchase of books for district libraries, and by the operation of subsequent statutes, the same provision has been continued in force until the present time. The whole amount of these appropriations, including that for the current school year, is, therefore, \$1,265,000.

It has ever been our pride and boast, that while the corruption and venality of reckless and unscrupulous men, both within and surrounding the high places of our National and State councils, have exposed the funds of every department of governmental administration to the illegal and sacrilegious invasion of peculating officials and rapacious jobbers of high and low degree, our School Fund stands forth as the sole bright and particular exception from this dark and degrading record; no appreciable portion of its revenues having ever been diverted to other than legitimate and worthy uses. But when I look for the return from this princely investment, and find it mainly represented by a motley collection of books, ranging in character from "Headley's Sacred Mountains" to the "Pirate's Own Book," numbering in the aggregate a million and-a-half of volumes, scattered among the various families of districts, constituting a part of the family library, or serving as toys for the children in the nursery; torn, worn, soiled and dilapidated, saturated with grease, offering a temptation to ravenous rats; crowded into cupboards, thrown into cellars, stowed away in lofts, exposed to the action of water, of the sun, and of fire; or more frequently locked away into darkness unrelieved, and silence unbroken, I am constrained to believe that no plunder-burdened contractor or bribed official ever yielded to the State so poor a return for his spoil as have the people of this State derived from this liberal and beneficent appropriation, through their own reckless and improvident use of it.

The darkness of this picture is partially relieved by the fact that the cities and larger villages of the State, by whom no inconsiderable portion of this fund has been received, have been less negligent and wasteful in its expenditure, and that under the law of 1838, as also by the sanction of this Department under a previous statute, much of the appropriation has been applied to the payment of teachers' wages. Still, in the last five years, \$139,798 10 have been expended in the rural districts for library purposes, while the number of volumes reported has diminished in the same period from 1,288,070 to 1,206,075; a loss of 1,995 volumes as a return for the expenditure named. I think this may be safely set down as among our permanent investments of the School Fund from which no revenue is derived!

Whatever system, whether of district or town libraries, shall ultimately be adopted, its efficiency and usefulness will, in my opinion, be greatly promoted by making the grant from the State in its aid, conditional upon the raising of an equal or proportionate

sum by the district or town, by tax or subscription, as they may elect. I believe that any system of *compulsory free libraries*, to use a paradoxical though truthful and expressive term, will prove a failure; and it is this unnatural and unphilosophical principle that is the root of our present difficulty. But where the inhabitants of a district or town have sufficient intelligence and liberality to demand a library and to make some pecuniary sacrifices themselves to obtain it, we may safely trust, that in such a community, a library will be carefully preserved and advantageously used.

It was a suggestion of the late Superintendent, in which I fully concur, that a portion of this fund might be advantageously applied to the purpose already recommended, of furnishing each school with a suitable register. They will thus be with certainty provided; uniformity will be secured, and they can be furnished in this way much more cheaply than by individual purchase.

AMENDMENTS TO THE SCHOOL LAWS.

I would respectfully call the attention of the Legislature to the following points, in relation to which the experience of this Department has found the school laws, and the power to administer them, extremely defective.

1. It is a frequent subject of complaint that a sole trustee, whose term of office is about to expire, engages a teacher whose labors are to be wholly performed after such trustee shall have vacated his office; thus arbitrarily and unjustly controlling the administration of his successor.

2. The practice of hiring relatives, often, indeed generally, against the wishes of a large portion of the patrons of the school, is another fruitful source of contention and difficulty. The by-laws of the Board of Education of the city of New York prohibit the employment of teachers sustaining a relationship within four degrees by either blood or marriage, to any school officer entitled to act upon the question. A similar just provision restrains canal officers from pensioning their relatives upon the State.

3. The causes for which a trustee or other officer may be removed from office fail to embrace many cases of flagrant wrong-doing that render his continuance in office a serious obstruction to the prosperity of the school. This Department has ever exercised this prerogative with great care, preferring to err upon the side of a very strict construction of its powers. It is my belief that its powers, in this particular, might be enlarged with safety in its exercise, and with advantage to the interests of education.

4. The statute provides that a trustee may present his resignation to the supervisor, and if the same is accepted by him it shall be a bar to the enforcement of the penalty for a refusal to serve. As no other mode of resignation is provided, the question has frequently arisen, whether a resignation made at a district meeting, and accepted by the election of another to fill the vacancy thus occasioned, is a legal and valid proceeding.

5. What constitutes a refusal to serve, or a neglect of duty, such as to create a vacancy, should be more specifically defined by statute.

6. The statutes relating to the levy and collection of school district taxes should be amended and simplified. In their present form any lawyer would achieve eminent distinction for clearness and sagacity, who should, as a school trustee and collector, conduct the proceedings of levying and collecting a school district tax, without, in any instance, or in a single point, rendering himself liable to a successful prosecution and claim of damages for some fatal omission, or equally fatal stretch of prerogative.

7. No small number of the appeals to this Department relates to some real or fancied grievance concerning the levy and collection of taxes. The rules of this Department very properly require, that on an appeal being made, all proceedings under it shall be stayed until a decision can be had; without such requirement it is plain that the appeal would in most cases be utterly valueless. Yet the question not unfrequently arises, what is the power and what the effect of this rule in staying the collection of a tax? These have often been found very perplexing questions, the doubts concerning which the Legislature alone can wholly dispel.

8. The restriction of districts to a tax of only \$400, without the consent of the school commissioners, should be removed, and if any limit is imposed, it should be one better corresponding to our present increase in wealth and power.

9. In some districts it occasionally happens that a majority of the inhabitants having no children to send to school, and actuated by a parsimony that would almost lead us to doubt whether they belong to a race having souls to save, steadily, from year to year, refuse to vote any taxes for repairs or for building a new house, until the old house becomes a dilapidated shell unfit for a protection to beasts. Still the taxes for repair or to build are sturdily voted down.

10. There is no law authorizing any payment to supervisors for the custody and disbursement of school moneys, but it is customary for the boards of the respective counties to allow *their own accounts* for this service, at a rate varying from one to five per cent., the

highest rate being commonly allowed by those supervisors who are the most relentless in cutting down the school commissioner's bill of actual expenses incurred in the discharge of his official duties.

11. In my visitations during the summer, I found several instances in which moneys belonging to the districts that had not been in operation for several years, were still left in the supervisor's hands, instead of being re-apportioned as the law directs. I have no doubt that thousands of dollars are thus lying idle in the hands of supervisors throughout the State.

The difficulty would be overcome by requiring each supervisor, on the first Monday in March in each year, to forward to the commissioner a statement of all the school moneys in his hands apportioned the previous year, and not drawn out on the orders of trustees. Then prohibit the payment of these moneys, which would simply remain in his hands as an instalment of the next apportionment. The commissioner should then add all such balances to the amount received from the State for the next apportionment.

12. Chapter 456, Laws of 1860, makes it the duty of the school commissioner to correctly and definitely describe the school district boundaries where the same are defective or indefinite. The duty thus imposed is a most important one, but the statute is defective in not empowering the commissioner to cause a survey of the boundaries to be made, the expense of which should be equitably borne by the districts affected.

13. I would recommend that the school laws be so amended as to require the election of school officers to be by ballot. The uncertainties to which the present system, or rather want of system, gives rise, are a sufficient reason for the amendment, though others quite as urgent could be named.

14. The apportionment of school moneys upon the basis of the number of resident pupils in the district, rather than upon the aggregate attendance for six months, still continues to be attended by its natural results. It is a practical premium in many districts upon non-attendance; for, upon a large number of pupils in the district, money enough may be obtained from the State to support a small number of them at school, thus holding out an inducement to a few, to keep others away.

15. The unfortunate children of poverty that are gathered into the alms-houses in the various counties of the State, are, it appears to me, justly entitled to a proportionate share of the moneys apportioned for educational purposes.

The foregoing are only samples, "*specimen bricks*,"—which could be multiplied to an extent that would swell this report to many times its present dimensions,—of the imperfections in matters of detail, small in themselves, but great in the aggregate and in the magnitude of the interests involved, both pecuniary and educational, which embarrass and complicate the administration of our school system.

Pertinent upon this point, and more forcible than I could make, are the suggestions of the late Superintendent in his report to the Legislature, made January, 1860:—

"The whole body of school law needs revision and simplification. There has been so much legislative tinkering of the system, with patch succeeding patch, often overlapping each other, that the consequence has not unfrequently been, that where a leak was thought to be stopped, the rent has in reality been made worse. The provisions are in some cases ambiguous, in others contradictory, and in very many instances fall short in accomplishing much that is desirable towards giving the system harmony of purpose and action. When it is borne in mind that there are between twenty and thirty thousand trustees in the State, by whom the school laws are to be chiefly administered, and that they are not all remarkable for intelligence and astuteness, the obvious necessity of having the laws clearly defined and as simple in their operation as practicable, must be clearly apparent. An attempt at compilation, but with no power of revision, was made in 1856; and though I have studied the 'Code of Public Instruction' long enough to be admitted to practise in the courts, I am free to confess that I cannot yet fully comprehend, and far less harmonize, some of its provisions; whilst a more crude, cumbersome and disjointed body of law cannot, in my estimation, be found outside of the State of New York. In this opinion, I judge myself in sympathy with the Supreme Court, which has repeatedly declared itself equally unable to unravel some of the complicated enactments of the school code. As an inevitable consequence, this department is overburdened with letters of inquiry from all school officers, in relation to matters which should be rendered perfectly clear to, and attainable by, the humblest intellect called to administer the law. It is not deemed necessary to enter into an elaborate statement of existing defects; but I content myself with calling the attention of the Legislature to a matter of grave complaint on the part of all who hold connection with the administrative provisions of the Common and Union School Systems."

MILITARY TRAINING IN OUR SCHOOLS.

Experience is the great teacher. Events are lessons of life. These trite maxims are now having a severe and practical enforcement in the history which, as a nation and people, we are making from day to day. The universal neglect of any preparation, through military discipline, for the stern realities that are upon us, is now every where deprecated as weakness and folly. With this sad conviction, comes also the suggestion, for present improvement and future profit, that a few minutes taken each day from the hours of school, for the purpose of going through the simple evolutions of military practice and the manual of arms, besides affording needed exercise and recreation, would fix those habits of prompt and concerted action, that ease and facility of movement in combination and mass, which would be the best possible preparation of a citizen soldiery for the sudden exigencies that have befallen us. If it be true that the child should learn that which he will have occasion to use when he becomes a man—and the proposition is too self-evident for denial—then, in view of the service which the citizen may be called upon to render in defence of his country, does that preparation which will make such service most effective, become an important consideration in the training of the child?

And, aside from its utility as a preparation for the possible exigencies of war, the discipline would be hardly less valuable as a preparation for the relations and duties incident to times of peace. The soldier, by the discipline of the camp and field, becomes obedient to constituted authorities, respectful to superiors, prompt in action, emulous of excellence, faithful to the duty of the present time. These qualities are no less essential to the proper fulfilment of the relations of common life, and would serve to impart vigor, method and effectiveness to ordinary pursuits.

How far such exercises may be profitably introduced into our smaller country schools, and what agency the Legislature may properly exert in their promotion, I leave for its wisdom to determine. In many of our larger schools, it is already becoming an interesting feature, and with a view to the demand which is likely to be made for teachers competent to instruct in this important branch of training, it has been introduced as a regular exercise in the Normal School.

These simple suggestions contain the germ of an idea, which, fully elaborated, would lead into a discussion of the policy of establishing a State military school. Our late experience of the results of national military schools has been terribly bitter, and should be eminently suggestive. These institutions have been maintained at an immense cost, borne chiefly by that portion of the country found loyal to-day; while a large proportion of their graduates, holding commissions in the service of the United States, resign upon the first occasion of hostilities, in preparation for which they have been educated, promoted and paid; and, as if this were not enough, they transfer to the service of our enemies the knowledge and skill which we have helped them to acquire! A more damning record of black ingratitude will never be found inscribed on the pages of history, than that which recounts the double-dyed treason of these pampered and pered ingrates, these lordly scions of a military aristocracy. But the point which we are chiefly interested in considering is, whether such dearly-bought experience shall inspire us with wisdom in the direction of our future policy and plans.

Should the Legislature regard as of any considerable importance the idea herein vaguely hinted rather than definitely stated, I would further suggest the propriety of considering it in connection with such action, if any, as it may be pleased to take in aid of the People's College, already alluded to, by making provision for the establishment therein of a military department.

I submit the general subject to your consideration as among the incidental features of educational development, brought to view by the stirring events of the present time.

2. NIGHT SCHOOLS OF NEW YORK.

CHARACTER OF THE SCHOOLS—ATTENDANCE AND DISCIPLINE.

There are now in operation in this city forty-two public evening schools, about half of which are for males, and the remainder for females. The number of teachers employed is four hundred, chiefly selected from those engaged in the day schools, who, by enlarging the sphere of their duties, in this way receive a slight addition in salary. The "local boards of school officers" nominate the night school teachers.

The object of the evening schools, as distinguished from the ordinary ward schools, is to attract the voluntary attendance of a class of persons whose employments during the day preclude their enjoyment of the daily course of study, and it is a rule that none who attend the day schools shall be admitted at night. We must, then, believe that all those processions of little children which form so large a part of the attendance at the night schools are engaged

during the day in some industrial avocation, and are necessarily unfit to be kept up late in the evening to drag wearily over unappreciated lessons. The City Superintendent's report wisely says: "In my last report I assigned some reasons for arriving at the conclusion that children under twelve years of age should not be permitted to enter our evening schools, and another year's observation and experience have only confirmed me in the correctness of the opinions then expressed."

CHARACTER OF THE PUPILS.

The attendance at the night schools is to a large extent composed of foreigners and their children, who are mainly ignorant of our language, and are taught its peculiarities by teachers of their own nationalities, who have become thoroughly familiar with it. In the German classes especially, the utmost diligence is observable, and it not unfrequently occurs that elderly men, erudite in the literature of their own countries, will, immediately upon taking up their residence here, accept with avidity the advantages offered in the night schools, and study with a determination which speedily results in the most satisfactory advancement.

The opening night of a term in the evening schools is a period dreaded by the teachers and order-loving school officers. It is estimated that at least three weeks are required to "weed out" the rebellious spirits, who make the tour of the schools in order to test the quality of the teachers' endurance, with no higher aim than their own amusement. Their tests consist of various feats of agility performed during the momentary absence of the teacher, such as piling up slates and jumping upon them, a process which interferes with the future usefulness of these articles; tricks of legerdemain and various annoyances, ingeniously devised and pertinaciously adhered to. The schools soon get rid of these rebellious spirits, and the work begins in earnest.

Boys and men, of ages ranging from seven to sixty years, attend the better conducted schools; the "old boys" often proving themselves the hardest students. In one school there is a class of females, whose ages range from sixteen to thirty years, and whose mien and dress indicate their employment in the cleaner trades, such as mantilla making, shop-tending, &c. The course of instruction in this school is purely oral.

A class of boys called "tobacco strippers" attend the evening schools, and are recognizable with moderately developed olfactories at a distance of ten or fifteen feet, by the peculiar aroma pertaining to their hair and clothes. They are all employed in the tobacco factories, and pass their evenings at school. In another place there is one class entirely composed of men between the ages of twenty and forty, who are unwilling to be placed with little boys, although in fact they are far behind some of the youngest in intelligence and acquirements. The women of advanced years are not so fastidious, but receive with patient attention the same instruction which is adapted to the child beside them.

CIVILIZING INFLUENCES OF NIGHT SCHOOLS.

In Clark street, near Broome, there is a school-room furnished with appropriate objects of ornament and utility, all combining to impress the pupil's mind with agreeable associations. A library at one end of the room is well stored with books upon history, biography, travels, poetry and science generally, while busts, pictures and drawings adorn the walls. At the Seventeenth streetschool, also, a genial spirit animates the exercises; the teachers relieving the dryer portions of study by reading to the pupils a story, an essay, or a passage of history. The principal of the school argues that the hard-working mechanic, for whom these places of instruction are provided, would go to bed at home rather than attend a night-school where the reins are pulled too tightly upon him. "The Constitution of the United States" forms one of a series of familiar lectures which are now going on at this school, and as most of the attendants are voters, the subject becomes a matter of interest and practical importance to them.

In some of the schools there are large and well-furnished cases of chemical apparatus, and musical entertainments are also made an attractive feature. In one of the wards, musical stores are held twice a week, and not unfrequently rendered doubly attractive by high artistic talent, which is volunteered for the occasion.

FEMALE PUPILS.

In the female schools there are frequently some noticeable specimens of matronly scholars. In one school a married woman, having no children, has been a punctual attendant for three terms, and is desirous of continuing through the entire course of study. An Irish girl, who had been a pupil, married a Chinese, and made him "come along to school," so that they passed their honey-moon in the pursuit of knowledge. In another case, an old man, while engaged in looking for his grandson, was induced to join him in study, and has since become one of the most diligent of scholars;

and it sometimes occurs three generations are represented in the same school meeting in the same class on occasions when reviews take place.

DISCIPLINE.

In many of these schools the rod is still used, and the teachers are perplexed and annoyed by the perversity of the younger children who attend; but in the best conducted establishments, the whip is laid aside and the scholar's pride is appealed to. The results of the system of moral suasion are perfectly illustrated in the school in Wooster street, where flogging never occurs, and where good order always prevails. One evening recently, we found the teachers in the female department of this school in the act of giving the pupils an epitome of current events, assisting the pupil's comprehension of the movements of our armies by sketching plans of important points upon the black-board. The male department is conducted upon a plan of semi-military discipline, and the boys enjoy the novelty.

The evening schools, as a whole, are excellent institutions, and are doing a good work, affording to persons of all ages and nationalities the full benefits of gratuitous elementary education. They are generally well attended, and the teachers, with few exceptions, are capable and earnest.—*New York Evening Post.*

3. REPORT OF THE OPERATIONS OF THE PENNSYLVANIAN COMMON SCHOOL SYSTEM, DURING 1860-61.

The year which closed with the 2nd of June, 1861, was a period of comparative quiet and prosperity in educational affairs,—except the last few months, during which, in common with every other interest and relation of the community, they exhibited considerable disturbance. But the school arrangements in nearly all the districts having been made, and in many of them completely carried into effect, before the breaking out of the existing unhappy troubles, no falling off is perceptible in the general results of the year now to be reported. Fortunately, also, for the cause of education and the claims of the rising generation on the school authorities, the alarm caused by the rebellion burst upon the country at a period the least injurious to the then ensuing season for operations. It commenced, culminated and had measurably subsided into calm decision, before the period arrived to make the final arrangements for opening the schools in the present year; and when that time did arrive, directors had generally taken a brighter view of public affairs and acquired a more realizing sense of their own responsibilities. Hence, it is hoped that little curtailment in the aggregate results of the system will be found to have happened, when the operations of the current year shall come to be ascertained. The effect will be, probably, rather the absence of the usual proportion of progress in school affairs, than any considerable degree of falling off.

Ordinary Statistics.—Inclusive of like totals in the city of Philadelphia, the following statement exhibits the grand results for the year:

Whole number of Schools	12,245
Whole number of Teachers	15,494
Whole number of Pupils	660,295
Average attendance of pupils	439,278
Average length of Term	5 mo. 18 days
Average cost of pupil per month	60
Total cost of Tuition	1,773,666 07
Total cost of Fuel and Contingencies	366,124 09
Total cost of School Houses	527,909 60
Total cost of System, viz.: Total of taxes levied, (including cost of collection,) amount paid by Philadelphia, and State appropriation	2,900,501 60

Qualifications of County Superintendents.—Heretofore, considerable embarrassment was experienced from the fact that no rule had previously been adopted by the Department, specifying the qualifications necessary to enable a person to hold and discharge the office of County Superintendent. But, as the tri-ennial convention of May, 1860, had been held without such rule, it was not thought proper to afterwards frame one and apply it to the persons selected by those bodies. These nominations and the cases of vacancy occurring in the office up to October, 1860, were accordingly disposed of without any settled rule. But in that month, a set of regulations was adopted and published in the School Journal, which has since been adhered to in making appointments, with the best results. These require, in all cases:

1. An irreproachable moral character.
2. The possession of a teacher's full certificate.
3. Practical experience in teaching, within the preceding six years.

4. One year's legal residence in the proper county, next before the appointment.

5. A personal interview with the Superintendent of Common Schools.

To insure a more regular and methodical discharge of the duties of the office, in November, 1860, the practice of requiring monthly reports by the County Superintendents was commenced. It was some time before it worked into regularity and full usefulness; but it has now overcome all difficulties and is affording valuable and reliable information to this Department, as well as vindicating to the people the useful and laborious nature of the office itself. The items of these monthly reports,—showing the number of teachers examined, schools visited, institutes attended, miles travelled, and other acts of duty performed,—are entered in a book kept in the Department for that purpose, and afford a ready means of ascertaining the condition of the office in every county in the State.

A BRIEF STATEMENT OF THE SUCCESSES AND SHORTCOMINGS OF THE COMMON SCHOOL SYSTEM.

The preceding account of the Common School System in every branch of its operations, in connection with the appended reports of its local officers, and the tables therefrom constructed, will afford a full view of its condition and results up to the commencement of the current year. As was before remarked, the system has become a permanent social institution, and its results should now be in reasonable proportion to the means devoted to its progress and support. While it was somewhat in a state of uncertainty as to continuance, and in the process of assuming its general form and developing its necessary parts and essential agencies,—it was not only good policy, but mere justice to so important an enterprise, to hail every step of its progress with approbation, and not to expect from it either perfection in operation or unquestionable fullness of result. But it has now been in existence over a quarter of a century, and should therefore bear the most searching scrutiny without risk to its existence. It expends annually nearly \$3,000,000, employs over 15,000 teachers, occupies the time and tasks the public spirit of 10,000 directors, is entrusted with the instruction and formation of the character of 660,000 youth, and is the hope of 3,000,000 of people; and therefore, in common justice to all, it must be made to do full work.

In scrutinizing the part of the system with reference to the future, great successes and important shortcomings are both obvious. Amongst the former are:

1. *Its own existence and unquestioned right to continue.*—Established against very considerable opposition, and, perhaps, prematurely in reference to the condition of some parts of the State,—the grandness of the idea involved and its perfect adaptedness to a republican people, have overcome all local or temporary objections, and placed it foremost amongst our permanent temporal social agencies.

2. *The broadness of its foundation and liberality of its scope.*—It undertakes to educate all, without reference to the pecuniary means of any to contribute to his own education. Fitness of age, want of instruction, and residence within reach of a school, are the only qualifications for admission. Means for its support are of course indispensable; but they come from the same source with those which sustain our other public institutions,—the taxable property and industry of the whole community. Yet not even the payment of a tax, much less of a rate or tuition bill by the parent, is necessary to enable his children to enter the schools. To have impressed upon a community this simple but grand conviction, is in itself a great triumph.

3. *Its entire control by the immediate representatives of the parents.*—The location of the school house, the course of studies, the choice of teachers, the length of the term and all the chief powers of the system, are in hands of directors chosen by and responsible to the parents of those to be educated. Not a single power of system has been unnecessarily withdrawn from its safe source, or withdrawn any further than is indispensable to its existence as a public agency. Herein are its chief strength and the main cause of its acceptance, as well as another of its successes in developing the true idea of a republican system.

4. *The vastly increased proportion of the youth of the State brought into school.*—It is safe to assert that this proportion is twice as great now, as it was during the years immediately preceding the establishment of the system.

5. *The improvement of the Teachers.*—Without stating what they were before the Common School was opened, it is now an unquestionable fact, that, in moral character the teachers of the system are second to no class or profession in the community; while in professional skill and standing they have greatly advanced.

6. *Provision for the due professional preparation of Teachers.*—Not only have measures for the accomplishment of this indispensable portion of every complete system been adopted, but they are

such as are in exact conformity with the establishments for other professional training, and have, at the same time, in themselves the capacity to increase with the wants of society.

7. *The improvement of the school houses.*—In most of the large towns, the finest buildings are now the common schools, while in every rural district such progress has been made in this material department of the system, that good houses are frequent and are every where admitted to be essential.

8. *A body of experienced Directors.*—It is true that every member of this body of the most important officers of the system, does not yet realize the vast responsibility resting upon him. Still, in every board there are individuals who do; and all are now acting under an increasing wakefulness of public attention, which will ultimately impress them with a full sense of their duties. The younger men, too, who have themselves been pupils of the common school, are rapidly taking seats in the boards, with a full sense of its wants and the determination to supply them.

9. *A more adequate administrative Department.*—When the system was established, it depended for organization and guidance upon an inexperienced board of directors in each district. These procured the houses, determined the studies, examined as well as employed the teachers, and visited the schools; while the central administration of the system was an unappreciated incident to another executive department of the government. Now, Directors are not only better fitted by experience for their own peculiar duties, but are generally beginning to realize the importance of an efficient District Superintendency, to which they are detailing their secretaries. They are also effectually relieved from the portion of duties they were least qualified to perform, by the creation and agency of the County Superintendency; while the whole is harmonized and combined into more efficient operation by the influence of an independent State Superintendency.

Other successes and great results of the system might be specified; but these are sufficient to justify the twenty-five years of time, and the thirty millions of dollars expended to effect them. On looking at them closely, however, they are found mainly to be improvements in means to effect results, without being, to an adequate extent, themselves those final results and matured fruits of a perfect system, which we ought at length to be realizing.

If this be so, there must also be defects—causes of this failure to produce proper results,—which it is the part of wisdom to detect and of duty, if possible, to remove or amend.

Obviously the system has some defects, which nothing but time, co-operating with patient and continued effort on the part of its officers, can correct. Such are,—existing imperfections in school houses, furniture and apparatus, want of proper qualifications on the part of many teachers, and a lack of sustaining interest in the community. In regard to this class of deficiencies, all that can be done is to adopt the best practicable means for their correction, and then await the effect of time and circumstances upon public opinion. This having been done, the friends and agents of the system can only hopefully watch the slow progress of reformation, being, at the same time, ever ready to throw in their assisting efforts on all suitable occasions.

There are, however, other shortcomings of the system, not only of a more serious nature in themselves,—for they are in its most essential results,—but exhibiting for years so little amendment as almost to warrant the assertion of its opponents, that the common school is capable of nothing better. These are:

1. *The insufficient attendance of its enrolled pupils.*—It is true that the statistics now presented show a slight improvement in this respect, over those of the preceding year. But there is little encouragement in this; for the average of attendance has long fluctuated, apparently without rule, being within the last seven years sometimes higher and sometimes lower than at present. This is a most disheartening fact, and one well calculated to raise the suspicion, as it does in many, that the possible proportion of common school attendance has about reached its maximum. When to this is added the other fact, that this proportion only averages two-thirds of the large number whom, during the past seven years, the system has had credit for teaching,—the result becomes startlingly unsatisfactory.

2. *The insufficiency of the Term of Instruction.*—Here again the same state of affairs presents itself:—a slight improvement last year, yet barely equalling the term attained seven years ago; the same unprogressive fluctuations in the interim; and the annual average term of instruction for seven years, only five months and five days:—not two-thirds of what it should be.

Just in these two practical results—full attendance of pupils, during a sufficient term of study to benefit them—are we to look for the useful fruits of any system; and failing to find them here, or even that growth from year to year, which promises to produce them, it is imperative upon us, if possible, to detect the operating causes. It would be in vain were it proper, and dishonest were it

possible, to conceal from ourselves these startling shortcomings of our system. It is the duty of the public officer to present them in their full and naked truth, and it will no doubt be the pleasure of conscientious and intelligent Legislators to resort to every proper means for their remedy.

Upon a close examination of the system itself, and of its operative agencies and their adaptedness to the work committed to them,—it will be found that the deficiencies now presented to attention are the effect neither of the want of fitness nor activity. It is admitted, that our school houses with their furniture and apparatus for teaching, are incomplete,—only about one-third being sufficient and the other two-thirds either radically unfit for their purposes, or not yet rendered sufficient;—that only about one-eighth of the schools are so graded as to incite the pupil to proper effort for improvement, while all the rest are without this strong incitement, and one-seventh of them positively without any classification of the pupils whatever;—that only one-tenth of the teachers are, in qualifications, up to the legal standard, and nine-tenths are below it,—many of them not even attaining the medium mark between proficiency in the branches enjoined by the law, and its opposite;—and that directors and other local officers do not yet discharge their important functions, with that regularity and efficiency indispensable to full success. All this is true; but two other remarkable facts are equally true;—one is, that there has been great improvement in all these agencies within the last seven years—so great as to be admitted by every candid observer and to have even attracted the attention of other States; yet, the other is, that there has been no correspondent improvement within the same period, in the two results that have just been indicated as the true tests of a productive educational system.

There is no escape from the conclusion to which these facts lead us. The system has now its full working machinery, or nearly so, and in as good working condition as the period it has been in preparation for use will admit of. Most of it has been in operation for seven years, and confessedly improving in efficiency all that time.—*Yet the people do not appreciate the improved condition of the schools, thus effected, by providing for a longer term of instruction, nor parents by causing nor pupils by volunteering a better attendance, than the tables exhibited, in both cases seven years ago.*

It is painful, and were there not the certainty of remedy by proper efforts within reach, it would be humiliating to make these admissions. It would be far more pleasant and much easier, to glorify our great State by lauding her noble Common School System, pointing out its beautiful arrangement, and telling of the \$3,000,000 it annually expends to educate its 660,000 scholars. In the past, this was all proper, and towards the past, it is still but merited praise. But we have now to do with the future and its loud and urgent claims. When we find that only two-thirds of the scholars are actually in school, and only for two-thirds of the time—at the lowest allowance—they should be there;—we are constrained to admit an enormous waste of money and time, and, worst of all, of the best opportunity this immense body of youth will ever have for preparation to meet the duties and responsibilities of life.

It has been shown that these failures in result are not attributable to the system itself and its agencies—or at least, that those agencies, admitted to be admirable and efficient, have not remedied them. *The causes must therefore exist elsewhere. The help must come from beyond the system itself; it must be drawn from every educational element and all the elevating forces of society.*

4. EDUCATION IN THE STATE OF WISCONSIN IN 1860-61.

STATISTICAL SUMMARY :

Whole number of children between 4 and 20 years of age	299,133
Whole number of children between 4 and 20 years of age, registered in schools.....	194,264
Number registered under 4 years of age	2,013
Number registered over 20 years of age	2,166
Total number in attendance	198,443
Number estimated as in private schools	8,000
Whole number attending both public and private schools	206,443
Average number of months schools have been taught	6
Estimated number of male teachers	2,400
Estimated number of female teachers	3,600
Total number of teachers, (estimated)	6,000
Total number engaged in teaching at any one time, (estimated).....	3,500
Average monthly wages of male teachers	\$23 00
Average monthly wages of female teachers	\$14 62
Amount of State funds apportioned in Dec. 1860, and June, 1861.....	\$131,636 03

AMOUNT RAISED BY TAX.

From tax levied by County Board	171,697 27
District tax; for teacher's wages.....	330,766 24
“ for school houses	123,356 09
“ for contingencies	97,300 65
Total taxes raised	\$723,130 25
Number of stone school houses	172
Number of brick school houses	204
Number of frame school houses	2,478
Number of log school houses	1,357
Total number of school houses	4,211
Number of sites containing less than one acre	3,230
Number of sites uninclosed	3,037
Number of school houses without blackboards.....	874
Number of school houses without outline maps	2,985
Total valuation of school houses	\$1,302,732 00
Highest valuation of any school house	33,000 00
Lowest valuation of any school house.....	03
Average valuation of school houses.....	309 50

School Attendance.—Of the 299,133 children entitled to school privileges, but 194,264 are registered as attending the public schools any part of the time. Thirty-five per cent. of the whole number have not entered the school room at all.

From the last reports of several States, I derive the following facts as to attendance upon public schools:—

In Missouri.....	School population attending school. 44 per cent.
“ Pennsylvania, nearly	57 “
“ Iowa	59 “
“ Wisconsin	65 “
“ New Jersey	66 “
“ New York, nearly	66 “
“ Ohio, nearly	77 “
“ Upper Canada	78 “
“ Illinois	86 “

In the calculation made above I have selected such States as come nearest our own in number of years of school age.

Vagrant Children.—Making all due allowance for those detained from school by physical disability, either of themselves or parents, and by necessities growing out of extreme poverty, or some sudden misfortune, and those very few, who by the nature of their apprenticeship are in possession of advantages equal to those afforded by the schools, we are constrained to believe that more than one-fourth of our children of proper age, are receiving no instruction, except that furnished by the *school of the street*, a school in which every lesson is at war with the vital interests of our people, in which pupils make rapid progress in disobedience to parents, prevarication, falsehood, obscenity, profanity, lewdness, intemperance, petty thieving, larceny, burglary, robbery, and murder, whose graduates become a prey upon the citizen and a constant tax upon his pocket. The mere failure on the part of these absentees to secure book knowledge is not so serious an evil (though bad enough) as the corrupting habits which the apt pupil forms all the more readily because of mental inactivity and imbecility. Should one-fourth of our State, by legislative enactment, be deprived of all school privileges, a perfect storm of indignation would be aroused throughout the three-fourths that might be the better accommodated by this deprivation. All would cry out against the establishment of such a school of barbarism within the limits of the State. Every effort would be put forth to secure the repeal of such an odious act. Is there any less occasion for effort when popular apathy has produced as great a result as the most carefully executed law of the character named above could produce under circumstances the most favorable to its administration? Is there really any less danger, when the fourth of our population tending rapidly to barbarism are uniformly scattered throughout our State, instead of being confined to one particular part of it? Will the leaven of vice and profligacy work any less effectually when diffused throughout the mass, than when occupying its own space in a corner by itself? Nay—is not the greater effort demanded, and is not the danger more imminent to-day than it would be were the legislative enactment suggested actually in force? Let thinking men answer these questions for themselves.

Irregular Attendance.—What is true of those, who are absentees from our schools, must be true to a greater or less degree of *irregular attendants*. Not more than 60 per cent. of those registered are reported as constant and regular attendants. Could all our school-rooms be visited at the same moment upon a day of average weather, not more than 117,000 children could be found at their studies. Where are the remaining 87,000 whose names appear upon the register? Some are idly dozing away time under the plea

of resting from some unusual physical exertion, or recovering from fatigue attendant upon some unnecessary conviviality; some are moping about in their effort to execute an errand trumped up as an excuse for absence; many are endeavouring to render earnestly proffered assistance to too indulgent parents, who accept offers of help when it is not needed, rather than cross the wishes of their children; many are roaming the streets in search of enjoyment not found in their books; while some are skulking about, shunning both parents and teacher, while they play truant. To all these forms of excuse the children are agreed and delight in them often. But the whole truth is not yet told. Many, who would gladly be in their places, are absent because of their parents' indifference or carelessness. Avarice has had its influence too in depriving the school room of happy faces, and willing minds, and joyous hearts. The little earnings of the child on the one hand, and on the other the slight saying in books and necessary clothing, to make the child comfortable at school, have, through the father's pocket, made a more forcible appeal, than the earnest look and beseeching tone of the little child thirsting for knowledge, combined with the father's conviction of duty in regard to the mental and moral cultivation of his offspring. Many a child has been sacrificed morally, mentally and physically, to the pecuniary interest of the parent. Society has a claim upon the child as well as the parent. The State has undertaken to educate the child. The appliances are all provided. They must be kept in constant operation, whether there is material to be operated on or not. A very large portion of the means necessary to carry forward this work of education is wasted by reason of irregular supply of material. The State should secure a more efficient use of her means, and if necessary, guard herself against the inroads that avarice or carelessness will make upon her prosperity. *Just what course should be pursued, I cannot now point out. Were the Constitution not in the way, I would recommend the apportionment of school moneys upon school attendance.*

Length of Schools.—Six months is the average length of school for the State, against 6 2-11 months last year, a decrease of only 3 per cent.

Wages paid teachers in Wisconsin may be compared with wages paid in other States, by the following table for 1860:—

	Av. Wages paid Male Teachers.	Av. Wages paid Female Teachers.	Ratio.
Wisconsin	\$24 20	\$15 30	.63
Illinois	28 82	18 80	.61½
Iowa	27 68	17 16	.62
New Jersey	32 60	19 17	.59½
Ohio	27 81	16 25	.59½
Pennsylvania	24 20	18 11	.74½
Upper Canada*	38 10	20 18	.53

Apportionment.—The whole income subject to apportionment Jan. 10, 1861, less expenses for clerk hire, printing &c., was \$106,327 71, of which the following disposition was made:—

Apportionment	\$92,497 92
Library Fund, 10 per cent.	9,249 79
Journal of Education	3,380 00
Purchase of Dictionaries	1,200 00
	\$106,317 71

5. PRIMARY SCHOOL STATISTICS IN THE STATE OF MICHIGAN, FOR THE YEAR 1861.

School Inspectors' reports for the school year ending the first Monday of September, have been received from six hundred and fifty-eight townships and cities; an increase of ten over those reported the previous year. Detailed exhibits, by counties, of the statistics reported, will be found in the tabular statements at the end of this volume. The following is the general summary for the year:—

Number of school districts in the State.....	4,203
Increase for the year.....	109
Graded or union schools (included above).....	103
Number of children between 5 and 20 years of age.....	252,533
" previous year, between 4 and 18 years	246,684
Whole number attending school.....	202,504
Increase for the year.....	9,567
Average number of months of school.....	6.1
Number of qualified male teachers.....	2,326
" female teachers.....	5,485
Total number of teachers.....	7,811
Number of districts reporting no rate-bill	2,004
Increase for the year.....	219

* From this table it would appear that the average salary of teachers in Upper Canada is very much greater than in the six States named.

Number of teachers examined by Inspectors	7,429
" certificates granted	6,629
" meetings of Boards of Inspectors	3,090
" Inspectors' visits to schools.....	4,703
" volumes in district libraries.....	103,747
" township "	57,982
Whole number of volumes in libraries	161,729
Number of township libraries in 1860	178
" district "	2,287
Value of school houses and sites	\$1,710,834 35
Increase for the year	205,218 00
Raised by district tax to pay teachers	88,989 43
Excess over previous year, by district taxes	28,378 62
Voted for libraries from two mill tax	3,058 04

The following financial statement, exhibits the revenues and expenditures for the year, for educational purposes:—

REVENUES.	
Primary school interest fund, apportioned	\$103,457 30
Received for tuition of scholars, non-resident in the districts	11,361 73
Raised by district taxes	329,463 81
" two mill tax	278,350 68
Received from fines, &c., library fund	7,593 90
" rate-bills	56,469 29
Amount paid from township funds to Inspectors...	8,452 53
Total.....	\$795,149 34

EXPENDITURES.	
Paid to male teachers	\$248,797 11
" female "	251,256 55
	\$500,053 66
Paid for building and repairing schoolhouses.....	122,715 62
" on past indebtedness.....	61,488 79
" for Inspectors' services	8,452 30
" for books for libraries	10,651 94
" for contingent expenses, payment of district officers, fuel, &c.....	91,787 13
Total.....	\$795,149 34

To show the total cost of education for the year, we should need to add the value of the board of teachers who 'boarded around,' the fuel furnished by districts, the cost of school books and apparatus, and the amounts expended for the University, colleges, academies, private schools, Normal School, and Normal Institutes. These amounts would doubtless swell the aggregate to over a million of dollars.

The average time for which the schools were taught, was six and one-tenth months.

The enumeration of school children embraces those between the ages of 5 and 20 years. Heretofore the school census has comprised only those who were between the ages of 4 and 18.

YEAR.	No. of children between 4 & 18 yrs. of age	No. of children attending school.	No. of Male Teachers.	No. of Female Teachers.	Average No. of months school	Am't of wages paid Teachers	Am't raised by Rate-bill.	For building & repairing schoolhouses.
1850.....	132211	110487	1475	2612	.....	.....	\$32318 75	\$40797 01
1851.....	143272	115165	.....	.....	.....	\$155460 30	69055 37	68614 12
1852.....	150531	113260	.....	.....	.....	125063 62	37838 96	65477 65
1853.....	173117	129517	.....	.....	.....	237827 15	63763 42	80604 89
1854.....	175000	.....	.....	.....	.....	.....	.....	.....
1855.....	187549	142307	1690	3474	5.5	295231 20	83932 84	137120 69
1856.....	202274	153116	1775	3746	6.0	363077 73	100000 40	.....
1857.....	215928	162936	2131	4605	5.7	423129 22	121651 14	161350 91
1858.....	227010	173504	2328	4905	6.0	442227 37	118009 89	140401 01
1859.....	237541	184759	2414	4088	5.8	435321 27	104849 20	103509 45
1860.....	246881	192937	2599	5344	6.2	467246 50	67484 88	124623 37
1861.....	*252333	202504	2326	5185	6.1	500053 61	51469 29	122715 00

The number of different teachers employed falls short of the number reported last year by 131.

The average wages, per month, paid to male teachers was \$26 06, while the average wages of female teachers was only \$13 52 per month.

The amount raised by the two mill tax was \$278,350 68. The mill tax of the several towns which failed to report would probably swell this amount to over \$279,000. Adding to this the \$103,457 30, apportioned from the primary school interest fund, we have a public fund of \$382,807 98 for the support of the schools. The total wages paid the teachers of these schools was \$500,053 66, of which \$117,245 68 must have been raised by district taxes and rate bills.

* Number between 5 and 20 years of age.

TOWNSHIP AND DISTRICT LIBRARIES.

The reports do not show any considerable growth of this important department of our educational interests. The number of volumes reported in the district libraries, was 103,747; an increase of 3,768 for the year. The number of volumes in the township libraries was 57,982, showing a net addition of only 447 volumes during the year.

It cannot be concealed that no very general popular interest is felt in these libraries. This is evident from the small sums appropriated for their support. Each township is allowed, under the law, to appropriate, by a vote at the annual spring elections, so much as it chooses of the two mill tax, for the support of the libraries. Out of 658 townships making school reports, only 85 voted any appropriation for libraries, and the aggregate amount thus voted was \$3,058 04.

One may well wonder at the apathy exhibited by many of the districts and townships, in regard to so valuable and economical an educational agency. A brief consideration of the subject will convince any unprejudiced mind of the value of the libraries, and that a true economy and wise policy demand that their maintenance be placed upon as solid a basis, and be as regularly cared for, as that of the schools themselves. The libraries conduce to the same ends, and are the necessary adjuncts of the schools. The one is incomplete without the other; and it might even be questioned whether a district without a library is not as defective in the means for a thorough enlightenment of its children as a district without a school. If it be replied that the children will find some books at home for reading, when there is no library, it might be answered that they would also find some instruction at home if there were no school. The truth is evidently this; children need both school instruction and library reading. The school teaches to read; the library furnishes the books for reading. The school teaches to think; the library furnishes the food for thought. The school awakens the mind to an active desire for knowledge; the library is the open storehouse of knowledge. The school aims to awaken a taste for literary pleasures; the library is the only means by which this taste can be gratified. Thus these two—the school and the library—stand over against each other, and are mutual helpmeets and co-workers in the common work of educating men. If the school gives to the library intelligent readers, so on the other hand the library sends back to the school interested pupils. The school furnishes the seeing eye; the library affords the illuminating light, and the former can no more say to the latter, "I have no need of thee," than can the latter retort, "I have no need of thee."

Ten dollars expended in increasing the district library, will often contribute more to the education of the district than twenty dollars paid for teachers' wages. How utterly unwise, therefore, is that policy so prevalent at present, of devoting the entire amount of the public moneys to the support of the schools, and refusing a dollar to the maintenance of this equally important agency of instruction. I am aware that it is often urged that the children have books at home, that reading matter is so abundant that the necessity of the library is done away. But these statements are made without sufficient inquiry or reflection. Books, and especially books suited to the wants of children, do not generally abound in our homes. Let any one who doubts this statement, visit any ten families taken in order, in any district, and make an investigation of their literature. The eagerness with which the children even in our large villages, and from our best families, crowd to a well sustained district library, is a sufficient proof of the need of these libraries.

The value of the district library to the adult citizens of the district is not taken into account in the foregoing argument, though that would abundantly justify all necessary expenditures for the support of such libraries. No community can well afford to be without an agency so refining and enlightening as a public library; and every city abounds in public libraries, though there, if anywhere, the people may be supposed to have books enough at home. The library is the lecture room of the great and wise of all ages, and in its silent but speaking volumes, each auditor may choose his own hour and theme, and listen to what mind he will for instruction or recreation.

6. EDUCATION IN THE STATE OF MASSACHUSETTS IN 1861.

The State School Fund was established by Act of the Legislature, in 1834, for the aid and encouragement of the Public Schools. The first payment made directly to the cities and towns was in 1836, amounting to \$16,176 02. In 1838 no payment was made on account of a change in the time for making the annual school returns from November, 1838, to April, 1839, when a payment of income for a year and a half was made, amounting to \$35,806 03. The aggregate received by the several cities and towns to 1860 inclusive, is \$807,618 90.

District School Libraries.—The introduction of libraries into

school districts was deemed of great importance, and even essential to our school system. It was urged by the earliest members of the Board and by its first Secretary with much earnestness and eloquence; and contemporaneously with the organization of the Board, April, 1837, an Act was passed authorizing an expenditure by each district of thirty dollars to establish a library, and ten dollars annually for its increase. The districts were merely permitted, not required, to raise and appropriate money for this purpose; and the selection of books was to be made by the school committees. Arrangements were made for the preparation and publication, upon private responsibility, of two series of works suitable for such libraries, of fifty volumes each; one series specially adapted to young readers, and the other to advanced scholars and their parents. Although large expectations were entertained of the usefulness and success of the scheme, the people did not readily encourage it. After the lapse of two years it was found that scarcely any of the districts had availed themselves of the authority granted by the Act of 1837 to appropriate money for this object; two years later, it was reported that there were only about ten thousand volumes in all the district school libraries in the State, while at that time it was estimated that there were more than one hundred towns in which there was not a single town, social, or district school library. As the measure had thus far failed to enlist the interest and cooperation of the districts, the Board, in order to encourage the formation of district school libraries, once and again submitted to the legislature the expediency of furnishing a pecuniary motive, by granting aid to districts from the income of the School Fund. In accordance with this suggestion the legislature, by a resolve of March 3, 1842, granted the sum of \$15 to every district which should raise and appropriate an equal amount for this purpose; and a supplementary resolve of March 7, 1843, extended the previous resolve to every city and town not before divided into school districts. Under this legislative encouragement, and within the year 1842, a fourth part of all the districts availed themselves of the bounty of the State, and instituted libraries containing, according to an estimate, from thirty-five to forty thousand volumes, at an expense to the State of \$11,355. The sum drawn for the second year was \$11,295. The amount annually drawn rapidly diminished till 1850, when the provisions of law authorising State aid were repealed, after an experiment of nine years. As nothing could be received from the State treasury for making additions to the libraries after having been established, and for a proper management of them, they soon ceased to excite interest, and fell into neglect by the districts. Thus the scheme, after a fair trial and ample encouragement, proved a failure in Massachusetts. The amount paid from the school fund in aid of it was \$31,260, representing 2,084 libraries; and as the districts paid an equal sum, the aggregate expenditure was \$62,520.

Normal Schools.—The first State Normal Schools in this country for the professional training of school teachers were instituted in Massachusetts.

The origin or actual establishment of Normal Schools in this State is immediately traceable to a donation by the Hon. Edmund Dwight, of Boston, of ten thousand dollars, presented through the secretary of the Board, to be expended for qualifying teachers for Common Schools, on condition that the legislature would grant to the Board an equal sum for the same purpose. By resolves passed in April of the same year, 1838, the legislature complied with the condition. Normal Schools were established as follows:—

The first at Lexington, which was opened July, 1839; transferred to West Newton, September, 1844; and from thence to Framingham in 1853. It receives as pupils only females.

The second was opened at Barre, September, 1839; was suspended in 1841; and re-commenced in September, 1844, at Westfield, and receives both sexes.

The third was opened at Bridgewater, September, 1840, and admits pupils of both sexes.

The fourth and last Normal School was established at Salem, under resolves passed April, 1853, and opened September, 1854, and is for females only.

Evening Schools.—The rapid increase in our cities and larger manufacturing towns, of a class both of foreign and of native extraction, who have been deprived of school privileges in childhood, attracted several years ago the attention of the benevolent, and led to the opening of evening schools for their benefit. In most cases these schools were taught by volunteer instructors, and supported by private subscription. Gradually, as their objects and results attracted public attention, they received municipal aid. Continuing to increase in importance and in public estimation, they became in 1857 the subject of legislative enactment—(General Statutes, chapter 38, sections 7 and 8)—which settled all questions respecting the legal right to make appropriations for the support of a class of schools hitherto unknown to the law, and served to attract public attention still more forcibly towards them.

Nowhere in this country, has the experiment of evening schools

been more fully tried, and with more satisfactory results, than in the city of New York. Six schools were opened in that city in the fall of 1847, and continued to the middle of March, "for those whose ages or avocations are such as to prevent their attending the day schools established by law." The whole number of pupils registered was 6,976, and the average attendance was 2,190.

In 1853, when the public free schools of the city passed under the control of the Board of Education, the number of evening schools had increased to 25, with an attendance of 9,313, and an average attendance of 3,319; and was supported at the cost of more than \$17,000. The male pupils were engaged in 259 different employments, the female in 75.

The reports for the year 1860 give the number of schools as 44—23 for males, 19 for females, and 2 for colored persons. The number of registered pupils was 16,059—the average attendance, 8,576. Cost of the schools, \$73,312. Fifteen per cent. of the pupils were over 21 years of age—some of the number being over 50; and thirty-six per cent. were between the ages of 16 and 21. The remainder were composed of younger persons, who, from orphanage, the extreme poverty of their parents, or other unfortunate circumstances, were forced to spend the hours of daylight in labor.

The schools are in session five evenings in the week from six to nine o'clock, and from the first of October to the middle of March, with a recess during the holiday week.

"They are largely taught by teachers of the day schools, selected with special reference to their fitness as instructors and disciplinarians."

The branches taught are reading, spelling and definition, writing, arithmetic, geography; and to the older classes, grammar, algebra, drawing, and history. Vocal music, compositions and debates are also introduced.

Evening schools have likewise been founded, and are now in successful operation in Brooklyn, Providence, and in most of the principal cities of the Northern States.

The results are declared to be most beneficial to the persons attending them, and most satisfactory to the city in the marked reduction of poverty and crime which they have effected.

England also furnishes a noble example, in the institution of evening schools of various grades, and of her efforts to educate her working classes.

In 1858 it was estimated that there were in England and Wales 2,036 evening schools, distributed through every county in the kingdom, with 80,966 scholars, ranging from 53 in Radnor to 15,263 in Lancaster, in which reading, writing and arithmetic were taught. But not only to the mere laborer is evening instruction made accessible and useful. "The evening classes in King's College, London; the evening classes for young men in the city of London; the classes in connection with the London Mechanics' Institution; and the Working Men's College, in which in all about 2,000 students enjoy the benefits of a superior education in the evening, are admirable examples of the adaptation of this class of schools to the wants of society."

Large evening classes of adult persons of both sexes are taught in the seven other working men's colleges which have been established in different parts of the kingdom within the last twenty years; and great numbers of children are admitted to similar classes in the districts, of which there are in Yorkshire alone about 138 institutes, with 24,600 members, and 7,699 children in the classes.

SUMMARY OF STATISTICS FOR 1860-61.

Number of towns in the Commonwealth	334
Number of towns making returns (all excepting Tolland)	333
Number of School Districts	2,607
Number of Public Schools	4,561
Increase for the year	64
Number of persons in the State between five and fifteen years of age, May 1st, 1860	231,480
Increase for the year	7,776
Number of scholars of all ages in all the Public Schools in summer	212,786
Increase for the year	4,847
Number of scholars of all ages in all the Public Schools in winter	220,010
Increase for the year	2,676
Average attendance in all the Public Schools, in summer	166,714
Increase for the year	3,929
Average attendance in all the Public Schools, in winter	175,035
Increase for the year	453
Ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals	.74

Number of children under five, attending Public Schools	10,104
Decrease for the year	324
Number of persons over fifteen	24,900
Increase for the year	1,545
Number of teachers in summer; males, 429; females, 4,793; total	5,222
Increase of males, 5; females, 116; total, 121	
Number of teachers in winter; males, 1,498; females, 3,845; total	5,343
Increase of males, 14; females, 119; total increase	133
Number of different persons employed as teachers in Public Schools during the year; males, 1,573; females, 5,841; total	7,414
Increase for the year	174
Average length of the Public Schools, eight months. Increase for the year	2 days
Average wages of male teachers per month, including board	\$47 71
Decrease for the year	\$2 85
Average wages of female teachers per month, including board	\$19 95
Decrease for the year	\$0 03
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms	\$1,475,948 76
Increase for the year	\$47,472 74
Income of surplus revenue and of similar funds appropriated for Public Schools	\$7,062 44
Amount of voluntary contributions of board, fuel, and money to maintain or prolong Public Schools, and for apparatus	\$30,971 01
Increase for the year	\$1,312 87
Income of local funds appropriated for academies and schools	\$49,904 53
Amount received by cities and towns as their share of the income of the State School Fund	\$45,807 15
Amount paid for superintendence of schools and printing of school reports	\$53,034 40
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting schoolhouses, and of the cost of school-books	\$1,612,823 76
Increase for the year	\$47,720 01
Sum raised by taxes (including income of surplus revenue) for the education of each child in the State between five and fifteen years of age—per child	\$6 41
Decrease for the year	\$0 01
Percentage of the valuation of 1860, appropriated for Public Schools (one mill and sixty-five hundredths)	.001-65
All the towns in the State making returns, except one which has a large local fund, have raised more than the amount (\$1.50 per child between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund.	
Number of towns that have raised by tax the sum of \$3 or more, per child, between five and fifteen	300
Increase for the year	10
Number of High Schools in which the Latin and Greek languages are taught	105
Number of incorporated academies returned	63
Average number of scholars	3,425
Amount paid for tuition	\$84,379 00
Number of Private Schools and Academies	638
Estimated average attendance	16,401
Estimated amount paid for tuition	\$349,533 43

7. EDUCATION IN UPPER CANADA AND MASSACHUSETTS.

The school system of the State of Massachusetts is often claimed to be the most perfect in America. Judging by the results—that is, taking the statistical returns, without reference to the amount of instruction imparted or the nature of that instruction—Massachusetts does not seem to be entitled to the credit which is generally accorded it. Pennsylvania presents a much better return; and the system which has been established in Upper Canada by the present Chief Superintendent of Education, so far as the results in figures go, is much superior to that in operation in either Massachusetts or Pennsylvania.

A blue book has just been published by the Board of Education of Massachusetts, which does not show the most gratifying results. Whilst the increase in population in the Old Commonwealth fell off one-third in the decade between 1850 and 1860, the increase in the number of schools for the same period fell off one-half. The returns of the average number of scholars of all ages in the schools of the State, show a similar downward tendency, but to a much greater extent. The falling off in the decade between 1850 and 1860 was nearly 50 per cent., when compared with the decade between 1840 and 1850. But when the returns are examined a little more closely, it will be found that the attendance at the schools, of children between the ages of five and sixteen, has not been so great as would appear from a comparison of the increase in attendance with the increase in population. For while the increase of the average attendance of all scholars upon all schools in the State had fallen off 50 per cent. in the decade previous to 1860, the ratio of increase of the number of children of the school average in the State had increased one per cent. in the last decade. This may appear somewhat paradoxical; but the explanation is simple:—The children increase faster than the average attendance upon the schools. What the entire attendance is, we do not find in the returns before us; but we learn, by reference to the last report of the Chief Superintendent of Education for Upper Canada, that in the year 1860 it was 246,419. The returns now published simply state that the attendance of children under sixteen during the year 1860, was 76 per cent. of the entire school population.

Turn we now to Upper Canada. From the report of the Chief Superintendent of Education already referred to, we learn that in the year 1860, the school population of Upper Canada was 373,589; and the attendance was 315,812, or something like 84 per cent., being 8 per cent. more than that of Massachusetts. The ratio of increase shows a much greater disparity. The per centage of the increase of children in Upper Canada during the decade of 1850–60, was 45; and the per centage of increase of children attending school was 108. That is to say, the increase in the attendance of children at the schools in Upper Canada was more than 100 per cent. greater than the increase in the school population. In Massachusetts, on the contrary, it will be seen from what has been already said, that the increase had fallen off 50 per cent. during the decade. This, however, does not afford much ground for congratulation, so far as this Province is concerned; for the population of Upper Canada is increasing at a vastly greater ratio than that of Massachusetts. This will be readily seen when we state that, while the school population of Upper Canada was only 259,258 in 1850, it had increased to 373,589 in 1860. In Massachusetts the figures stood in these years respectively, 215,926 and 223,714—showing but a very trifling increase. The conclusion at which a Boston paper arrives, on a review of the educational statistics of that State, is, that “the actual amount of instruction, in proportion to the number who ought to receive it, is less now than in 1850 or in 1840.” This is a very serious matter for that State, which, more than any other in the Union, has been remarkable for its encouragement of education, and the number of scholars it has produced.

There would seem to be more than one cause to which this result is to be attributed. When a country arrives at that condition in which it receives but small additions to its population by immigration, and the wheels of society come to run pretty much in a beaten track, the same increase in education, as in other matters, will not take place as during that period when the country was in a transition state. On the one hand, property becomes centralized; and on the other, the aggregate of poverty reaches a greater magnitude than previously. This seems to be an inevitable state of things; and where poverty increases, there education will of necessity decline. A noticeable instance of this is apparent in the returns from Massachusetts. During the year 1857, when the whole continent of America was involved in financial troubles, the number of scholars over fifteen years of age dropped down from 22,857 for the preceding year, to 16,394 for that year, but went up again in 1859. Massachusetts has since then enjoyed its share of prosperity, and the cause to which we have alluded would not be sufficient to account for that decline in the matter of education which has taken place in the State. There is another cause at work. The manufacturing system of the Old Commonwealth has been developed to a large extent during the past ten years. The consequence has been to draw a large number of children of school age to the factories, and thus deprive them of the advantages of early schooling. This is, no doubt, the principal cause of the decline.

The *Boston Post*, in order to remedy this state of things, suggests compulsory attendance. “All children,” it says, “must be kept in school that can be made to attend.” The remedy which occurs to the *Post* is no new one; and in this Province it is advocated by many persons of education and influence. From the Bench in this city, this remedy has been broadly hinted at; and in the Board of School Trustees it has caused a lively discussion. It is impractic-

able, however, in a country like this or the United States. Compulsion in anything—and in education as much as in anything else—is opposed to the genius of free institutions. Even in France, the scholarly Guizot, than whom no man of his time has paid greater attention to the subject of education, has on several occasions raised his voice against it. In Austria or Russia, or even in Prussia, it is possible to work a compulsory system of education; but in America it cannot be done.

That a large class of the juvenile population of the country should be allowed to wander about the streets, deprived of that education which is afforded them by others, is a thing to be regretted. That it will always continue to be to a lesser or greater degree, is, we fear, unavoidable. The remedy for its mitigation does not lie in compulsion; but the adoption of some means to lessen the evil is much to be desired. He who discovers that means will confer a boon on society.—*Leader*.

8. EDUCATION IN NEW BRUNSWICK, IN 1861.

From the Report of the Chief Superintendent of Education for New Brunswick, for 1861, we learn that, in spite of hard times, the schools of the Province show favorable symptoms of progression, in the matters of the number of pupils, superiority of teachers, accommodation in school houses, uniformity of text-books, and local payments, though in all there is much room for improvement. There are still far too many miserable school houses and incompetent teachers in the Province, where amidst dirt and discomfort, impure air and backless benches, the children are condemned to the hard task of acquiring the rudiments of a common education, reading, writing, and arithmetic from masters who murder the Queen's English by mouth, and disfigure it when they attempt to handle a pen, and whose acquirements in accounts go no further than summing up their government allowance. The Report points out the deficiencies and shortcomings of the common schools, plainly and unsparingly. Under the system of continued inspection and annual reporting it may be expected, however, that the tendency will be towards improvement, and that yearly we will hear less of school houses squalid as styes, of school-masters, whose education is only sufficient to expose their utter ignorance, of pupils remiss in attendance, and of parents so indifferent to education that they look rather to the cheapness than to the character of tuition.

Trained teachers are more and more taking the place of those who set up for school-masters when everything else fails, (there were 517 of the trained class employed last year, to 315 untrained), but still a great amount of the Government grant is wasted, and worse than wasted in maintaining worthless schools. The total Provincial expenditure under the Parish School Act for 1861 was \$97,364 96, an increase over that of 1860; the local contributions for the teachers' salaries, however, kept pace with the disbursements from the public funds, the former being \$108,919 99, exceeding the grant by \$25,428 36; both together proving the expenditure on education to be 206,284 dollars and some odd cents, and this not taking into account the sums expended on new school houses, in repairs, in providing furniture, text-books, black-boards, &c.

The number of schools in operation during the first term of 1861 was 801: teachers employed 810; in the second term 824 and 834, a decrease of 17 schools and 12 teachers as compared with the corresponding term of 1860.—The Chief Superintendent, in commenting on this, says:—“This diminution of schools and teachers during the last term of the year, occurring, it is believed, among those of general inferiority, is really no matter of regret, especially as the general attendance has rather increased than fallen off.”

One of the most discouraging facts connected with the school system of the Province, is the irregularity of the attendance of the pupils.—The rolls may show a long catalogue of names of scholars, but the registers prove that little more than half of the pupils entered attend school regularly. By table C in the report—showing the decimal ratio of attendance—it appears that 56 per cent. is the average for the whole Province, thus “while professedly educating 27,500 children, we have been giving instruction to no more than 14,000; or the schools have been open and paid nearly the whole year for doing little more than six months' work.” Bad as this is, it appears that it is still worse in Maine, where last year the average attendance to the whole number of scholars was 46 per cent. One of the encouraging facts connected with the school system, is the increase of superior schools, and their heightened general character and standing; 19 in the first term and 21 in the second were in operation last year. 1162 pupils were registered in summer, 20 per cent. of whom were over 16 years of age. The average attendance was 62 per cent. of the numbers on the registers, 6 per cent better than the general average of all the schools. “From,” the Chief Superintendent says, “the general character and standing of these schools therefore, I am induced to renew my former suggestion, that the pupils of superior schools be allowed to compete with those

of the Grammar schools for the county scholarships in connection with the University."

From the general report on Grammar schools, it appears there are 12 in the Province, that are classed 4 good, 3 middling, and 4 decidedly inferior. Only three of these are really good, the others are all mean, though there is a gradation in their meanness. In several there is an absence of proper discipline and systematic organization, and a want of energy on the part of the teachers; and the internal condition and arrangement of the school houses themselves is in keeping with their internal discipline. We should think that the plain and in some ways not very pleasant statements of the report, will have the effect of rousing up the teachers of Grammar schools to greater exertions, and to making extensive improvements in themselves, their pupils, and their school-rooms.

Appended to the Report of the Superintendent and Inspectors, are a number of tables, and abstract of tables, and tabulated reports, which give the minutest information as to the number of schools in every county, what schools have committees, and blackboards, maps, and globes, and what schools have neither, what schools use the authorized books, and what schools do not, as to the religious denomination of the schools, the standing and sex of their teachers, the compensations that the schools receive from the State and their local district, as to the numbers of pupils on the register, the number and sexes of all under and above 16 years, together with their average attendance, and the numbers that attend the various branches taught, together with a description of the school houses, in what state of repair they are, and whether public or private, and various other items of information.

9. EDUCATION IN THE CITY OF TORONTO.*

The annual report of the Local Superintendent of the public schools, which has just been published, gives some interesting statistics in reference to the educational interests of the city. The census of last year revealed the fact that the school population of Toronto—that is, the number of inhabitants from 5 to 16 years of age—was then 11,595. Of that number it is estimated that 8,818 received instruction of one sort or another. Upon what kind of calculation this result has been arrived at we are not told; but the figures which are of more particular moment to the public are those connected with the Common Schools. During the past year, "4,888 individuals have received some instruction (though 590 have received less than 20 days) in these schools, while 2,180 have been an average allowance during the school year." The Local Superintendent says it is pleasant to know that so many children received education in that year; but we think it will strike most persons that the average attendance bears a much lower proportion to the number enrolled than it ought. The ratio of the average attendance at the public schools to the entire school population of the city is said to be greater than in England or Prussia. This may be true; but we doubt whether we should feel satisfied with such a result. No country provides much more largely, taking all in all, for the education of its juvenile population than Canada; and though the results afford ground for congratulation, there is still room for improvement.

The report reveals this important fact, that 2,777 persons of school age receive no education at all. When the number who receive but a limited education is added to this, it will be readily seen that a large proportion of the population does not avail itself of the means of education afforded to it. The Local Superintendent frankly acknowledges that this is a condition of affairs which is anything but pleasant; that this large number of persons become "enemies of social order, and a source of increasing alarm to the country;" though he does not see his way to suggesting a remedy. A letter from the Chief Superintendent of Education embodied in the report shows that he has not overlooked the importance of the subject. Whilst not going so far as to recommend what is generally known as "compulsory attendance," he goes the extent of recommending what he considers the "narrow and unobjectionable limits" of simply empowering municipal corporations to pass such by-laws as they may deem expedient to secure the attendance of children, who are not employed in useful labour, and who attend no school, "by such fines or penalties on the parents or guardians of such children, or on the children themselves, as it might judge expedient."

In Boston the evil is partially met by the appointment of four truant officers, named by the corporation; but their duties only extend to those children who have at some time or other been enrolled on the school books. If the truant is not an inveterate one, he is simply admonished and excused; but if otherwise, he is brought before a justice, and sentenced to the House of Reformation. The number of convictions vary from fifty to seventy-five a year. In

England the fee paid to children for 200 attendances in the year, also, in a measure, tends to lessen vagrancy, though that does not appear to be the primary object of paying the children for attendance. The time has come when the question ought to be fairly met in this Province. Its discussion might produce some good, and enable those to whom is intrusted the educational interests of the Province, to apply a remedy to what is daily becoming an evil of greater magnitude.—*Leader*.

III. Educational Intelligence.

— UNIVERSITY OF TORONTO.—The Annual Convocation of the University of Toronto took place 5th inst. in the Convocation Hall. At three o'clock precisely, the graduates and under graduates entered and took their places at each side of the Hall. Then followed the Professors and members of the Synod. In the absence of the Chancellor, Vice-Chancellor Patton took the chair. On the dais were seated the Rev. Dr. McCaul, President of the University, and the different professors of that institution; Professor Leitch, Principal of Queen's College, Kingston, the Rev. Dr. Lilly, Judge Morrison, and several of the examiners. The proceedings of the Convocation were opened by the Rev. Dr. Lillie offering up prayer. The following students were then admitted to the various degrees—those in Medicine being presented by Dr. Thorburn; in Arts, by Mr. Crombie, M.A.; in Law, John Roaf, jr., M.A., B.C.L.; Civil Engineering, by Prof. Croft; and in Agriculture, by Prof. Buckland:—M.D.—J. Wanless, M.B. M.A.—W. A. Reeve, B.A.; J. H. Hunter, B.A. LL.B.—J. F. Smith B. B. Osler, M. C. Upper, H. D. Stewart, J. W. Holcomb, M.A., F. A. Read, S. G. Wood, J. F. Cross, J. F. Joseph, A. Marling, E. Penton, A. H. Stuart. M.B.—J. Bolster, G. P. DeGrassi, T. B. Eckhardt. B.A.—J. M. Gibson, S. Woods, J. Loudon, W. Tytler, J. A. McClelland, W. Crawford, G. Cooper, J. Fisher, J. M. Buchan, R. A. Reeve, R. T. Livingstone, C. McFayden, W. McWilliam, W. M. Roger, H. F. H. Gibbon, H. J. Strang, A. L. Wilson, C. Hagar. *Civil Engineering, Diploma*.—B. Irwin, W. G. Bellairs. *Agricultural, Diploma*.—J. E. Farewell, J. B. Thompson, C. Forneri. Mr. J. Campbell, the Prize Essayist in English verse composition, then ascended the dais, and recited the following, entitled,—

"OUR WIDOWED QUEEN."

"Our widowed Queen, oh sadly falls
Thy name of mourning lately breathed;
Dark is the veil of grief that falls
The throne of kinks, now cypress wreath'd,
Shore sighted in our present bliss,
We lived in peace, our direst fears
Ne'er framed to thee a name like this,
Thy title to a nation's tears.

"Oh, never has our own fair land
Been blessed with prince more loved than
he,
Whose earnest mind, whose fost'ring hand,
A widowed people mourn with thee;
No consort worthier to share
The glory of thy mighty sway,
Or show forth all a father's care
Has ever pass'd from earth away.

"Our widowed Queen, well may'st thou
mourn
The stroke of death; what anguish sore
Thy tender heart has bravely borne,
Yet more should we his loss deplore.
With us alone his name and deeds
No trifling leasuries remain,
Whilst o'er thy heart the widow's weeds
But blossom hopes to meet again.

"And when thou layst the sceptre down,
And t'kest into thyself a prize
More glorious far than earthly crown
That ever dazzled mortal eyes,
In the bright light of heaven's own love,
With him thy love shall perfect be;
A nation knows no love above,
The people may not follow thee.

"Our home is of little worth
To comfort thee in all thy woe,
Or call the love that, lost to earth,
Now makes the tears of orphan flow,
And therefore would we humbly pray
To Him, who in all time has been
The widows' and the orphans' stay;
'God bless our widowed Queen.'

"God save and bless thee, long to reign
As thou hast reigned, a nation's pride,
And rule the hearts which not in vain
Thine own true heart has sought to
guide,
That in thy people's sympathies
Thou may'st rejoice, upon them lean,
And from our loss may yet arise
New cause to bless our widowed Queen."

The following are the successful medalists and prizemen:—**FACULTY OF MEDICINE**.—J. Bolster, gold medal; G. P. DeGrassi, gold medal. **FACULTY OF ARTS**.—*Classics*.—S. Woods, gold medal; W. Crawford, silver medal; G. Cooper, silver medal. *Mathematics*.—J. Loudon, gold medal; J. A. McClelland, silver medal; J. Fisher, silver medal. *Modern Languages*.—J. M. Gibson, gold medal; J. M. Buchan, silver medal; R. A. Reeve, silver medal. *Natural Sciences*.—W. Tytler, gold medal; R. A. Reeve, silver medal. *Metaphysics, Ethics, Logic and Civil Polity*.—J. M. Gibson, gold medal; R. T. Livingstone, silver medal; J. A. McClelland, silver medal. *Civil Engineering*.—B. Irwin, prizeman. *Agriculture*.—J. B. Thompson, prizeman.—The following gentlemen were presented with scholar-ships:—**FACULTY OF LAW**.—First year, R. W. Smith; second year, J. Idington; third year, R. Sullivan. **FACULTY OF MEDICINE**.—First year, S. B. Smaile; second year, J. F. Rolls; third year, S. F. Ramsay. **FACULTY OF ARTS**.—*Greek and Latin*.—First year, G. Hill; second year, J. W. Connor; third year, N. McNish. *Mathematics*.—First year, G. Lout; second year, T. J. Robertson and J. S. Wilson; third year, A. M. Lafferty. *Modern Languages*.—First year, J. Campbell; second year, F. E. Seymour; third year, W. Oldright. *Natural Sciences*.—Second year, E. F. Snider; third year,

* Third Annual Report of the Local Superintendent of Public Schools in the City of Toronto, for the Year ending 31st December, 1891.

W. B. McMurich. *Ethics, Metaphysics, &c.*—Second year, J. McMillan; third year, W. G. McWilliam. GENERAL PROFICIENCY.—First year—1, W. Fitzgerald, 2, S. Foster, 3, G. S. Goodwillie, and 4, W. W. Tamblin; second year, W. H. Vandermissen; third year, J. M. Gibson. . . .

The Vice-Chancellor then addressed those present. He said it was customary to close the proceedings of Convocation with some remarks from the Chancellor, who usually presided; but he regretted that to-day they were deprived of the presence of the Chancellor, who was unavoidably absent. . . . A comparison of the statistics of this year with those of years past would show that there was a steady progress in the University of Toronto. In 1861, the number of students who received the degree of B.A. was 18; this year it was 18, being an advance of 5. In Law the numbers were equal; but in matriculants there was a large increase, the number last year being 47, and this year 58. . . . He then referred to the Application Act of 1853, and said he was happy to be able to state that, from a movement which had taken place in different quarters, and especially from the great interest shown in the matter by the learned Principal of Queen's College, and others, the different colleges in Upper Canada were now about to be affiliated to this University, so that all the colleges might be placed in the same position in regard to it. This was no secret, he said; it was now a matter of public notoriety, and in a very short time would be circulating through the Press of the country. Queen's, Victoria, and Regiopolis, and he believed he might say Trinity College, had agreed to the affiliation, not only in name but in reality. Having spoken a few words on the advantages which would result from a common standard in examination, the Vice-Chancellor called upon the Rev. Dr. Lillie to close the proceedings with prayer, which being done, the convocation was declared to be dismissed.

THE DINNER.—The University Association, composed of graduates of the University and under-graduates of University College, gave their regular annual dinner in the large dining-room in the University Buildings, in the evening after the close of the convocation. There were about sixty present. The President of the Association (Dr. Patton) presided.

UNIVERSITY OF VICTORIA COLLEGE.—The Annual Convocation of the University of Victoria College took place on Wednesday afternoon, 14th ult., at two o'clock, in the large Assembly Room of Victoria Hall. We were glad to see that the magnificent room was filled with a most respectable and intelligent audience, whose deep attention proved even more strongly than their presence the strong interest which the cause of University Education has upon the minds of our population. The platform was well filled with the representatives of learning and especially of medical science, who were ranged on each side of the worthy President of the College, who, of course, occupied the chair in the centre. In addition to the members of the Faculty of Arts, we noticed, Dr. Canniff, Dr. Berryman, and Prof. Sangster, members of the Medical Faculty of the College, J. G. Hodgins, Esq., LL.B., Deputy Superintendent of Education in Upper Canada, Dr. Lavell, Professor of Obstetrics, &c., in the University of Queen's College, Kingston, and the Rev. James Spencer, of Brampton, and one or two other gentlemen. The first business, after the offering of the initiatory prayer, was the delivery of the following Essays:—*Man versus Fortune*—Wm. S. Downey, *New town Robinson*. *Philosophy of Life*—John W. Frost, *Owen Sound*. *The Clock of Destiny*—John J. MacLaren, *Manningville, Canada East*. *Custom—the Queen of the World*—Edward Morrow, *Springville*. "Where there's a will, there's a way"—John Salmon, *Montreal*. *The Triumph of Truth*—Wm. H. Schofield, *Brockville*. *Justice may Sleep, but never dies*—George Wright, *Cooksville*. *Valedictory*—Alfred Raynor, *Quebec*. It would not be either judicious or becoming to criticise orations delivered under circumstances so embarrassing to the speaker, and therefore we will only observe generally that their literary excellence reflected great credit on their authors. The *Valedictory* appears to have won especial favor from the audience, and we cannot say we are surprised at the verdict, delivered as it was with so much good taste and feeling. In a week or two we hope to be able to publish it. Our readers will then be able to judge in some degree of its merits. The following Degrees were then conferred by the President:—B.A.—J. J. MacLaren, Gold Medalist; A. H. Raynor, Silver Medalist; W. S. Downey, J. Frost, E. Morrow, J. Salmon, W. H. Schofield, G. Wright, G. Young. M.A. hon.—Rev. Wm. Lumsden. M.A. *ad eundem*.—Rev. S. S. Nelles, Elijah P. Harris. D.D.—Rev. John Lomas, Ex-President of the British Wesleyan Conference; Rev. Charles De Wolfe, Professor of Theology in the Wesleyan Institute, Sackville, Nova Scotia. M.D.—John Nichol, J. B. Tweedale,

Francis Oakley, D. J. Van Velson, J. G. Davidson, J. C. Ray, A. Roll's, A. Fleming, O. Rupert, R. M'Intyre, E. M. Earl, L. W. Brock, T. S. Hodgskin, J. E. McCully, Jas. McLaughlin, W. A. Vardon, C. M. Aikmen, A. J. Collver, A. C. Duncomb, D. Bonnar, J. H. Comfort, R. A. Alfred, M. Philips, S. Allison. The presentation of Prizes was next in order, and as the Prince of Wales Gold and Silver Medals for 1861 were not manufactured in time for presentation to their winners at the last Convocation, those gentlemen had the honor of publicly receiving them upon this occasion. Before presenting them the Rev. President reminded the audience that the Medals were given to the first and second best students in Arts, taking into consideration the whole four years of the University course. *Prince of Wales Gold Medal*, (1861) Alexander Burns. *Prince of Wales Silver Medal*, (1861) Wm. H. McClive. *Prince of Wales Gold Medal*, (1862) John J. MacLaren. *Prince of Wales Silver Medal*, (1862) Alfred H. Raynor. *Ryerson Prize* (1st Scripture History) Robert Hardy. *Webster Prize* (1st English Essay) Alfred H. Raynor. *Hodgins Prize* (2nd English Essay) John B. Clarkson. *Mr. J. Sailsbury's Scripture History Prize*, Howard C. McMullen. *Mr. W. W. Dean's Metaphysical Prize*, John Salmon. *Matriculant Scripture History Prizes*.—Alexander Gordon Harris, John Sanders, John James Hare, each first in his own class. The Benediction was then pronounced and the meeting adjourned. On the evening of the same day the Literary Association of the University gave a *Conversazione*, which passed off with great *reclat*. Most of the members of the Faculty of Arts and a large number of the *alumni* of the University, were present and enjoyed themselves to the full. It is to be hoped that the *Conversazione* will become as staple a part of the programme of the Convocation exercises as any other. Nothing can be more delightful than the meeting with old and valued friends in this way, and how many there are who, but for such periodical visits to their common *Alma Mater*, would never meet each other again. We will only add that on the Tuesday evening preceding the Convocation an able Address on *The Simplicity of Truth* was delivered to the Alumni by the Rev. Albert Carman, M.A., Principal of Belleville Seminary.—*Cobourg Star*.

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—The Annual Convocation of the University closing the proceedings for the Session 1861-62, took place in the Convocation Hall on 24th April. The proceedings, which were of a highly interesting character, were presided over by the Very Rev. Dr. Leitch, Principal of the University. On the platform were seated the University authorities, the Trustees of the College, the Professors and Lecturers in the Faculties of Arts, Theology, Medicine and Law, the Trustees and Teachers of the College and Grammar School; and there were likewise present most of the prominent citizens of Kingston, graduates from a distance, the Chairman of the Board of Trustees of Common Schools, &c. The proceedings were opened with prayer by the Principal, after which the prizes and scholarships were announced and presented to successful competitors, and degrees were conferred in Arts and Medicine. The Secretary of the Senate reported that after lengthened oral and written examinations on the various subjects prescribed, the Senate agreed to admit the following gentlemen to the degree of Master of Arts, and the degrees were formally conferred by the Principal:—Donald McLennan, (Honorary), Alexander McBain, Donald Ross (with honours), Walter Ross, And B.A. upon the following:—John Bell, Alexander Campbell, James F. Ferguson, Thomas F. Harkness, James A. Hope, Archibald E. Milloch, with honors in Classics and Mathematics; John McMillan, with honors in Moral Philosophy, Classics and Mathematics; Alexander N. McQuarrie, with honors in Moral Philosophy; George Milligan, with honors in all branches; Duncan Morrison, with honors in Moral Philosophy and Mathematics; John R. Ross, with honors in Moral Philosophy; William Sullivan, William B. Thibodo, Robert Thibodo, M.D., Horace Sumner (*ad eundem gradum*). Eighteen students have passed the ordinary University examinations for session 1861-62. *Law Faculty*.—Five students passed the University examinations for session 1861-62.—PRIZE LIST.—FACULTY OF ARTS.—*Classical Department*.—*Junior Latin Class*.—1. William McGeachy; 2. Lachlan McAlister; 3. Donald Fraser; 4. William McLennan and William Bethune, equal. *Order of Merit*.—Daniel McGillivray, Alexander McLennan, James Wylie, Neil W. McLean. *Junior Greek Class*.—1. William McGeachy; 2. Lachlan McAlister and Donald Fraser, equal; 3. William Bethune; 4. William McLennan. *Order of Merit*.—Daniel McGillivray, James Wylie, Alexander McLennan, Josiah J. Bell, Neil McLean. *Senior Latin Class, Junior Division*.—1. Robert Jardine; 2. Alexander Jamieson; 3. Henry Edmison; 4. Baldwin Fralick. *Order of Merit*.—John V. Noel, George A. Yeomans. *Senior Greek Class*,

Junior Division.—1. Robert Jardine; 2. John V. Noel; 3. Henry Edmison; 4. George A. Yeomans. **Order of Merit.**—Alexander Jamieson, Baldwin Fralick. **Senior Latin Class.**—1. George Milligan; 2. John McMillan; 3. Archibald E. Malloch; 4. James A. Hope and John Reid Ross, equal. **Order of Merit.**—James F. Ferguson, William Thibodo, Duncan Morrison. **Senior Greek Class—Senior Division.**—1. George Milligan; 2. John McMillan and Archibald E. Malloch, equal; 3. William B. Thibodo; 4. James A. Hope. **Order of Merit.**—John Reid Ross, James Forsyth Ferguson, Duncan Morrison. **For Essays written during the Summer recess.**—Robert Jardine, James Simpson, George A. Yeomans. **Junior Mathematics.**—1. William McGeachy; 2. Donald Fraser, Lachlin McAlister and William McLennan, equal; 3. John Mudie; 4. Daniel McGillivray. **Prize Exercises.**—Donald Fraser, William McLennan, William McGeachy, Lachlin McAlister. **Senior Mathematics and Natural Philosophy.**—1. Robert Jardine; 2. Henry Edmison; 3. Alexander Jamieson and George Augustus Yeomans. **Prize Exercises.**—Robert Jardine. **Senior Natural Philosophy.**—1. George Milligan; 2. John McMillan; 3. Archibald E. Malloch and Duncan Morrison, equal. **General Merit in the Class.**—Alexander N. McQuarrie. **Essay.**—"Refraction of Light." Duncan Morrison, William Henry Sullivan, and John Reid Ross. **Moral Philosophy and Logic.**—1. John R. Ross; 2. John Mudie; 3. James A. Hope and Duncan Morrison; 4. James F. Ferguson; 5. John Bell. **Natural History.**—1. Robert Jardine; 2. Baldwin Fralick; 3. Alexander Jamieson. **THEOLOGICAL DEPARTMENT.—Prize.**—James B. Mullen (for missionary duty). **HEBREW.—First Class.**—John Gordon, B.A. **Second Class.**—Donald Ross, M.A. **Third Class.**—James B. Mullen. **SCHOLARSHIPS.—Theological Faculty.**—Second year—To be held during Session 1862-63.—Donald Ross. First year—To be held during Session 1862-63.—Charles J. Cameron. **Faculty of Arts.**—Third year—To be held during Session 1862-63.—1. George Milligan, Allan Scholarship; 2. John R. Ross, do; Duncan Morrison. Second year—To be held during Session 1862-63.—1. Robert Jardine, Kingston Scholarship; 2. Alexander Jamieson, Aberdeen, do.; 3. Henry Edmison, Montreal do.; 4. George A. Yeomans, Foundation. First year—To be held during Session 1862-63.—1. William McGeachy, Foundation; 2. Lachlin McAlister, Toronto Scholarship; 3. Donald Fraser; 4. William McLennan.

UNIVERSITY OF MCGILL COLLEGE.—The annual meeting of Convocation of the University of McGill College, was held at three o'clock on the afternoon of Monday, the 5th inst., in the Hall of the McGill Normal School. The Rev. Canon Leach opened the proceedings by prayer, after which Mr. W. C. Baynes, the secretary, read the minutes of the last meeting of convocation, which were confirmed. Professors Howe and Craik being appointed scrutineers, the following gentlemen were elected Fellows for the ensuing year:—Faculty of Law: W. B. Lambe, B.C.L. Faculty of Medicine: Walter Jones, M.D. Faculty of Arts: Brown Chamberlin, M.A., B.C.L. The Vice-Principal then read the list of prizes and honours in the degree of B.A.: George Ross, Robert Anstruther Ramsay, Charles G. B. Drummond, and Francis Gilman. Graduate in Civil Engineering, James H. Gould. Honours and Prizes, Graduating Class: Chapman medallist, Ross; Prince of Wales medallist, Ramsay. Ross, First Rank Honours in Classics, Prize in Rhetoric, and Prize in German. Ramsay, First Rank Honours in Natural Science. Drummond, First Rank Honours in Natural Science. The Rev. the Vice-Principal also announced that the following gentlemen, Graduates in Arts, having performed the exercises prescribed by the University, were entitled to the degree of M.A.:—R. J. Plimso, B.A. of 1858; J. A. Perkins, B.A. of 1858; James Kirby, B.A. of 1859; and C. J. Mattice, B.A. of 1859. The degree of M.A. was then conferred. The Principal announced that the Honorary Degree of LL.D. had been granted by the Corporation of the University to the Right Hon. Sir Edmund Head, Bart. M.A.; and the Rev. Dr. Falloon, Principal of St. Francis College, Richmond; and George Lawson, Esq., Ph. D., Professor of Natural History in Queen's College, Kingston.

Faculty of Medicine.—The number of matriculated students in the past session was 159; of these 92 were from Lower Canada, 62 from Upper Canada, 1 from Nova Scotia, one from New Brunswick, 2 from Prince Edward Island, and 1 from the United States. The number of students who passed the primary examination, which includes the branches of anatomy, chemistry, materia medica, and institutes of medicine, was 22. At this convocation, 23 gentlemen received the degree of M.D., C.M.

Prizes.—The three prizes granted by the Governors were awarded as follows: For the best Theses—Richard Maurice Buck, Sarnia, U.C. For the best examination on the Final Branches—John A. Stewart, Charlotte-town, Prince Edward Island. For the best examination on the Primary Branches—John J. Marston, L'Orignal, U.C. The Professors' prize in Materia Medica was awarded to Mr. John W. Bligh, Quebec. The Professors' prize in Clinical Medicine, for the best answers to written questions, to Edward H. Trenholme, Trenholmeville, L.C.; and for the best report of cases, to Richard Maurice Bucke, Sarnia, U.C. In Botany and Zoology, the prizes awarded were:—For Botany and Zoology, to Mr. T. Bigelow, Whitby, U.C.; for Botany, to Mr. Edward P. Hurd, Eron, L.C.; for Zoology, to Mr. Kenneth Reid, Huntingdon, L.C. The prizes having been presented, the degree of Doctor of Medicine and Surgery was conferred by the Principal upon the twenty-three gentlemen named above.—Mr. Charles Howard Church, M.D., then delivered an able valedictory.

Faculty of Law.—List of Graduates: James Kirby, M.A., Montreal; John P. Kelly, Montreal; Irvine Allen, Aylmer; Athanasie Branchaud; Victor B. Sicotte, St. Hyacinthe; Sarsfield B. Nagle; Melbourn Tait, Montreal; John Joseph Curran, Montreal; Robert Cowan Cross, Montreal; and A. P. Adelard Dorion. It was announced that the honorary degree of D.C.L. had been conferred upon Alex. Morris, Esq., M.P.P., and Chris-

topher Abbott, Esq. Mr. A. P. Dorion read a portion of an essay and a valedictory, in French; and Mr. J. P. Kelly read a portion of an essay on the "Laws of Lower Canada" and a valedictory, in English.

Principal Dawson, in making the announcement for the next session, spoke as follows:—The business of this meeting of convocation is now closed, and it only remains to sum up the work of the past session, and to make a few announcements for the next. In looking back on the past session, we have reason for deep thankfulness to God, in that no breach has been made in the ranks of our officers, and that our labours have prospered. The staff of the College proper now numbers twenty-five professors; and reckoning the masters of the High School and the professors of the Normal School, the total number of instructing officers in actual employment is thirty-six. For this large body of able and painstaking instructors, not surpassed, I am sure, in these respects, by that of any other University, the extent of our course of study and the number of our students afford ample occupation. In the past session, the returns of the several faculties show an attendance of 65 students in arts, 158 in medicine, and 45 in law, or a total of 268 college students. In the Normal School we have had 62 students. In the High School there are 271 pupils, and in the Model School 300; so that in all 900 persons have, in the past session, directly derived educational benefit from this University. It is further to be observed, that such is the unity of our system, that the influence of our highest officers is more or less felt even in the humblest department of our work, and that indirectly through its influence in other schools, and the labours of those who have gone forth from it to teach elsewhere, it is much more extensively useful than the above numbers would indicate. At the present meeting of convocation, degrees in course have been conferred on forty six gentlemen, and there is a prospect of a still larger number in the next session, more especially in the Faculty of Arts. The annual calendar of the University will be issued in a few weeks, and will be circulated gratuitously to all who may desire it; and I would earnestly desire all parents and all young men desirous of qualifying themselves in the highest degree for the business of life, to consider earnestly the advantages which it holds forth to them. There is happily now no reason why young men in Canada, desirous of a liberal education, should seek for it abroad rather than at home; but there are many and cogent reasons, which were ably pointed out by Dr. Leach yesterday, for their availing themselves of the highest education to be obtained in their country. The opening of next session will, we hope, be signalled by the formal inauguration of the William Molson Hall,—a ceremony which, we trust, will be attended by as large a number of students and graduates as can make it convenient to be present, and which we hope will be the prelude to a more than usually prosperous session. In connection with the completion of these buildings, I cannot refrain from congratulating the Faculty of Arts, not merely on the increased conveniences and the additional prestige resulting from the completion of its building, but on the important addition made to its sphere of usefulness, in the constitution of the chair of applied chemistry. Ever since I had the honour of being connected with this University, I have urged the importance of such a chair, as specially appropriate to a University constituted like that of McGill, and to a great school of medical science, and centre of manufacturing industry. I rejoice now to see this project realised, and I rejoice still more that we have been able to secure a Professor whose name is a guarantee of success, and whose original "Remarks on Chemistry" are an honour to this country. With such a teacher as Dr. Hunt, a subject of so extensive an application to the pursuits of ordinary life, and more especially to medical science and the development of the industrial resources of this country, must attract many students, and enable us at once to erect a flourishing school of practical and applied chemistry. These are the principal points in reference to the past and the approaching session, to which it is my duty to direct the attention of the convocation and the friends of the University here assembled. Let us thank God and take courage; humbly hoping that we shall be blessed and prospered as in the time past, and that such wants as remain may be supplied, and such difficulties as still oppose our progress may be removed.

The meeting of convocation was then concluded by the benediction, pronounced by the Rev. Professor Cornish.

TEACHERS' ASSOCIATION OF CANADA WEST.

THE NEXT ANNUAL MEETING of the above named Association will take place in the MECHANICS' HALL, HAMILTON, on TUESDAY, the 5th of August, 1862. The business of the Convention will be opened by the President (the Rev. Dr. McCALL, of Toronto), who will deliver an Address; and, during the Session, Essays will be read by some of the most eminent Teachers in the Province, on subjects of great interest bearing upon Education. Much profitable discussion may also be expected on matters of importance to the scholastic profession generally; and it is earnestly hoped that all who are already Members of the Association will be present.

It is believed that ALL Teachers will best consult their own interests and those of education, by enrolling their names.

Female Teachers who may attend the Convention, will be provided with accommodation during their stay in Hamilton. By order, June, 1862. J. W. ACRES, L.R.C.P., Secretary T. A. C. W.

ADVERTISEMENTS inserted in the Journal of Education for 25 cents per line, which may be remitted in postage stamps, or otherwise.

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