

lation. But still this great fact remained to be accounted for, why at this period of their country's history so large a percentage of ignorance was to be found among them. The bulk of those figures could not be questioned, and then, if all parties were inquiring how it happened that with all the means available for educational purposes—and it was no exaggeration to say at least £800,000 a year was spent in education—yet one-half of the entire population of those over five years of age were in the most utter ignorance, and unable even to read. Mr. Marshall urged upon the section the necessity that there was for inquiry, and earnestly desired that the calm consideration of the subject might lead those acquainted with educational matters to provide a remedy for the evil, which struck at the foundation of, and was opposed to, all social progress and improvement.

“Colonel Beamish observed that the section must feel greatly indebted to Mr. Kavanagh for the very valuable and interesting manner in which he had brought forward the statistics relative to education. He trusted these figures and statements generally would materially assist in removing much of the ignorance and prejudice which existed on the subject. It was clear that no system of education could succeed in Ireland unless it was made satisfactory to the religious feelings of the great mass of the people.

“Mr. Pare, in the course of some observations, stated that the number of children receiving education in the various countries of Europe, as compared with the population, were—in France and Holland, one in eight; in Prussia and some parts of Germany, one in six; in Switzerland, one in five; and in Glasgow, one in fourteen.

“His Excellency the Lord Lieutenant here arose amid loud applause, and said, ‘I do not intend to take up the time of this meeting with any observations on the subject now under discussion; but I wish merely to mention one fact—that the first time I ever saw the writer of the paper to which we have just listened, was as an humble school lad in one of the country schools of Ireland.’

“Lord Montegale said he had listened with much satisfaction to the very excellent report which had been read with respect to the proportion of the children taught in these schools to the population of the country. He knew that there was great difficulty in securing their attendance after they had arrived at an age in which they were at all capable of employment, or could be of any use to their parents at home. The withdrawal of children from the schools was, therefore, owing to the causes operating in England, as well as in this country; for wherever there was a demand for labour they would find that children who could do any work would be taken from the schools, in those districts of the country which were agricultural; and where schools existed in which were added agricultural to intellectual teaching, they found the pupils were allowed to remain longer, until they grew up and became vigorous plants. This was an agricultural country, and it was necessary that agriculture should be taught in the national schools, in order to convince the masses that the instruction which their children were receiving applied to their occupation in after life, and would fit them for it. He considered, therefore, that the agricultural schools which the Commissioners of National Education had established in many districts were a great benefit to the country. In his (Lord Montegale's) own neighbourhood they had a most excellent agricultural school, around which there was a cycle of other schools, and he could state that the boys, after working in the farm for part of the day, returned to their studies for the remainder of the time with increased activity, and with their mental and physical powers greatly invigorated.”

### Departmental Notices.

*To Municipal and School Corporations in Upper Canada.*

#### PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

#### PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

#### SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add 100 per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by

the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

#### SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The present year's supply for Common Schools has been sent to the County Clerks. Those for Grammar Schools have been sent direct to the head Masters of the Schools.

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