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CONTENTS OF THIS NUMBER:

	PAGE
I. CANADIAN SCHOOL SYSTEM VIEWED ABROAD	17
II. PAPERS ON EDUCATION IN ONTARIO.—(1) Education in Upper Canada in 1866. (2) Girls in the Grammar Schools. (3) Educational Expenditure in Quebec and Ontario	18
III. PAPERS ON PRACTICAL EDUCATION.—(1) Benefit of Teachers' Associations. (2) Gems from the U. S. Teachers' Institute. (3) New Branches of Education in the Schools	19
IV. PAPERS ON CLASSICAL SUBJECTS.—(1) Dr. Hamilton's Address on the Importance of Classical Education. (2) The Wonders of Ancient Rome. (3) Solomon's Temple Exhumed. (4) Wealth of the Ancients. (5) Museum of Archives in Paris.....	20
V. PAPERS ON EDUCATION IN OTHER COUNTRIES.—(1) Gilchrist Educational Trust	22
VI. PAPERS ON GEOGRAPHICAL SUBJECTS.—(1) Capabilities of the North West Territory. (2) Peat Field—County of Russell. (3) American Territorial Acquisitions. (4) American West India Islands. (5) What is London? (6) New Sewerage of London	23
VII. PAPER ON METEOROLOGY.—(1) Abstract of Monthly Meteorological Results	25
VIII. BIOGRAPHICAL SKETCHES.—No. 1. Col. Robert Land. 2. The Hon. Edward Whelan. 3. J. Cushing, Esq. 4. Captain A. W. Rainsford. 5. Baron Marocchetti. 6. Right Rev. Bishop Hopkins. 7. Fitz Greene Halleck	26
IX. MISCELLANEOUS FRIDAY READINGS.—(1) The Land Beyond the Sea. (2) The Empress Eugenie at a Penitentiary. (3) Mr. George Muller's "Scriptural Knowledge Institution." (4) Causes of Success and Failure in Life	27
X. EDUCATIONAL INTELLIGENCE	29
XI. DEPARTMENTAL NOTICES.....	32

CANADIAN SCHOOL SYSTEM VIEWED ABROAD.

In connection with the elaborate review and summary of our Upper Canada School System, by one of the English Royal Commissioners, which we published in the *Journal of Education* for October and December, we insert the following from the "Appendix to the First Report of Her Majesty's Commissioners, appointed to inquire into the state of schools in Scotland." The extract we give is taken from a letter of answers given by David Milne Home, Esq., an observing and intelligent member of the Education Committee of Scotland.

In his letter Mr. Home gives the result of his careful observations on the American, Canadian and other School Systems, and makes a number of suggestions to the Commissioners for the improvement in the management of the details of the Scottish School system. At the conclusion of his letter he speaks as follows:—

"The last suggestion which I venture to offer for the consideration of the Royal Commissioners, is to bring over to this country to be examined by them, Dr. Ryerson, the distinguished man who laid the foundations and reared the structure of all the existing educational institutions in Canada.

"With Dr. Ryerson I have no personal acquaintance. But having seen what he has accomplished, I have formed the highest opinion of him as an authority in educational matters, as a liberal-minded Christian, and a very sagacious politician. My own opinion, I find, is shared by the well-known traveller

and author, Kohl of Germany, who is also a good judge of schools. Kohl visited Canada in 1860, and in his published travels says of Dr. Ryerson: 'This gentleman deserves to be known in other regions of the world. This enlightened and highly cultivated man is the founder of these institutions, and the soul of all popular education in Canada. He was appointed to this post when he was forty years of age, but he considered it necessary, before entering on it, to make a journey through the most civilized countries, to study their school and educational systems, and form from them the one which might appear the most useful and effectual for Canada. After his return, he published a masterly report, in which he passed in review all the various system and arrangements existing in Germany, France, Sweden, Switzerland, and England, and then explained the one he had planned for Canada. I had not the good fortune to find Dr. Ryerson himself on the spot. But his works all around me, and everything I saw and read, sufficiently proclaimed his praises.'

"Mr. Tremenheere, also an excellent authority, who visited Canada, and saw Dr. Ryerson, explains more particularly what he had to do, and how he proceeded in the reformation of the Canadian schools.

"For thirty years previous to 1841, annual Parliamentary grants were made in aid of common schools, but expended without system, and to very little effect. In that year the first school law was passed. In 1845, Dr. Ryerson made an extensive personal inquiry into the common school systems of America and Europe, the result of which he published in a report, and afterwards in two laws of 1846 and 1847, subsequently enlarged and improved, and by the present law of 1850.'

"Dr. Ryerson in his report states, 'that the system adopted by him is derived from what appeared to him most excellent in all those which he examined.'

"(1.) He derived the machinery of his system from that in force in the State of New York, which was, however, (he thought) defective in the too great intricacy of some of its details, in the absence of an efficient provision for visitation and inspection of schools, for religious instruction and uniform textbooks.

"(2.) He considered the principle of supporting schools in the State of Massachusetts the best, but requiring modification, in order to substitute the free action of each locality for the compulsory requirements of the State.

"(3.) He preferred the books of the National Board of Education in Ireland.