

think, in all, including difference of exchange, &c., be under £200, and that £250 or £300 will be sufficient to purchase copies of the books required. It is not likely that many Townships will desire, at least for a time, a Library worth half of £300; but the school authorities of several cities and towns will doubtless soon demand a Library of greater value than that sum. The sums mentioned—in all £450 or £500—would, of course be deducted from the first money apportioned for establishing Public School Libraries in Upper Canada. The books thus obtained and approved of by the Board of Education, would be either purchased to increase the Normal School Library, or be disposed of to any of the local Councils or Committees establishing Libraries, as part of their apportionment; and thus the only deduction from the Legislative Grant for School Libraries, would be the amount of my travelling expenses—which would be abundantly compensated by the importance and economical advantages of the arrangements which I would be able to effect, and which, in some shape or form, are of course indispensable to the establishment of School Libraries. I look forward to the day when such Libraries will be increased and enriched by Canadian contributions and publications.

With these remarks, I submit this important subject to the favorable consideration of the Governor-General in Council; and should the task I have proposed be approved of, I will lose no time in prosecuting it. In the mean time, I would respectfully recommend that JOHN GEORGE HODGINS, Esquire, (Senior Clerk in the Education Office) be authorized by the Governor-General in Council to act as Deputy Superintendent of Schools for Upper Canada during my absence, as I have entire confidence in his integrity, knowledge, and ability.

I have the honor to be,

SIR,

Your most obedient servant,

(Signed) E. RYERSON.

The Honorable

JAMES LESLIE,

Secretary of the Province,
Montreal.

GRAMMAR SCHOOLS OF UPPER CANADA.

On the 28th instant the Honorable Inspector-General HINCKS introduced into the Legislative Assembly a Bill "*For the better Establishment and Maintenance of Grammar Schools in Upper Canada.*" According to the provisions of this Bill, the Grammar Schools will be brought under a system which cannot fail to add much to their efficiency and usefulness. Grammar Schools ought not to receive public aid without complying with conditions which are required on the part of the supporters of the humblest Common School. In the State of New-York, the *Regents of the University* (somewhat similar to our Provincial Council of Public Instruction) exact conditions of every academy receiving State aid, less easy of fulfilment than those involved in the provisions of Mr. HINCKS' Bill. Under the operations of that Bill, in case of its becoming law, the Grammar School Fund will be doubled, and the facilities and benefits of the Grammar Schools will be proportionably extended. Last month we explained the relations which ought to exist in a well directed system of National Education, between the several classes of schools, from the primary, up to the University department of Public instruction, and the vast extent to which existing endowments and grants may be rendered instrumental in diffusing sound education among all the youth of Upper Canada. We may here add, that there should not only be unity and harmony in all parts of an efficient system of Public Instruction, but there should be unity and patriotism of feeling among all classes of public instructors. On this point we will restrict ourselves to the following language of the Honorable HORACE MANN, in an address, dated the 15th ult., to the friends of education and of all classes of Teachers in the United States, inviting them to attend a second National Convention for the promotion of Universal education, at Philadelphia, on the 4th Wednesday in August next. Mr. MANN was the Chairman of a similar convention held in the same place in October

last; and in that capacity he issues the address from which we extract the following eloquent and impressive remarks:

"It proposes to unite ALL Teachers of youth in one co-operative effort. The different periods and degrees of education so meet and flow into each other, that they are hardly susceptible of being theoretically separated. From the first form of the Primary School to the highest class in the University, there is a perfect continuity of progress. No break, no chasm, no change of identity interrupts the course. The succeeding grows from the preceding, as the oak of a hundred years has grown from the germ that cleft the acorn; or as the bird that soars undazzled towards the meridian sun, has grown from the eaglet just chipping its shell. Hence, the President of a College and the Teacher of a Primary School, though standing far apart, stand in the most intimate relation to each other. Without the labours of the latter, the former would have no material on which his processes could be performed; and without the former, the works of the latter would remain crude and incomplete. They are engaged on different parts of but a single work, and there is the same common interest between them as between the sower of the seed and the gatherer of the harvest.

"Heretofore, there has often been something at least of indifference, if not of alienation and repulsion, between those who presided over the commencement of education and those who superintend its close. It is time they should see that their interests are not adverse, but identical; nay, that when pursued in harmony, they are cumulatively beneficial. These parties may create some benefits when acting separately; but when co-operating, they multiply those benefits by a high moral power. The child, whose mind was well developed in the school-room, not only shoots ahead, but speeds farther and farther of all that he could have been without such early development. His advancement is represented by a kind of compound as well as geometrical series, made up by multiplying time into velocity. When in his turn such a child becomes a parent, he sends better prepared children to the school-room. And out of a larger number of minds, awakened in their youth, and made self-conscious of the existence of their faculties and of the glowing delight of their exercise, all the colleges are sure to lengthen their catalogues; for a child whose mind has been fired by a love of knowledge cannot be kept back from those deeper fountains where his thirst can be slaked. The college draws him irresistibly, and he will break through every barrier,—poverty, discouragement, toil, sickness, all but the 'unconquerable bar' of death itself,—to reach and enjoy it. The colleges will not only lengthen their catalogues, but illuminate them with brighter names. And a community so trained and advanced, will look back with filial piety to the institutions where their honorable career began, and will love to cherish, honor and elevate them, and all who labor in them. Such action and re-action. It is, therefore, most earnestly hoped that all grades of teachers, from the earliest to the latest, will attest their interest in their sacred profession, and their regard for each other, by their presence at the proposed Convention."

EDUCATIONAL MEASURES BEFORE PARLIAMENT.

Three measures have been introduced into the Legislature, relative to Education in Upper Canada; one to amend the Act relative to the Toronto University—providing for the religious instruction and oversight of Students in the University, &c.; a second for the better establishment and maintenance of Grammar Schools; a third in respect to Common Schools. Should these three Bills become law, the system of Education in Upper Canada will be an harmonious whole throughout—founded upon the true constitutional principle of the co-operation of the Government and people in its administration—truly Christian, yet non-sectarian. Under the operations of such a system, we believe the intellectual and moral aspect of Upper Canada will undergo a delightful change, and the public mind will experience a noble elevation, in less than ten years.

MR. T. C. KEEFER'S PRIZE ESSAY.

THE CANALS OF CANADA: THEIR PROSPECTS AND INFLUENCE.
By THOS. C. KEEFER, *Civil Engineer*, pp. 111. Andrew H. Armour & Co., Toronto. Armour & Ramsay, Montreal.

HIS EXCELLENCY LORD ELGIN has, in an enlightened and generous spirit, instituted several prizes for the development of Canadian intellect and the advancement of Canadian interests. In August, 1849, HIS EXCELLENCY offered, through the "President of the Upper Canada Agricultural Association," a Prize of £50 "*For the best Treatise on the bearing of the St. Lawrence and Welland Canals on the Interests of Canada as an Agricultural Country.*" Competitors were to send in their Treatises by the first day of February, 1850. The Council of the Agricultural Association were to select two gentlemen to act as judges, and His Excellency