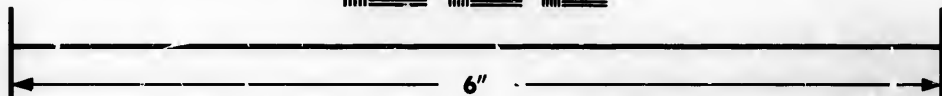
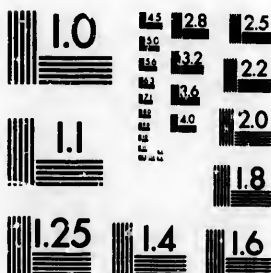


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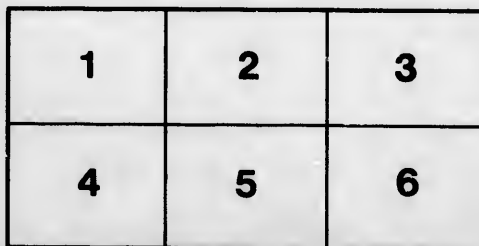
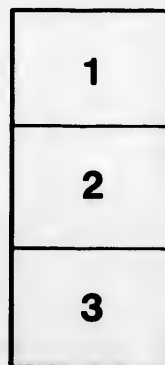
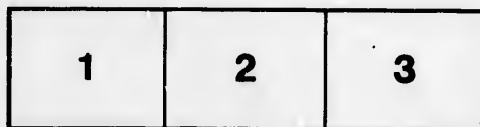
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THE
SCHOOL BOOK QUESTION:

LETTERS IN REPLY TO THE
BROWN-CAMPBELL CRUSADE

AGAINST THE
EDUCATIONAL DEPARTMENT

FOR
UPPER CANADA:

WITH COPIOUS NOTES, FURTHER ILLUSTRATING AND CONFIRMING WHAT IS CONTAINED
IN THE LETTERS, AND REFUTING VARIOUS OTHER MISSTATEMENTS WHICH HAVE
APPEARED IN THE "GLOBE" SINCE THEIR PUBLICATION.

1. FIRST LETTER OF REV. DR. RYERSON.
 2. LETTER OF MR. JOHN LOVELL.
 3. SECOND LETTER OF REV. DR. RYERSON.
 4. THIRD LETTER OF REV. DR. RYERSON.
(*Seven additional misstatements corrected.*)
 5. CORRESPONDENCE OF MR. THOMAS NELSON,
(*Brother-in-law to Hon. George Brown.*)
-

Montreal:
PRINTED BY JOHN LOVELL, ST. NICHOLAS STREET.
1866.

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REASONS FOR THIS PUBLICATION.

THE almost uninterrupted and always unscrupulous hostility of the *Globe* to the Chief Superintendent of Education, during the twenty-two years of his labours to establish and mature a system of public instruction for Upper Canada, is, perhaps, without a parallel in the history of newspaper warfare, or of individual malignity. The very correspondents of the *Globe* have imbibed or been trained in the spirit of their employer, and have shown no little aptitude in imitating his example of detraction and calumny. The amount of evil inflicted upon the country by this selfish and malevolent spirit of the *Globe*-Brown compact, may not be conceived. But in the face of such unprecedented hostility, the Chief Superintendent has, by the co-operation and support of the country, under Providence, thus far succeeded in establishing and developing our school system to its present vigour and dimensions.

The latest crusade of this compact against the Chief Superintendent, is on account of text books used in the schools, and the encouragement to Canadian published books, in preference to imported and inferior books. As Mr. George Brown has near connections in Great Britain, who are publishers of school and other books, he has set himself to crying down school books, which have been printed (but not by him), and some of them written, in Canada, and to magnifying and forcing the use of imported books into the schools.

There is one fact connected with the Brown-Campbell failure in this text book controversy, which cannot but have struck the editor-in-chief himself, as it does the public generally: It is the entire absence of sympathy with his selfish effort on the part of the press,* or even on the part of the booksellers themselves. In 1858, forty-eight booksellers were led on by the *Globe* in its attack upon the Depository before the Legislature; now the *Globe's* solitary prompter in this new crusade, is his own brother-in-law's "agent" or ex-agent. The editor-in-chief, too, who is also the Canadian school book printer for the "agent," and is no doubt anxious that his new mammoth "Printing Company" shadowed forth by Mr. Nelson, and now just ushered into existence, should have something more to do than mere newspaper work. The transparency, therefore, of Mr. Brown's patriotic zeal in this matter, so obvious to every one, must also be evident even to himself, and hence the immense amount of dust which he and his brother-in-law's agent have raised and have attempted to throw into the eyes of the public, but which we hope the reading of this pamphlet will most effectually dispel.

* With the solitary exception, we believe, of the *Freeman* of Toronto—a paper notoriously opposed to the public school system and all intellectual advancement under it. The union of the *Globe* and *Freeman* in this crusade is highly instructive and suggestive. See note † on page 17.

Even Mr. John McMullen, one of the signers of the *Globe* memorial to the Legislature of 1858, dissents from the new *Globe* crusade. In his paper, the *Brookville Monitor*, of the 14th April, referring to the necessity of an authoritative series of uniform text-books in the schools he says "Nobody will accuse us of being any great admirer of the Rev. Doctor, but candour compels us to say that this time his position is the true one." In regard to the copyright question to which Mr. McMullen refers, Dr. Ryerson agrees with him. See page 27.

Mr. Brown has long since exhausted his newspaper power of doing any personal injury to the Chief Superintendent of Education, and those associated with him; but it is due to the friends of our Educational system, that they should know the principles on which it is based, and the steps which have been taken to mature and promote it, in regard to every point which has been assailed. It is with that view that the letters in the following pages were written and are collected and presented in their present form.

SUMMARY OF THIS NEW BROWN FAMILY-COMPACT CRUSADE AGAINST THE EDUCATIONAL DEPARTMENT FOR U. C.

Not again to refer to the significant fact that Mr. George Brown has kept up an unceasing personal war for twenty-two years against the Chief Superintendent,* and has in every way in his power vainly endeavoured to embarrass the successful administration of the School system by the Educational Department, it may be proper briefly to refer to the various steps, in this new crusade, which have been set on foot, in the interest of his printing establishment and family connections.

1. The first step in this characteristically selfish proceeding is narrated with sufficient distinctness in the correspondence between Mr. Brown's brother-in-law, and Dr. Ryerson, which will be found in these pages. The intensely business spirit of Mr. Nelson's correspondence (not to speak of its purely self-interested character,) has struck every one who has read it.† But that would have been pardonable in Mr. Nelson, who had simply his own interests to serve in the matter, and it would have attracted no more attention had it stood alone; but the subsequently scurrilous attack of his "agent," or *ci-devant* agent in this country, and the more violent assaults of his brother-in-law in attempting "to levy black mail" upon the Educational Department,‡ invested that correspondence with a meaning and significance which is now apparent, and which has drawn a good deal of public interest to the whole matter.

2. The second period in this new crusade dates from March, 1865, when the "agent's" services, in connection with the Depository, were beneficially dispensed with.

3. In June, 1865, the "agent's" request to have his inferior geography (which supplied no want in the schools,) officially sanctioned, was declined by the Council of Public Instruction for good and sufficient reasons.

4. The fourth step taken in this matter was an official attack which was made by the "agent," without any intimation to Dr. Ryerson, but with the concurrence of Mr. Brown, upon the Educational Department, in August, 1865, in the shape of an *ex-parte* appeal to the Government, which we hope will yet be published.

5. The fifth step taken by the compact was a further attack made upon the Department by the "agent," and promptly inserted in Mr. Brown's paper, in consequence, Mr. Campbell says, of an intimation in the *Globe* from the Education office, that the national books were about to be revised and given gratuitously to any publisher, so that "no single publisher (as in the case of Campbell's new series,) will be able to claim a monopoly in a class of books considered essential for use in schools."

6. This attack was fully replied to by Dr. Ryerson, in the first letter in this pamphlet. (See page 7.)

7. The "agent," relying upon Mr. Brown's aid, summoned courage for a new assault, which was duly heralded in the *Globe* of the 2nd, and appeared in that paper on the 4th

* See prefatory note on page 3.

† See especially the note ‡ on page 18.

‡ See excellent remarks on this subject from the *Hamilton Spectator* on page 20.

of April. This weak and rambling tirade, though vehemently applauded by the "editor-in-chief," fell so flat that, on the 14th of that month,

8. The editor-in-chief felt it absolutely necessary to come to the rescue, which he did in his peculiarly vituperative and threatening style. In this editorial he broached his famous "confederation" scheme, in regard to the Department, to which we have elsewhere referred, and for which he was so effectively and justly rebuked by the *Hamilton Spectator*. See page 20.

9. The reply to this combined Brown-Campbell assault, after having been in Mr. Brown's hands for about three weeks, was at length published in a shabby form in the *Globe* of the 4th of May. These letters are numbered 2, 3, and 4, in this pamphlet, and will be found on pages 15, 19, &c. They speak for themselves.

10. Accompanying these letters in the *Globe*, the editor-in-chief put forth all his ingenuity and strength to destroy their effect. He at first refused to publish one until he had the whole of the series; and then having got them all, he kept one of them three, and the other two weeks before he allowed them to see the light. Finally he had them all set up in very small type, hoping by that means, and by crowding the three letters into one paper, to deter persons from reading them. His own violent assault he put, of course, in large type, and in the most conspicuous place in his paper. As to the effect of this cowardly performance, the editor of the *Hamilton Spectator* of the 7th of May, so truthfully represents public opinion on the subject, that we prefer to quote his words as follows:—

"The *Globe* of course winds up with a bitter personal assault on Dr. Ryerson. The Chief Superintendent can afford to bear these attacks in view of the company in which he finds himself. When in order to bolster up his case the *Globe* is prepared to insult every member of the Council of Public Instruction but one—and that one nameless but not unknown—to pronounce them the mere tools of Dr. Ryerson, when it is compelled to select for special abuse Dr. McCaul whom it charges with being devoid of independence; Dr. Barclay and the Rev. Mr. Grasett, whom it intimates are too mild to brave an encounter with the Chief Superintendent; and Dr. Ormiston, whom it charges with not being in a position to do his full duty in the matter; or in other words with subordinating duty to interest, Dr. Ryerson may fairly consent to be abused with the rest. The public at least, will understand that when the controversy is as to an educational question, and Dr. Ryerson finds himself sustained by every educationist of note in the Upper Province who has had anything to say on the subject, the ground taken by him cannot be far wrong. The *Globe* may rely upon it, it has not promoted the interest of the family compact publishing monopoly, by its impudent attacks upon the independence and strict sense of duty of such gentlemen as Drs. McCaul and Ormiston."

THE GLOBE'S MOTIVES FOR CONFEDERATION.

Ever since the editor-in-chief has taken Confederation under his especial patronage, he has not failed to warn all those in any official position, who have dared to differ with him, as to what he will do to them when Confederation leaves him the sole "autocrat" of Upper Canada. His latest warning on this subject has been vouchsafed to Dr. Ryerson in the *Globe* of the 16th of April, in the following words:—"It may be well for Dr. Ryerson to consider that Confederation will bring about a *very great change in the position* of the Department of Public Instruction in Upper Canada. * * * It is impossible to doubt that this school book monopoly will obtain a very sharp overhauling whenever

the Upper Canadian Government is formed, and it may be well for Dr. Ryerson, to see his house in order before the time comes."

The "agent" of Mr. Brown's brother-in-law also revels in the prospects of Confederation, and trusts also, "that as important changes in the Government of the country are near at hand, one of the first acts of Confederation [hear this, ye statesmen of the Quebec Conference!] will be to clear away all those corrupt and ancient systems" of "fifteen years ago"!—i.e. the map and library system of the Educational Department, etc., etc. And yet this very man was the defender of the library and map "system" of "fifteen years ago" in his memorial to the legislature! See Appendix A, at the end.

These, therefore, are some of the great blessings which the people of Upper Canada are encouraged to look forward to,—that Confederation in Mr. Brown's hands may be made an engine of private spleen and hate, and be also the means of debasing the Educational Department, and of reviving, but in a mercenary form, for the benefit of Mr. George Brown, his brother-in-law, and his brother-in-law's agent, the much traduced family-compactism of thirty years ago. Thus the people of Upper Canada may see "to what base uses" Confederation may be brought "at last"!

See also a reference to this "Confederation" scheme, from the *Hamilton Spectator*, on page 20.

Since the accompanying letters were written, the "agent" has again had access to the columns of Mr. Brown's paper for the insertion of another defence of his proposed "monopoly" of reading books. He has also made a weak and scurrilous attack upon all of those who have refused to be parties to his mercenary scheme. Knowing the difficulty of getting an unpalatable reply inserted in Mr. Brown's paper, we have been compelled to content ourselves with exposing a few of the "agent's" new and even more reckless misstatements in a few notes appended to the letters themselves. See also page 30 for a summary of these additional misstatements.

May, 1866.

LETTERS

ON THE

U. C. SCHOOL BOOK QUESTION,

IN REPLY TO THE

BROWN-CAMPBELL CRUSADE

CHIEFLY AGAINST THE

EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, AND TEXT BOOKS FOR THE SCHOOLS.

REV. DR. RYERSON'S FIRST LETTER.

To the Editor of The Globe.

SIR: The columns of the *Globe* have been recently opened to sundry attacks upon the authorized text books of the public schools, and upon the policy which has dictated their selection.* In the *Globe* of the 9th instant, especially, is a communication signed "James Campbell & Son," Booksellers in Toronto, containing a formal attack upon the Council of Public Instruction, as well as upon the policy which the Government has sanctioned more than fifteen years for providing a uniform series of text books for the public schools. For years past there have been several attacks upon the library branch of our school system; but Mr. Campbell's and other similar attacks are the first systematic attacks which have been made to subvert that branch of our school system relating to a uniform series of text books for the schools. This is of much greater importance to the school system than public libraries. I trust, therefore, you will allow me the requisite space to defend the Council of Public Instruction, and vindicate this vital part of our school system against the attacks alluded to. I will, in the first place, answer Mr. Campbell's attacks, and then state the system authorized by the Legislature, and the grounds of it.

SELFISH CHARACTER OF THE ATTACK UPON THE COUNCIL.

Mr. Campbell attacks the Council of Public Instruction, not one member of which is an author or publisher of any school book, or has any personal interest in one—a body of men

constituted by the Legislature, and appointed by the Government of the country for the express purpose of providing a uniform series of text books for the public schools, and of preventing the use of other books in the schools, inconsistent with that paramount object. The duties and objects of the Council, and the objects of Mr. Campbell, and those for whom he acts as agent, are very different. The council only aims at providing for the public schools a proper series of text books, and at the lowest prices, and to prevent, as far as possible, the public schools from being the victims of private speculation. Mr. Campbell has come to the country to make as much money as he can, and has not the least responsibility as to the efficiency and economy of the public schools. He has published no book to supply a want in our schools, but has published two inferior books to supersede others already in use in the schools.

CAUSE OF THE NEW TEXT BOOK CRUSADE.

Mr. Campbell several times impugns the motives and conduct of others. I must remark, therefore, that it is only since his own agency has been dispensed with by this Department in procuring some ten thousand dollars' worth of school prize and library books from himself, irrespective of those obtained from the firm of Thomas Nelson and Sons,* that he has commenced his attacks upon our school book system; and that it is only since Mr. Lovell refused him a share or interest in the General Geography prepared by Mr. Hodgins,† that Mr. Campbell has proceeded to publish a geography on his own account—

* The secret motive for this new *Globe* crusade is explained on page 11.

* See reference to this subject on page 19.
† For a refutation of Messrs. Campbell & Son's denial of this statement, see page 21.

a geography professedly printed in Canada, but actually printed in England, and imported into Canada.

MISSTATEMENTS CORRECTED—IMPROPER SPIRIT OF THE "SUMMARY."

Mr. Campbell charges the Council of Public Instruction with not recommending any school text books written by a Canadian author, except those by "employees of the Education Office—Messrs. Hodgins, Sangster, and Robertson." And who, I may ask, are likely to be better qualified to prepare such text books than those who have been most intimately connected with them, especially Messrs. Sangster and Robertson, who have been longer the teachers of our teachers in common school subjects than Mr. Campbell has been a resident of the country? Mr. Campbell says: "Some time ago we printed a little 'Summary of Canadian History.' It was placed before the Council and refused, while a book on the same subject, by Mr. Hodgins, was instantly approved." This statement is untrue, in spirit and in fact.* The subjects of the two books were widely different. The "Summary of Canadian History," published by Mr. Campbell, was confined to *Canada*; and, as far as relates to Upper Canada, since 1815, it was a bald and partial rehash of old party disputes between individuals, parties, governors, and assemblies, which should not be taught in any school, if remembered by anybody, without an account of the progress and institutions of the country, which ought to be taught in the schools. Mr. Hodgins' little book was a "Geography and History of Canada, and of other Colonies of the Empire;" it was written nine years ago in the true spirit of Confederation, contained nothing which any sect or party could object to; was written in the proper school book style and spirit, narrated the progress of the country and its institutions, and taught Canadian youth that there were other British Provinces in North America besides Canada, with which we have affinity and interest.

OMISSIONS OF FACTS AND DATES SUPPLIED.

Mr. Campbell's statement also conveys the impression that this little summary of Canadian History was published at the same time, if not before, the book of Mr. Hodgins. The reverse is the fact. Mr. Hodgins' Geography and History was published in 1857, to meet a want widely felt, and loudly complained of;

* This subject is again referred to on page 20.

but Mr. Campbell's "Summary of Canadian History" was not published until *three years afterwards*—in 1860—long after Mr. Hodgins' unexceptionable and comprehensive little book had been widely introduced into the schools, and with much applause. Mr. Campbell's "Summary of Canadian History" was not therefore, prepared or published to meet any want in our schools, but as a speculation, out of the popularity acquired by the pioneer History published three years before. And Mr. Hodgins' "History of Canada and of the other British North American Provinces," published by Mr. Lovell last year, is an expansion of his little pioneer book on the subject published in 1857; a second edition of which was published in 1860, but which is now out of print—being superseded by the General Geography and larger History of Canada and the other British Provinces.

COUNCIL HAS NOTHING TO DO WITH PREPARING TEXT BOOKS.

But the Council of Public Instruction never employed any of the gentlemen above mentioned to write a text book for the schools, nor a line of one; nor did the Council, or any member of it—not even myself—know one sentence of any of their books until they appeared in print; nor did the Council recommend these books for use in the schools, until after they had been favourably noticed by the press, by experienced educationalists, by public men, and by distinguished clergymen of various persuasions.

FURTHER MISSTATEMENTS CORRECTED.

Mr. Campbell's next charge is made in the following words:—"We did not employ Education Office employees to write our books—so they were rejected by the Council. We dared to publish a book on Geography; it was rejected because there already existed one written by their own 'employees.'"^{*} In the first place, it is to be remarked that Mr. Hodgins is not an employé of the Council of Public Instruction, but holds his appointment direct from the Government, the same as the Chief Superintendent of Education. In the next place, the reason which Mr. Campbell assigns for the act of the Council is the re-

* Although Campbell & Son speak here of "not employing Education Office employees," to write books for them, Mr. James Campbell was nevertheless willing that Mr. Lovell should do so for his benefit, so that he could, as part proprietor, control the entire sale of the *General Geography in Upper Canada*. Mr. Lovell wisely refused to be a party to this monopoly. (See page 21.)

verse of the truth. Mr. Hodgins' authorship of Mr. Lovell's Geography had no influence upon the Council, except, as I have reason to believe, against rather than in favour of Mr. Lovell's Geography, lest the Council might seem to favour a book written by an officer of the Educational Department. I have every reason to believe that an earlier recommendation would have been given to Mr. Lovell's General Geography, had it been written by a person unconnected with the Educational Department—although Mr. Hodgins had not, and has not, the slightest pecuniary benefit or interest in Mr. Lovell's Geography or any one of his books. The facts of the case are as follows:—Mr. Lovell's Geography was published in March, 1861, but was not recommended by the Council of Public Instruction until June, 1865—four years afterwards—after it had received the highest commendation from all quarters, and its author had been elected in England a "Fellow of the Royal Geographical Society," with that book before them; nor was it even brought before the Council, until Mr. Campbell sought to forestall it by getting his own recommended in preference. He represents the Council as having preferred Mr. Lovell's General Geo-

graphy to his own, upon the simple ground that it had been prepared by Mr. Hodgins. The truthfulness of this statement, and the principle on which the Council and the Department have acted in regard to text books, will best appear from the following extracts from an official letter which I addressed to a Board of Trustees in August last:—

"The reasons which induced the Council to recommend Lovell's 'Easy Lessons' and 'General Geography' for the use of public Schools, in Upper Canada, are briefly as follows:—

"1. The one, though professing to be published in Montreal and Toronto, is printed in England, and imported into Canada without payment of duty on imported Atlases. . . . On the other hand, the Geography recommended by the Council of Public Instruction is printed in Canada, on paper of Canadian manufacture, by Canadian labour and capital. . . . The same course was pursued in regard to the importation of readers, maps, globes, and other articles of school apparatus—all of which are now manufactured in the country, to the annual saving of many thousands of dollars in it, and the corresponding encouragement and development of Canadian enterprise and skill. . . .

* *Extracts from Opinions on Lovell's General Geography.*

I consider the plan excellent, the matter judiciously selected, and for a text book, surprisingly full and complete.—*Bishop of Toronto.*

I am impressed with the belief that it is calculated to be eminently useful in the schools of the province.—*Bishop of Quebec.*

C'est un travail précieux qui fera honneur à votre presse, et rendra un vrai service à l'éducation primaire de nos enfants.—*Bishop of Montreal.*

Ja'l parcouru cet ouvrage avec un véritable intérêt. Il remplit bien son titre.—*Bishop of Nova.*

Elle m'a paru pleine de connaissances variées, intéressantes, et très utiles à la jeunesse pour laquelle elle a été faite.—*Bishop of Ottawa.*

I have carefully perused it, and have no hesitation in pronouncing it a most useful improvement on the Geographies now used.—*Bishop of Ontario.*

I think Mr. Hodgins will be admitted to have executed his part with much judgment and ability, and that the work will give general satisfaction.—*Chief Justice Robinson.*

The system Mr. Hodgins has adopted is one which, of all others, is altogether efficient, and no doubt conducive to a clear, easy, and practical teaching of Geography.—*Judge Mondiel.*

The book is one which is worthy of Canada, and, both as a scientific production as well as a work of art, is deserving of all praise.—*Judge Aylwin.*

I am persuaded it will be found to be extremely useful, not only to our youth, but to ourselves, children of larger growth.—*Judge Badgley.*

Je recommande avec plaisir la nouvelle Géographie en langue anglaise que vous venez de publier.—*Judge Lorrain.*

As regards ourselves, it is the first work of the kind in which the magnificent colonies of Britain have had justice done them.—*Judge McCord.*

It is a vast improvement upon such works as have heretofore been in circulation in the country.—*Sir W. E. Logan.*

NOTE.—For extracts from further recommendations, see Appendix C.

SUPERIORITY AND CHEAPNESS OF THE CANADIAN GEOGRAPHIES.

"2. . . . In the English Geography to which you refer there are 76 pages of small quarto, 20 maps well executed, and two illustrations. Price 75 cents. [now 70 cents]. In Lovell's 'Easy Lessons in Geography,' there are 80 pages imperial octavo, 28 maps (very good), and 50 illustrations. Price 45 cents. In 'Lovell's General Geography' there are 100 large quarto pages, 51 maps (not so well executed, but good in the last editions, and containing the names of many places), 113 illustrations, and a new and useful table of the Clocks of the World. Price 70 cents, [now 65 cents.] The maps of the larger Geography are of less importance now than in former years, because of the general use of large school maps. I may add that the authors of Lovell's Canadian Geographies and Arithmetics have no personal interest in their sale. They undertook the task to meet a Canadian want, (and as far as the decimal arithmetic was concerned,) in accordance with my recommendation.

* See a further reference to this point on page 24.

ATTEMPT TO INTRODUCE THE PERNICIOUS SYSTEM
OF AMERICAN CANVASSING.

"I am aware that it was thought a good speculation to get up an English Geography and English maps to supersede those prepared in Canada, and a member of a firm of which Mr. Campbell has, for several years, been agent, strongly pressed the matter upon me a year or two since;* but I discountenanced it every way in my power. I have reason to believe that the system of canvassing school authorities and trustees on national and personal grounds, so widely resorted to in the neighbouring States, has been resorted to here, and that some trustees and others, wholly unacquainted with the facts which I have stated above, have been induced to recommend the adoption of an English in preference to a Canadian Geography. * * * * *

MISSTATEMENT AS TO CLASSICAL TEXT BOOKS
REFUTED.

Mr. Campbell's statement that "English editions of classical books are actually forbidden to be used," is utterly untrue, as no edition whatever of these books is mentioned in the official list, as sanctioned by the Council, and as both English and American editions can be used at the pleasure of the parties using them, and as there is no nationality in classics.

ERROR IN REGARD TO SEVENTEEN OF MR. LOVELL'S
BOOKS—THOSE APPROVED AND REASONS FOR
THEIR APPROVAL.

Mr. Campbell complains that Mr. Lovell's list of school books has been recommended by the Council of Public Instruction, while two books published by him have been rejected. I have above shown why his two books have not been recommended by the Council. But I may add, that of a list of *thirty-five* school books published by Mr. Lovell, *seventeen* of them have never been recommended by the Council, and *seven* others on his list were recommended by the Council before Mr. Lovell ever printed them, and have been printed by other printers in Canada, as well as Mr. Lovell.

Neither Dr. Sangster, any more than Mr. Hodgins, has the slightest interest in the sale of the books which they have written for Mr. Lovell. Yet, even if they had, it would not have rendered the books less useful, or affected

* See correspondence with Mr. Nelson, brother-in-law to the Editor-in-chief of the *Globe*, on page 31.

the judgment of the Council of Public Instruction in respect to them. Professors Croft and Cherriman have prepared text books used in their respective departments in University College, and the Senate, of which they are members, have prescribed these books, to the exclusion of any others which might be published by Mr. Campbell or any one else.

ATTEMPT TO SET ASIDE THE COUNCIL, PARENTS
AND TRUSTEES.—AMERICAN EXAMPLES.

But Mr. Campbell would ignore and supersede the Council of Public Instruction altogether, and even trustees and parents, and would make each teacher judge of the text book to be used in his school. He says: "If we produce a series of books acceptable to *teachers*, we think we have a right to expect the Council should throw no obstacle in our way." "We do think if our books are acceptable to *teachers*, we should have full liberty of disposing of them." "We leave it to the judgment and practical experience of *teachers* to decide which are best." This is a novel feature and a new authority in our school system, to set up the *teacher* above trustees, parents and the Council of Public Instruction itself, to decide what books are best for the school he is employed to teach. The Superintendent of Schools in the State of New York represents, in one of his annual reports, that one of the greatest evils to the schools in that State was booksellers and their agents bribing teachers, by presents of books, and sometimes by giving a per centage on the sale of their school books, introduced by the teacher into his school; so that each new teacher employed in a school would destroy the books introduced by his predecessor, and insist upon throwing them aside, and getting new ones recommended by him. To such an extent did this evil grow in the State of Massachusetts, that the Legislature passed an Act rendering it penal for a bookseller, or his agent, thus to try and get his books sold in any school. Yet such is the course of proceeding adopted by Mr. Campbell. A letter to me from a Head Master of a Grammar School contains the following passage:—
"Mr. Campbell, of Toronto, forwarded me a package of books containing several of the books I have been using. Nelson, of London, is the publisher. His school reading series are not to be compared to the Irish Nationals. I never saw worse."

* See on page

EFFECTS OF THE SYSTEM OF TEXT BOOK CANVASSING IN CANADA.

Doubtless Mr. Campbell has sent similar packages of books to other masters of schools, and this explains the reason of his appeal in behalf of the *teacher* as the authority to decide upon the school books to be used in the school. Under such a system any one must see how soon our schools would go back to their former state of chaos, and their supporters be made the unceasing victims of individual speculation between teachers and important booksellers.

PRIVATE SCHOOLS—RIGHT TO PRESCRIBE REGULATIONS FOR PUBLIC SCHOOLS.

Of private schools and their teachers, the law takes no note; but the Legislature, that provides by law funds for the support of public schools, has the undoubted right of prescribing the conditions on which such schools shall be entitled to public aid. The Legislature has invested a body, called the Council of Public Instruction, with the power, and imposed upon it the duty, to prescribe the subjects of instruction in the public schools, and the text books which shall be used in giving that instruction. A teacher of a *public* school is not therefore employed to teach what subjects or books he pleases, but to teach those subjects and books which are provided by law; and no school is entitled to public aid which is not conducted according to law. Teachers of public schools are public officers, whose duties are defined by law as well as those of the Chief Superintendent, and are not to become the agents of Mr. Campbell's speculations any more than those of any other bookseller.

SELFISH CHARACTER OF THE NEW CRUSADE AGAINST THE NATIONAL READERS.

It is now my duty to say a few words as to the National School Readers, which Mr. Campbell and certain other parties are trying to depreciate and supersede. The Canadian Geographical and Historical parts of those books have been rendered needless by a Geography and History, prepared and published in Canada by Mr. Lovell, as also the chapters relating to natural philosophy and chemistry, by special Canadian text-books, prepared by Dr. Sangster on these subjects. So that the few pages in the advanced readers on which alone the real objections to these readers have been founded,

* See further correspondence illustrative of this fact on page 21.

are superseded by Canadian text books, and the readers are only required for the legitimate purpose of school readers, and for which purpose they are, as a whole, yet unexcelled. Since the universal use of them in Canada our schools have advanced beyond all precedent, and our school readers have become cheaper than ever before. A uniform series of readers is absolutely essential to the classification of both pupils and schools, as well as a great convenience and saving to teachers and pupils removing from one school to another. This uniformity and great interest of the schools should not be allowed to be destroyed to gratify the caprice of any individual teacher, or the avarice of any bookseller.

SECRET HISTORY OF THIS NEW CRUSADE.

I know there are parties who are opposed to these readers. Some on religious, some on political, and others, like Mr. Campbell, on purely selfish grounds. In a letter, a Presbyterian clergyman informs me, from his own personal knowledge, that the object of the movers of the very memorial quoted by the *Globe* as authority against the national readers, was to exclude the scripture history and religious part of those books for infidel purposes. I have official correspondence from the very authors of that memorial, insisting upon the use of an *American* series of readers by Sanders, in place of the national readers. In another instance the series of American readers by Wilson, (published by the Harpers, New York) is urged in place of the national readers. Two or three other series of American readers have been urged by teachers, and even by some trustees. In one instance, a teacher not only insisted upon using American readers, but also in having some of the most inflammatory anti-British pieces in them learned and recited by the pupils at the public examination of the school, though forbidden by the Local Superintendent to do so. In that, and in the other cases referred to, I had to inform the authorities of these schools, that the payment of the school fund would be withheld from them if they persisted in using such unauthorized text books. Could Mr. Campbell succeed in his theory, and claim to have the *teacher* decide upon the text book, we should have a babel indeed of text books in use in the schools; for the American book agents are scarcely behind Mr. Campbell in canvassing teachers and trustees to get their books introduced into our schools.

CHARACTER AND MERITS OF THE NATIONAL READERS.

The national readers have a prestige beyond any other school readers. They were prepared by some of the best teachers in Europe; they were revised by a large Board of highly educated men, composed of both Protestants and Roman Catholics, and not one sentence was retained in them to which any one member of the Board objected; they underwent the revision of Archbishop Whately, an experienced teacher and afterwards Professor; a man of the finest taste, as well as of great learning and vast knowledge. The first and second of these readers have never been objected to; and the third, fourth and fifth readers are entirely composed of selections from the standard English poets and prose writers—whose writings will never grow old as long as the English language is spoken.

PROPOSED NEW READERS WORSE THAN THE OLD.

It may, therefore, be asked, whether such school readers thus prepared are to be superseded in our schools by any readers which Mr. James Campbell & Son may put forth? In view of these facts, it is not surprising that a head master of a Grammar School, to whom Mr. Campbell had sent a series of his readers, should say, as above quoted, that Mr. Campbell's "school reading series are not to be compared with the Irish national. I never saw worse." And I have no doubt this would be the judgment of every impartial and competent judge in Canada, not otherwise influenced, who should compare the two series.

GOOD FAITH SHOULD NOT BE VIOLATED.

The national readers have, in one sense, become Canadianized by having been printed in Canada, and having become universally used in the schools. But I think every educating country should provide its own educating books as soon as it can. I have intimated this on several occasions during my recent tour to the several counties of Upper Canada, but I have said, and I now say, that what has been authorized by law and become universal in the schools, and provided for by enterprising publishers on the good faith of Government should be changed with great caution, and only after timely notice, so as not to disturb the order of the schools, or put parents of pupils to needless expense, or do injustice to printers, who, like Mr. Lovell, have invested large sums in stereotyping the whole series of readers for the use of the public schools.

COMMITTEE TO REVISE THE NATIONAL READERS.*

Also, the basic and Christian non-sectarian character of the national series of readers should be maintained; some omissions as to foreign countries and other matters may be allowed, and the introduction of more respecting our own country is desirable, but the excellencies and character of the series should be maintained. With this view a committee, including practical instructors, has been appointed to revise them. Various series of the best English and American readers have been provided to facilitate the labours of such committee; but the national readers are as good now as they have been in past years, and it would be premature to make any change in them the current year.*

INTERESTS OF THE SCHOOLS (AND NOT OF SPECULATIONS) TO BE CONSULTED.

The public schools are established for public and specific purposes; their interest and efficiency and those of their supporters are to be consulted, irrespective of the speculations of an individual bookseller. Not a member of the Council of Public Instruction has any other interest than that of the efficiency of the public schools. The whole field of science and literature is open to every publisher and bookseller without their attempting to destroy what all educationists in all countries maintain as essential to the highest efficiency of public schools—uniformity of text books in the essential departments of reading, arithmetic, as well as of elementary geography and history.

I will conclude with three general remarks on the principles of our school system in respect to text books.

OFFICIAL NOTICE—UNAUTHORIZED TEXT-BOOKS.

*The following official notice on this subject has been issued by the Educational Department for Upper Canada:—

A committee, including the Rev. Doctors McCaul, Ormiston, Barclay, and Rev. H. J. Grasett, B.D., having been appointed by the Council of Public Instruction for Upper Canada, to revise the National Readers, and the List of Text Books for Grammar and Common Schools, the Council have passed the following order in regard to that list:

"The Council disapproves of the use, in any Grammar or Common Schools, of any text book which is not included in the list of Text Books authorized by the Council as provided by law, after the close of the current year (1868)."

In regard to this disapproval of unauthorized Text Books by the Council, the one hundred and twenty-eighth section of the Upper Canada Consolidated Common School Law enacts that—"No person shall use any foreign books in the English branches of education, in any model or common school, without the express permission of the Council of Public Instruction; and no portion of the Legislative School Grant shall be applied in aid of any common school in which any book is used that has been disapproved of by the Council of Public Instruction, and public notice given of such disapproval."

NECESSITY FOR UNIFORMITY AND CERTAINTY IN SCHOOL BOOKS.

First,—All educationists in Europe and America agree that a uniform series of text books is an essential part of an efficient system of national schools. This is recognized and acted upon in all the cities of the neighbouring Republic, and is provided by law for the whole of the several States; and where it has not been so provided, the States Superintendents, in their annual reports, lament the deficiency. It is an integral part of the Irish national system, and it has been so provided for by law in our school system from the beginning.

THE PROPER AUTHORITY TO SELECT BOOKS.

Secondly,—In order to have a uniform series of text books in the schools, there must be one authority to select and prescribe such books. It cannot, therefore, be left to any teacher or bookseller to introduce, at his pleasure, books into any of the public schools.

COUNTY BOARDS AND SCHOOL CORPORATIONS MUST NOT VIOLATE LAW.

Thirdly,—Acting upon this principle, the Legislature has authorized the Council of Public Instruction to prescribe and sanction text books for the national schools, and to prohibit the use of others; and every School Corporation and County Board are required to select text books from the authorized list of such books; and if any such Board has recommended any text books not in the authorized list, it has acted without authority, and has violated the 3rd clause of the 98th section of the Common School Act. With a law-abiding people the law should be supreme.*

I have the honour to be, Sir,
Your obedient servant,

E. RYERSON.
Education Office, March, 1866.

*BROWN-CAMPBELL ON THE LAW OF THE CASE.

Nevertheless Mr. Brown in his paper of the 4th May challenges the Department to "dare" to enforce the law in respect to text books. He says: "Dr. Ryerson and the Council of Public Instruction have selected certain books which they authorize to be used in the common schools of Canada [Upper Canada], and would, if they dared, refuse admission to all not bearing their imprimatur,"—and even those issued by the great "Globe Printing Company." The Council have, however, "dared" to declare that the law will be maintained—Mr. George Brown (printer of Mr. Campbell's books)—to the contrary notwithstanding—and his implied counsel to parties concerned to resist the law in this behalf. Mr. Campbell, too, picking up courage from these loud fulminations of his patron, declares that he will not be deterred from issuing (doubtless from the *Globe* office) the reading books of which he enjoys the sole monopoly; although the Department provides a new series adapted to the wants of the country, and throws open the printing of them to competition among all the printers and booksellers of Canada,—including both Mr. Brown and Mr. Campbell. The provisions of the law in regard to text books in connection with the extract on page 12, are as follows:

MR. LOVELL'S LETTER.*

To the Editor of the *Globe*.

"THE SCHOOL-BOOK MONOPOLY."

Sir,—In your issue of the 8th instant appears a letter under the above heading, in

Provisions of the School Law in regard to Text-books in Common Schools.

1. DUTY OF THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA.—The fifth clause of the one hundred and nineteenth section of the Upper Canada Consolidated Common School Law enacts that—"119. It shall be the duty of the Council of Public Instruction * * * (5) To examine, and at its discretion, recommend or disapprove of Text-books for the use of schools." * * *

2. DUTY OF THE CHIEF SUPERINTENDENT OF EDUCATION.—The tenth section of the one hundred and sixth section of the Consolidated School Law enacts that—"106. It shall be the duty of the Chief Superintendent of Education * * * (10) To * * * use his best endeavours to provide for and recommend the use of uniform and Approved Text-books in the schools generally."

3. THE DUTY OF COUNTY BOARDS OF PUBLIC INSTRUCTION.—The third clause of the ninety-eighth section of the School Law enacts that—"98. It shall be the duty of the County or Circuit Boards of Public Instruction * * * (3) To select (if deemed expedient) from a list of Text-books recommended or authorized by the Council of Public Instruction, such books as they may think best adapted for use in the common schools of the county or circuit, and to ascertain and recommend the best facilities for procuring such books."

4. DUTY OF LOCAL SUPERINTENDENTS OF SCHOOLS.—The sixth clause of the ninety-first section of the School Law enacts that—"91. It shall be the duty of the local superintendent of schools * * * (6) To see that all the schools are managed and conducted according to law—to prevent the use of unauthorized, and to recommend the use of Authorized Books in each school,—and to acquire and give information as to the manner in which such Authorized Books can be obtained, and the economy and advantage of using them."

5. DUTY OF CITY, TOWN, AND VILLAGE BOARDS OF SCHOOL TRUSTEES.—The fifteenth clause of the seventy-ninth section of the School Law enacts that—"79. It shall be the duty of each Board of School Trustees * * * (15) To see that all the pupils in the schools are duly supplied with a uniform series of Authorized Text-books." * * *

6. DUTY OF SCHOOL TRUSTEES IN RURAL SCHOOL SECTIONS.—The eighteenth clause of the twenty-seventh section of the School Law enacts that—"27. It shall be the duty of the Trustee School Corporation * * * (18) To see that no unauthorized books are used in the school, and that the pupils are duly supplied with a uniform series of Authorized Text-books, sanctioned and recommended by the Council of Public Instruction." * * *

* This letter having been refused admission in the *Globe*, the Editor of the *Hamilton Spectator* inserted it in his paper with the following remarks:

"The [school book] controversy has necessarily led to the introduction of the name of Mr. John Lovell, our pioneer Canadian school book publisher, [“a gentleman,” the Editor, in a subsequent paper says, “who perhaps more than any other printer in Canada is deserving of the respect of its people,”] and that gentleman has deemed it due to himself to have his say in this matter. We learn with much astonishment that the *Globe*, after admitting into its columns some very severe reflections, not only upon the publications which have been issued from Mr. Lovell's press, but upon himself personally, has refused to publish this letter. At Mr. Lovell's request we gave it a place in our columns this morning, and we are quite sure that any one reading it will be at a loss to understand the ground of its exclusion from the *Globe*. It is certain that there is not a syllable in it that is in the slightest degree discourteous; and if the question is as important as our contemporary would have us believe, and if it is not merely a crusade to break down, by the mere force of assertion, one publisher and set up another, it ought in the public interest to have appeared in the same columns as the attack upon him."

which—through my books—I am attacked as the monopolist, so far as the supply of Canadian School Books is concerned. My absence in the United States at the date of the publication of the letter, and illness since my return, have prevented my earlier attention to the matter.

The writer, in noticing an article which appeared in your journal on the Irish series of Reading Books, has, I think, very unnecessarily introduced some strictures on the Council of Public Instruction for its authorization of some of the books of my Series for use in the schools of Upper Canada. He expresses a desire that the "existing monopoly should be broken up," without, however, proving that a monopoly does exist.

The monopoly, so far as my books are concerned, amounts simply to this, that I have produced the most suitable books, and that they have been of necessity authorized by the Council of Public Instruction. The writer, however, omits to state, that only seven out of my whole series have been approved, and complains that the only two books which he has issued have not been at once accepted.*

The books of my series adopted by the Council, possessed not simply the recommendation of being essentially Canadian—their being so is due to their real merit, to which nearly the whole Press of Canada and the Lower Provinces has borne unqualified testimony, as have not a few English journals of high standing. Heads of Schools and Colleges, Clergymen, Judges, Lawyers, and Literary men, have attested in emphatic language their value for educational purposes.

Concerning the General Geography, Messrs. Campbell complain, that they "dared to publish a book on geography—it was rejected (by the Council) because there already existed one written by one of their own employees."

Lovell's Geography—as accepted by the Council—was published in April 1861, when the only Geography in general use was "Morse's," a book universally condemned for its anti-British teachings. My geography was constructed by Mr. Hodgins with the greatest care, was published to meet a pressing want, and at a large expense. In addition to this, and to cover the whole ground, the "Easy Lessons" were prepared, thus provid-

* Nevertheless no less than fourteen books authorized by the Council (including two or three pirated American editions of English copyright books) are professed to be published and "sold wholesale only" by Mr. Campbell! See note on page 23.

ing for the junior, as the "General Geography" did for the senior classes.

THE "AGENT'S" "SPECULATION" SUPPLIES NO WANT.

Mr. Campbell publishes a book four years later, simply as a speculation, a book neither written nor printed in the country (though Mr. Campbell puts his *imprimatur* upon it,) and issued after the necessity for a geography had been entirely met by my two books on the same subject. While on this point I may also call your attention to the respective quantities of matter in Mr. Campbell's book and my own. To the quality of the matter the press and literary talent of the Provinces have borne testimony in favour of my book which cannot be disputed:

<i>Lovell's Geography.</i>	<i>Campbell's Geography.</i>
100 (large) pages including	76 (small) pages,
51 Maps,	19 Maps, and
113 Engravings and Diagrams.	2 Diagrams.
And about twice the quantity of matter contained in Campbell's book.	

And yet Mr. Campbell complains that the Council were so unjust as not to accept his single book (provided for senior classes only) with no other guarantee on its title page for its correctness and value than the imprint of James Campbell, in preference to my two books, endorsed by the whole country, and providing for both senior and junior classes.

THE IRISH NATIONAL BOARD VS. THE BROWN-CAMPBELL COMPACT.

The last objection of Messrs Campbell to my book is, that it is written by a gentleman connected with the Educational Department.

With what justice or common sense can they complain of this, or give a reason why a gentleman engaged in this department should be debarred from writing a book on any subject he considers himself competent to handle, since the authorization or rejection of such book rests with a body of gentlemen entirely independent of the writer, and who examine the book entirely on its merits? Above all others, in my esteem, gentlemen in this department, to whom education is a study, should be considered competent to prepare books for general use—a fact which the Irish National Board of Education seem fully to have realized, since they will not permit any other books to be used than those emanating from the Educational Department.

Messrs. Campbell say they desire only "fair competition and no favour," yet in the face of

* See Brown vs. Campbell on this point, on page 25.

their assertion descend to the following: "We did not employ Education Office employees to write our books, and so they were rejected by the Council."

Is this fair competition? Here is an insinuation which the sagacious writer hopes will pass current with the thoughtless, but to those who know of whom the Council is composed, the slander launched against it will recoil most forcibly on the writer.

Mr. Hodgins' Geography needs no recommendation here. It was adopted by the country four years before Messrs. Campbell & Son compelled me to ask for it the formal sanction of the Council. Its value is sufficiently attested by the fact that since its publication it has been introduced into over 3000 schools in Canada, in addition to its very general adoption throughout the Maritime Provinces.

THE COMPLAINTS OF THE BOOK MARTYRS.

The next complaint of these martyrs to the "Council," is that they "printed a little Summary of Canadian History. It was placed before the Council, and refused, while a book by Mr. Hodgins on the same subject was instantly approved."

It would be difficult to discover the ground of complaint here. I would, however, simply state that the "Geography and History of the British Colonies" was published in 1857, and approved by the Council in the same year. The present "History of Canada and of the other British North American Provinces," is an enlarged and carefully revised edition of that work, and as it now exists, is the most complete School History of British America in existence.

Mr. Campbell's "Summary,"—which was published three years later—comprises Canadian history alone; and even were that the only point, I maintain that as a school book it is inferior to mine, which treats not merely of Canada but of all the British North American Provinces.

Messrs. Campbell also quote Mr. Sangster as being the author of several books of my series. This is a fact which I am proud to admit, but it will bear a different interpretation to that which the Messrs. Campbell have placed upon it. Mr. Sangster's *debut* as an author may be summed up as follows:—

"Dr. Ryerson, conscious that such a work was needed, requested the author to adapt the Arithmetic published by the Irish Board of Education to the Decimal Currency of Canada, and to abbreviate some of the tedious reasons for the rules there given. Mr. Sangster, in complying with the request of the Chief Super-

intendent of Education, transcribed ten or fifteen pages from the commencement of the original work, but finding so many "alterations and improvements" necessary, "abandoned" the design and determined to write a new Treatise on the subject."

The extraordinary success attending his first book (the National Arithmetic) suggested to me that other works from the same pen would be of use to the country; and Mr. Sangster was induced to write an Elementary Arithmetic and other standard books, which have rendered him famous far beyond the limits of British America.

To a disinterested observer, though Messrs. Campbell cannot see it, the selection of such men as Mr. Hodgins and Mr. Sangster reflects rather creditably than otherwise on the Department, and the authorization of their books by the Council is only a just tribute to their merit, and at the same time advances the interests of the country.

The Messrs. Campbell pretend to desire only "fair competition and no favour." Let them adhere to this. If they produce the books most suitable, the country will sustain them. But if their interpretation of "fair competition" is levelling insinuations against the merits of books they hope to rival, and traducing gentlemen fortunately beyond the reach of slander, they will find that their definition will not be generally accepted.

I have confined myself to replying to the charges in Messrs. Campbell's letter, endeavouring to trespass as lightly as possible on your space. The poison has been administered through your columns, and I have no doubt you will see the justice of administering the antidote through the same medium.

I am, Sir,

Respectfully yours,

JOHN LOVELL.

Montreal, 27th March, 1866.

REV. DR. RYERSON'S SECOND LETTER.*

(To the Editor of the Globe.)

SIR,—It was only yesterday that I was able to read the several articles which have appeared in the *Globe* of the 30th ultimo and of the 4th instant, respecting the Council of Public Instruction and myself, on the subject of text-books for the public schools.

THE EDITOR IN CHIEF'S UNFAIRNESS.

* This and the following letters were kept back from the public by Mr. Brown for about three weeks, and were then only inserted in very small type, in a batch, so that they might not be read; while the Editor-in-chief's scurrilous insinuations (for he attempted no argument) was conspicuously displayed in large type. Such is his idea of fair play.

THE GLOBE'S FAMILY COMPACT ZEAL
ACCOUNTED FOR.

One of these articles is a letter signed James Campbell & Son, occupying nearly four columns; another is an editorial article in the *Globe* endorsing Mr. Campbell's long letter, and making sunlry attacks upon myself and others connected with the Department of Public Instruction; the third is another article in editorial type, on the editorial page, stating, among other things, that Mr. Thomas Nelson, a bookseller in Edinburgh and London, is both the "author" and English "publisher" of "the Geography and Atlas," which Mr. Campbell insists should be recommended and used as a Canadian Geography, and in preference to a Geography written and published in Canada, on Canadian paper, and by Canadian enterprise, containing twice the matter, more than twice the number of maps, twenty times the number of illustrations, and sold at a lower price than the Geography and Atlas written and published in England.* As Mr. Thomas Nelson is brother-in-law of the proprietor of the *Globe*, and a near connection, I believe, of Mr. Campbell, and as Mr. Campbell is a Canadian agent of Mr. Thos. Nelson,†

GLOBE CORRESPONDENT STATES THAT MR. NELSON IS THE "AUTHOR" OF "THE GEOGRAPHY AND ATLAS."

* The paragraph in which this statement is based will be found in the *Globe* of the 30th of March, as follows:—

"Certain it is, at any rate, that Sir Roderick Murchison, specially selected the Geography and Atlas of which Mr. Nelson is not only publisher but author, "to commend its excellence" in his annual address "from the chair of the [Royal Geographical] Society." The "special selection" here spoken of is a far-fetched inference of the *Globe* writer, since it is the practice of the president of the Society to refer to the geographical publications of the year in his annual address. It is worthy of note that although this statement of Mr. Nelson's authorship "of the Geography and Atlas," was ostentatiously paraded in the *Globe* of the 30th March, and its authority has been quoted and referred to by Dr. Ryerson several times; neither Mr. Brown nor Mr. Campbell have ventured to allude to it at all in their letters and articles.

THE "AGENCY" DENIED AND ADMITTED.

† This agency,—which was intimated to Dr. Ryerson by Mr. Nelson, i. e. his letter of the 19th January, 1863 (No. 9,—the *Globe*'s "Editor-in-Chief and Proprietor," says, has been discontinued, and the "near connection" denied, as well as Mr. Nelson's authorship of "the Geography and Atlas"; but the *Globe*'s assertions are so notoriously worthless when its "Editor-in-Chief and Proprietor" is concerned, that the public have long ceased to attach any importance to them. Mr. Nelson's own letter, in which he refers to Mr. Campbell as "our agent here" (at Toronto) and the extract from the *Globe* itself in the preceding note, justified Dr. Ryerson in making his two-fold statement.

The Messrs. Campbell have the hardihood in the *Globe* of the 21st May to "repeat" the editor in chief's "denial" of his being "agents for Mr. Thomas Nelson & Sons in the sense [i. e. common sense way] in which Dr. Ryerson would wish to have it understood." He then actually goes on to deny the *Globe*'s "denial" in the following words: "WE ARE AGENTS ONLY in this sense, that we buy largely from Messrs. Nelson; and on account of our large transactions with them,

their family compact interest, as well as zeal in the matter of the Geography and Atlas, and other school books prepared and published under the same auspices, may be easily conceived; and especially when, in addition to what Mr. Campbell and the Editor of the *Globe* have written, I have good authority for saying that at least one of the communications which have appeared in the *Globe* on the same subject, has been written at the personal solicitation of Mr. Campbell and the Hon. George Brown.* The policy and the attacks which have appeared in the *Globe* are, therefore, the offspring of a family compact—of which Mr. Campbell is the figure-head and the mouth-piece; and it is in this light alone that I further notice his attacks, that the public may be able to appreciate this new crusade against the school text book branch of our school system and the administration of it.†

we had THE SOLE RIGHT to the sale of their books in Canada." Of course, Mr. Brown, there is neither "monopoly" nor "agency" in such an avowed arrangement as this (with your brother-in-law)—which, being inconvenient to admit, you so emphatically denied in the *Globe* of the 4th May, but which the "agents" themselves so fully explain in the *Globe* of the 21st: What an insight this "denial" of the agents give us into the kind of "monopoly" and "sole right" to sell books in Canada in store for the public schools of Canada, when (as Mr. Campbell says) the "important changes in the government of the country," caused by "Consideration" will [also as Mr. Brown says] "bring about a very great change "in the position of the Department of Public Instruction in Upper Canada!"

* i. e. "The pointed letter of Mr. Adam, dated 10th March, which appeared in your columns" of the 14th of March five days after the Brown-Campbell's formal attack upon the Department—and to which Mr. Campbell refers with evident satisfaction in his *Globe* letter of the 4th April.

THE GLOBE'S TWENTY-TWO YEARS' FUTILE ATTACKS.

The "Editor-in-Chief" pleads great purity of motive and disinterestedness on this head, of course; and when his selfish zeal is thus exposed would fain paint his own character in the *Globe* as superior in point of fact to that of Cæsar's wife,—but there are two or three little material facts which he does not explain.

How is it that the school book attack comes entirely from the Editor-in-Chief of the *Globe*, and the interested agent, or late agent, of his brother-in-law, after the admitted failure of that brother-in-law to secure a monopoly for his great publishing house from Dr. Ryerson? How is it that the business interests of his brother-in-law's "agent" are advocated in this crusade? How is it that of the forty-eight booksellers who were led by the *Globe* in its attacks on the Depository in 1858 not one has joined him in his crusade of 1867? And how is it that Canadian editions of School Books, which the brother-in-law's "agent" insists shall displace better books, chiefly emanate from the *Globe* office? And further, how is it that the fierce attacks of the "Editor-in-Chief and Proprietor of the *Globe*" appear simultaneously with his parliamentary notice of an application for the incorporation of the great *Globe* Printing Company," which was shadowed forth in his brother-in-law's letters to Dr. Ryerson? None of these little points are cleared up or explained in the "Editor-in-Chief's" defence; but nevertheless their coincidence is singularly significant in connection with the unusual vehemence of the *Globe* on the "school book monopoly." Had Dr. Ryerson unwittingly become a party to the "monopoly" arrangement proposed by Mr. Brown's brother-in-law, employed him to publish, the *Globe* to print, and the agent to sell, no one would have ever heard a word of this new and selfish crusade of the *Globe* family compact.

THE "GLOBE'S" HOSTILITY TO OUR SCHOOL SYSTEM.

As a matter of course, I have always recommended upon, as I have always encountered, the opposition of the *Globe* in every attempt to establish or improve the school system.* During the first six years of my labours to establish that system, the opposition of the *Globe* was as unmitigated as his efforts were unscrupulous to impress upon the public mind that I was seeking to enslave the country by a Prussian despotism. When I first recommended the system of *free schools*, the *Globe* for a year or more sought to raise public indignation against what he called my attempts to pauperize the country by the establishment of pauper schools; then, after the principle of free schools and the whole school system had acquired so deep a hold upon the mind of the country, that the *Globe* thought it might be turned to personal and party advantage, he professed for a time to become a champion of it; when he thought it a good game to play, he sought to lash the feelings of the whole country to the highest degree of intensity against the separate school provisions of the law; and when it answered his purpose to play another game, he was, as he has been for some two years, as silent as the grave on the Separate School Law.†

It is true that Mr. Brown's brother-in-law has abandoned, at all events temporarily, his project of setting up a publishing house in Toronto; but the significance of the following passage, in Mr. Campbell's letter in the *Globe* of the 4th April, can only be appreciated in view of a revival of that scheme. The "agent" no doubt gives utterance to the fond wish of his heart when he "trusts also that as important changes in the government of the country are now near at hand, that *one of the first acts of confederation will be to clear away*" the Educational Depository, and no doubt transfer the printing part of it to the new "*Globe Printing Company*"—the publishing part to Mr. Brown's brother-in-law, and the selling part to that brother-in-law's ex-agent. That certainly would be a "confederation" worth striving for! Mr. Brown also loudly threatens Dr. Ryerson with direful consequences when "confederation" makes the *Globe*-Brown compact "master of the situation" in Upper Canada! See pages 5, 6.

*The last effort of this kind was put forth by Mr. Brown in 1830, when the "School Law Improvement Act" was before the Legislature. Even after everything to which exception had been taken was struck out of the Bill, and it was considered objectionable by all the members of the Committee, yet he did everything in his power to prevent its passage by the House. It did pass, however, and has proved, as was predicted, a most valuable means of improving the details of our School system.

†THE "GLOBE" AND "FREEMAN" LEAGUED TOGETHER FOR A COMMON OBJECT.

As a reward doubtless for Mr. Brown's significant acquiescence in the Separate School Law, the Toronto *Freeman* (and it alone of all the press) has joined hands with the *Globe* in this new crusade, and applauds its former foe in all its assaults upon the Educational Department! The public may rest assured that the Department is not far wrong when it is assailed only by such papers as the *Globe* and the *Freeman*!

MR. BROWN'S FUTILE PARLIAMENTARY CRUSADES.

So, several years ago, a crusade was instituted by several booksellers in Toronto, under the championship of the *Globe*, against the Public Library Branch of the Educational Department.* A Parliamentary committee was appointed, which visited the Department and examined the work done, and the mode of doing it; and, on the very first meeting of the Committee, the assailants of the Department were so completely beaten that they never came to a second charge, and the Parliamentary Committee, of which Mr. Brown was chairman, never met a second time! On another more recent occasion at Quebec, Mr. Brown got a Committee of the Assembly appointed to examine into the accounts of the Education Office for Upper Canada, and after spending, with another member of the Committee, portions of two or three days in the general Auditor's office, and being unable to find a single pretext for a new attack, it was abandoned, and the Committee, of which he was also chairman, never even met at all! And so now, the way having been prepared by the Department, and by Canadian publishers and printers, for what is supposed to be a good school book speculation in Upper Canada, another *Globe* crusade is set on foot against the text book branch of our school system, that Mr. Brown's family connections may become enriched by the overthrow and destruction of that vital part of it. But I am persuaded this new crusade will end in as complete defeat as every similar preceding one.

CHARACTER OF MR. BROWN'S ASSAULTS.

Mr. Brown, in his paper of the 4th instant, charges Dr. Ryerson with "attacking a highly respectable publishing house in this city in his usual style of violent and vulgar abuse." What I wrote was simply a defence of the Council of Public Instruction against an abusive attack upon it by the "Agent" of Mr. Brown's brother-in-law—an attack based

THE PAST AND PRESENT CRUSADEERS.

*The *Globe* was then in league with *forty-eight* booksellers to destroy the Depository—with four opposed to him, including his present brother-in-law's "agent." Now his *forty-eight* has dwindled down to the solitary agent, who, however, speaks loudly in the *Globe* of the 21st May, of himself, as having "*laboured for years for the advancement of education in Upper Canada!*" No wonder, in the absence of the *forty-eight* assailants which it had led in 1858, the *Globe* should magnify the importance of this solitary one,—to a sense of the value of whose educational labours it has so suddenly been aroused!

upon the pretext of a simple announcement that the Council of Public Instruction had taken steps to revise the National School Readers and throw the printing of them open to competition.*

Mr. Brown has been pleased to make insinuations in regard to subjects of his former attacks upon me—the very mention of which, and of my detection of his seven forgeries, and seven times seven mis-statements to sustain his charges, ought to fill him with shame.† I have only to say to him that, although I am, perhaps, as much in my “dotage” now as when he thus represented me several years ago, yet if he is disposed to commence a new assault upon me, I am as ready to meet him now as I was then, and that before any tribunal he may select, parliamentary or otherwise.

ONE-SIDED APPLICATION OF MR. BROWN'S
“OWN BENEFIT” DOCTRINE.

Mr. Brown, referring to school books, written by Messrs. Robertson, Sangster and Hodgins, exclaims, “the three employees receiving large salaries from the public chest, while engaged in writing books for their own benefit.” This charge assumes that no person deriving a salary from a public source should employ his late or early hours in writing a book for which he derives any benefit—a charge that criminales the most eminent statesmen, professors and teachers in England and America—a charge implicating the President (Dr. McCaul,) and three of the professors (Croft, Cherriman and Wilson,) of University College, Toronto, all of whom have written books on their own account, while receiving salaries from the public chest—a

MR. BROWN'S OBJECTS WELL UNDERSTOOD.

* This defence, styled by Mr. Brown as “violent,” etc., will be found on pages 7-13. The public can judge of the worthlessness of Mr. Brown's assertion on this point, especially when it understands the nature of the “monopoly” and “sole right” to sell the brother-in-law's books in Canada which the agent explains, and which he wishes to enjoy in the sale of his new school readers for Canada. The threatened destruction of this “monopoly” is the avowed cause of the Brown-Campbell crusade.

† MR. BROWN AND FORGOTTEN CONTROVERSIES.

The Editor-in-Chief feels the full force of this well-merited rebuke. He would rather not refer a second time to so sore a subject and says: “It is useless for us to enter into forgotten controversies, in order to defend our consistency or uprightness from Dr. Byerson's charges;” yet, Mr. Brown, after referring to these “controversies” in bitter terms in his paper of March and April, and repeating his baselessanders, would fain seek to forget them when his forgeries and want of principle in regard to them are pointed out.

charge which especially criminales the Hon. George Brown, who, while he was receiving a larger salary from the public chest than any of the employes whom he impugns, was himself not only engaged in large private speculations, but was actually writing a daily publishing a daily paper for his “own benefit.”

So much then in reply to the attacks of the Brown member of the new family compact.

THE CAMPBELL MEMBER OF THE COMPACT.

Addressing myself more particularly to the Campbell member of the compact, I shall in another letter correct his mis-statements, with some notice of his omissions and admissions. And finally, as Mr. Campbell has charged me with having prevented Mr. Thomas Nelson from establishing a large printing and publishing house in Toronto, I will publish in a third letter the correspondence which took place between Mr. Thomas Nelson and myself when he was in this country, by which it will be seen what Mr. Nelson desired, and what I favoured and what I declined, by whom the monopoly was sought, and whether I was not courteous, as Mr. Nelson (for whom I have a high respect) repeatedly acknowledged in his letters, and whether I did not act fairly and impartially to all parties, and in the best interests of my native country.‡ This correspondence will

* Neither Mr. Brown nor the “agent” has ventured in their further newspaper assaults to refer again to this absurd and one-sided doctrine of theirs.

† Fourth letter of this series.

TRUE REASON WHY MR. BROWN'S BROTHER-IN-LAW
DID NOT PUBLISH IN CANADA.

‡ In regard to this matter, the following reference to it from the Hamilton Spectator is so much to the point that we insert it in this place:—“The firm of Thomas Nelson & Sons,” we are told by the Globe, “did at one time contemplate establishing a branch of their business in Canada, but they were prevented from doing so mainly by the favoritism displayed by Dr. Byerson to Mr. Lovell, and the little clique of book-makers in Victoria Square.” A more unfair statement never was made. The truth is, that the only reason, as we have already stated, why the Messrs. Nelson did not establish a branch of their publishing house in Canada was, that the Educational Department refused to bind itself to give them a monopoly in school book publishing. In one of the letters written by Dr. Byerson to Mr. Nelson, when this extraordinary demand was made upon him, he says:—“The more every branch of the printing and publishing is developed, the more will the facilities of knowledge and education be promoted in the country. But the accomplishment of that great object would be materially retarded were this Department to become the patron of any one publisher or bookseller, or interfere with the private trade, beyond by tenders getting the most suitable maps, apparatus, &c., for the public schools of the country.” And yet the relative of Mr. Nelson, now writing in the columns of the Globe, has the impudence to intimate that it was favoritism to Mr. Lovell that prevented his coming here. It was because he was afraid, on equal terms, to compete with the Canadian publishers, because a monopoly was refused to him. The truth is, that Mr. Lovell has published some thirty-five different text books for the public schools,

show that I have resisted making the Department the patron of any publisher whatever; that I have advocated that which will secure the best and cheapest school books, and the freest competition in their publication.

I have the honor to be,
Sir,
Your obedient servant,
E. RYERSON.

Education office,
Toronto, April 10th, 1866.

REV. DR. RYERSON'S THIRD LETTER.

(To the Editor of the Globe.)

MR. JAMES CAMPBELL'S FOURTEEN MISSTATEMENTS CORRECTED*—HIS OMISSIONS AND ADMISSIONS NOTICED—THE EFFECTS OF THE "GLOBE"—CAMPBELL SYSTEM ILLUSTRATED IN THE STATE OF NEW YORK—WHAT THE REAL QUESTION FOR THE COUNTRY IS.

SIR,—Having replied to the attacks of the Brown member of the new family compact crusade against the text book branch of the school system, I will now reply to the second series of attacks, mis-statements, &c., of the Campbell member of the compact, omitting all notice of his personal abuse and scurrility.

MR CAMPBELL'S AGENCY DISPENSED WITH.

1. I had said that as Mr. Campbell had several times impugned the motives and conduct of others, "I must remark it is only since his own agency has been dispensed with in procuring some ten thousand dollars' worth of school, prize, and library books, from himself, (even independently of those ordered from Thomas Nelson & Son,) he has commenced his attacks upon our school system." Mr. Campbell says:—"This statement is utterly untrue. In June, 1864, we announced and advertised in your columns our Geography, and it was not until the 29th of December, the same year, that the Department stopped purchasing from us.† Our

and of them only some seven or eight have ever received the sanction of the Council of Public Instruction. The others are sent out by him on their simple merit, without even the recommendation of the Department, and to compete with any that British or American publishers may send into the country."

* The further mis-statements in the "agent's" *Globe* letter of the 21st May, are referred to on page 30.

REASONS FOR DISCONTINUING THE AGENCY COMMISSION.

† It did not stop purchasing from Mr. Nelson's agent until March, 1865, and not until it had made much better arrangements with all of the principal publishers and publishing societies in England and Scotland, for the supply of a much cheaper and greater variety of excellent prize and library books than it is

Geography was in hands twelve months before our account was closed." Perhaps none but the Campbell member of the new family compact would suppose or represent me as regarding his (pretended) publication of a Geography an attack upon our school system; and he himself attests that his professed publication of that Geography had no effect upon my purchases of books through his agency—an agency which was only dispensed with in March, 1865, (not Dec., 1864,) because I could otherwise procure the books referred to far better for the interests of the public schools. Mr. Campbell commenced his attacks by certain communications to the Provincial Secretary in August last* (which I hope will yet be made public,) and then in the *Globe* of the 9th ultimo. These are the only attacks to which I referred—especially to the latter—and Mr. Campbell's own statement shows that this was since I dispensed with his book-commission agency.†

2. Mr. Campbell charges me with "equivocation," and something much worse, for saying that Mr. Hodgins derives no benefit from the sale of the books prepared by him for Mr. Lovell, "when, (as Mr. Campbell says,) it is well known that he received a large sum for his work." I dare say Mr. Lovell, with his well-known generosity, though I know not the amount, liberally remunerated both Mr. Hodgins and Dr. Sangster for writing school books for him, so much required in the schools; but having been thus compensated for their labour in preparing the manuscript of these books for Mr. Lovell, every man of common sense and honesty must see that the loss or gain of the printing of that manuscript, and of the sale of the books printed from it, were entirely with the publisher, and that they had no pecuniary interest in it. Mr. Campbell's many assertions and much abuse on this point are only of value, therefore, as illustrating the spirit and feelings by which he is actuated.

3. Of the same kind is Mr. Campbell's

possible for Mr. Campbell or any bookseller to keep in stock. For instance, he could not supply the Christian Knowledge Society publications (of which the Depository imports nearly \$2,000 worth a year) at from five to ten per cent as cheaply as the Department can purchase them itself. See also note on page 22.

* Following up the previous efforts of Mr. Brown's brother-in-law with Dr. Ryerson, these communications were made by the "agent" without apprizing the Council or Dr. Ryerson of his appeal, and were, we believe, seconded by the strong personal influence of Mr. Brown himself—then a member of the Cabinet.

† i. e. Only five months after that agency was dispensed with, for the reasons given above.

charge of falsehood, when he represents me as saying that "Mr. Hodgins' book, published in 1867, is the same as that published in 1865, as the first book has been out of print for years." I said that Mr. Hodgins' history of 1865 was an *expansion* of his pioneer history of 1857, which I stated was now out of print. The mis-statement, therefore, appertains to Mr. Campbell himself.

CAMPBELL'S "HUMBLE APOLOGY" FICTION.

4. Mr. Campbell represents Mr. Hodgins as having written an "humble apology" to the *Globe* for the errors contained in his little history, published in 1857.* I am assured this statement is incorrect; nor was there any occasion for it, as the various criticisms were friendly and the commendation very strong—the notice of the *Globe* commencing with the following words:—"That this little book was greatly needed in Canada is unquestionable. The microscopic portion of an American school book devoted to British North America has long been proverbial. Mr. Hodgins, therefore, deserves great credit for undertaking the labour involved in such compilation, for the *satisfactory manner* in which he has discharged his onerous task." And further, "this little book was greatly needed and is well fitted for the junior classes in our Canadian schools. We

* This reference of Mr. Campbell to an "humble apology" being made to the *Globe* contains the whole philosophy of the reason for that paper's bitter personalities and black letter attacks on those who dare to differ with the "Editor-in-chief" on public questions. The *Globe* would fain make all its obnoxious victims not only make "humble apologies," but bow down to the great autocratic head (to borrow Mr. Campbell's expressive phrase) of the *Globe* office. Failing, under our present system of Government, to accomplish his object even with the thunder of the *Globe*, the "Editor-in-chief," hopes that when "confederation" puts him in a position to give effect to his tyrannical purposes against all those who have failed to bow down before him hitherto. The *Hamilton Spectator* of the 16th of April replies so admirably to this new Brown theory of compulsion, that we give his remarks as follows:—"The *Globe* of Saturday ventures to threaten Dr. Ryerson of what will happen to him when Upper Canada has a local government, controlled by the Browns, which the *Globe* of course assumes that it will be. A more shameful attempt to levy black mail on a public official has never been attempted. We tell the *Globe* that the public perfectly understand its relations to the real principals in this controversy; and that when it attempts to threaten a public officer with its dire displeasure if he refuses to lend himself to a foreign publisher who happens to be the near relative of its editor, it will find a shower of public indignation about its ears that will render it powerless for harm. Let the question be discussed upon its merits, if indeed the view now advanced by the Messrs. Campbell possess any; but let us not, in the name of all that is just, have a leading newspaper perverted into a mere blackmailing machine, in the interest of a foreign book publisher."

† Mr. Campbell triumphantly parades these criticisms (some of them unjust and others incorrect) in the *Globe* of the 21st May, omitting of course all mention of the professedly friendly spirit in which they were written by the literary Editor to whom he refers. He also significantly omits all further reference to the "humble apology" fiction of his former letter.

trust that a larger and more comprehensive book on the same subject

will be prepared for students of a higher grade, &c." There was no objection at that time to an "employé" in the Education Office writing a book for the schools; but, on the contrary, thanks to Mr. Hodgins for his pioneer labour. And Professor Daniel Wilson, of Toronto University College, wrote a courteous, critical notice of it in the *Canadian Journal*, in which occur the following words:—"We welcome, with satisfaction, this little product of the Canadian Educational press, as an attempt—and in most respects a very successful one—to supply a grave defect in the material for juvenile training.

—"Mr. Hodgins' Colonial History and Geography will meet, at once, one of the most obvious wants of our scholastic system." Dr. Wilson at that time expressed a wish, (echoed by the *Globe*) which Mr. Hodgins has since endeavoured to fulfil by expanding his little history—stating that he hoped to see the book "not only revised in a form altogether satisfactory and acceptable, as a most welcome addition to our school literature; but also made the *model* for a larger and more comprehensive work suited to advanced students, and designed to leave a more detailed, and consequently more permanent impression on the mind." Now it answers the purpose of Mr. Campbell and the *Globe* to abuse Mr. Hodgins for what the *Globe* so highly commended him for in 1857.

THE U. C. COUNCIL AND LOVELL'S GEOGRAPHY.

5. Mr. Campbell says that "Mr. Hodgins' Geography was *more than once* brought before the Council," and that it was "recommended, providing the maps were improved and the most glaring errors corrected." This statement is utterly unfounded. The Geography in question was never brought before the Council but once, and that not until *four years after its publication*, and the same time with Mr. Campbell's publication, (only a few months after its publication) and after Mr. Campbell had canvassed individual members of the Council; and the Council at a full meeting, unanimously, with one exception, and without any condition, recommended the Geography prepared by Mr. Hodgins in preference to the inferior one put forth by Mr. Campbell. (See also Mr. Lovell's letter in paragraph thirteen of this letter, page 24.)

MR. CAMPBELL'S AMERICAN SYSTEM OF CANVASSING PROVED.

6. Mr. Campbell distinctly denies ever

having canvassed teachers "with a view to the sale of his books for their schools." I quoted the words of the master of a Grammar school, at Newcastle, stating, "Mr. Campbell, of Toronto, has forwarded to me a package of books, containing several of the works I have been using. Nelson, of London, is the publisher. His school reading books are not to be compared to the Irish National. I never saw worse." Will Mr. Campbell say that this package of books was not sent in the way of canvassing, with a view to their sale in the school? A day or two since I received the following note from Mr. S. Cornell, a Common School Teacher at Ashburnham:—"I observe that Mr. Campbell denies having canvassed the teachers for his books. I beg to say that, about a year ago, Mr. Campbell's agent called on me at Millbrook, where I was teaching, and gave me a copy of his Geography, requesting me to examine and adopt it, if I approved of it. Wishing you success in the controversy, &c." In a letter from Mr. Macallum, Principal of the Hamilton Central School, he, in reference to Campbell & Son's denial of ever having canvassed teachers, also says:—"Mr. James Campbell himself called upon me respecting the Geography published by them. I declined to recommend it for reasons then and still sufficient to my own mind."*

If Mr. Campbell has sent his books to the masters of Newcastle and Millbrook schools, it is very unlikely that he would not send them to the masters of other schools. At all

*A FALSE STATEMENT CHALLENGED AND DENIED.

Not content with descending to their usual subterfuge in trying to explain away these proofs of their efforts to influence teachers, the "agents" in the *Globe* of the 21st May give currency to the following mis-statement, but as usual without a shadow of proof to sustain it. They say "Mr. Hodgins has kept a record of the schools using [Lovell's Geography] and when an order comes to the Depository from any school where the book has not been used, three or four dozen of his books are CRAMMED IN"—elegant certainly, from the great literary caterers of Upper Canada! but entirely destitute of truth!

1. Now Mr. Hodgins neither keeps any such "record" of schools at all, nor does he know anything whatever of the individual schools in which the Geography is used in Upper Canada.

2. No copies of any kind of books are sent to teachers without a special order for them, accompanied by the money.

3. Neither "three or four dozen," nor even as much as two copies of the Geography have ever been sent out from the Depository to any school without a special order to that effect. Single copies were sent in a few instances to Trustees some two or three years ago and paid for, but never in any case to teachers.

So much then for the "crammed in" fiction of the "Agents." But, say these polite and veracious gentlemen: "It is only a few days ago that a teacher told us that this was done to him, [i.e. "three or four dozen crammed in"] and he indignantly sent back the books," &c. So recent an event can be easily proved, and we therefore call upon the "agents" to make good their false statement, or retract it.

events these facts refute his denial on the subject.*

SHARE IN LOVELL'S GEOGRAPHY BOUGHT FOR BY MR. CAMPBELL.

7. Mr. Campbell denies that he and his son "ever asked or even desired a share in Mr. Hodgins' Geography, or in any part of Mr. Lovell's works." In reply, I have only to give the following extract of a letter from Mr. Lovell, dated "Montreal, April 5th, 1866." Mr. Lovell says:—"In their second production, Messrs. James Campbell & Son state—'We are not aware that we ever asked, or even desired, a share in Mr. Hodgins' Geography.' They certainly never asked for a share: but Mr. James Campbell did. He proposed to me, soon after I undertook to issue the Geography, that I would give him a share of one-eighth in it; so that he might control the sale thereof. This proposition I declined, but told him I would willingly pass over the whole matter to him provided he would undertake to publish the work, which he declined."

ZEAL FOR THE GOVERNMENT—AT FAULT.

8. Mr. Campbell says that this Department sends out circulars and advertisements "in official letters," and that they are "distributed at Government expense broadcast over the country." Now, there is not a word of truth in this twofold statement. *No circulars relating to the Depository are ever sent in "official letters," or "at the expense of Government." Circulars, catalogues, official lists, &c., are enclosed in parcels, but never in official letters, or at the Government expense. Even the cost of postage on the Depository circulars and Trustees' invoices is charged to the Depository itself, and is provided for in the catalogue prices of maps, prize and library books.*†

DENIAL AND ADMISSION OF CANVASSING.

*Nevertheless in the face of these direct proofs the "agents" have the hardihood in the *Globe* of the 21st May to say: "We stated that we never canvassed teachers, and we now repeat it." Yet they naively add, in regard to their little geography, "we admit to having shown it to teachers, and have asked them if they approved of it to use it." They are compelled, however, to admit the truth of the charge of their American system of canvassing in the case of Mr. Cornell (the Ashburnham teacher.) They knew that Mr. Cornell's testimony on the subject could not be suppressed, so they say: "Mr. Campbell's agent did not call upon him, but met him in a customer's shop, and having been introduced GAVE HIM A COPY OF 'THE GEOGRAPHY,' &c. This was not 'canvassing' of course: this was simply showing a copy and asking, &c. Such an admission, however, shows the value of Mr. Campbell's 'denial.' Mr. Cornell's further refutation of another misstatement will be found on page 80.

† The "agents" of Mr. Brown's brother-in-law in the *Globe* of the 21st May say that "in one case" they saw circulars of Lovell's books "taken out of a letter from the Department," but they studiously

PRICE OF BOOKS AT THE DEPOSITORY.

9. Mr. Campbell's statements as to the prices of books are of the same class with the foregoing. The general standard of the prices of books, &c., furnished to school trustees, is stated as follows, in a printed circular issued last January:—"Books, &c., are supplied from the Depository at net prices, that is, about twenty-five per cent. less than the usual current prices. . . . The admirable books published in England, . . . are furnished from the [publishers'] catalogues at *currency for sterling prices; that is, a shilling sterling book is furnished for twenty cents, Canadian currency, and so on in proportion. This is the average rate for English books, maps, &c.;*" but more on the subject under the next head.* But I cannot here refrain

avoid (as is usual with them) giving name, date or place for this "one case" of espionage, or any proof of its truth. The clerk of correspondence in the Department, through whom *hands all official letters pass for the post and who copies and encloses them, has no knowledge of this "one" or any other "case" of the kind. It must therefore be reckoned as another of the Campbell notions about the Department.*

SPECIMEN OF THE PROPOSED MONOPOLY PRICES.

* The following letter affords a clue to the kind of prices which the schools would have to pay for the maps published in Britain by Mr. Brown's brother-in-law, when the great Brown-Campbell "Confederation" scheme is carried out, as "one of the first acts" of the new local government of Upper Canada! With a view to insert a list of Mr. Nelson's maps in the Depository catalogue, Mr. Nelson's agent was applied to for the price of those maps. The following is Mr. Nelson's reply, dated

"New York, April 8th, 1863.
"DEAR SIR,—I received some time ago a note from Mr. Campbell, asking me to let you know the price of our wall maps. I hoped before this to have been back in Toronto. . . . I therefore think it better at once to write to you. *Please enter the maps in the list at four dollars each, mounted and varnished. I'll arrange the price at which we shall charge them to the institution when I come to Toronto.*
"Yours truly,
"THOMAS NELSON."

Rev. Dr. Ryerson.

Not wishing to place Mr. Nelson's maps at a disadvantage, as compared with the maps published by the Irish National Board, or by the Department itself, his maps were actually entered on the Depository lists of 1863, 1864, and 1866, at *three dollars each*, contrary to the recommendation of Mr. Nelson, *although the Department has to pay him and his agent a higher price for them (not including the duty of ten per cent on imported maps) than to any other map publisher in Britain.* And this is one of the fruits of the system of monopoly which Mr. Brown is so vehemently claiming for his brother-in-law's "agent," and in vilifying Dr. Ryerson for daring to oppose!

As Mr. Campbell makes another parade of the alleged Depository prices in his *Clube* letter of the 21st of May, probably the following list from his own printed catalogue of last November, will afford the best test of his disinterested zeal for the country in this respect: In this catalogue of the "agents" *there is not the slightest reference to any kind of reduction in price or discount whatever, and it may or may not amount to even five per cent, at the pleasure of Mr. Campbell himself. He may insert rates of discount on his confidential trade lists to the booksellers, but he has carefully omitted all mention of it on his meagre "catalogue of new and standard books," &c., of November, 1865, issued for the information of the public. In some few instances, books known as a "job lot" or balance of an edition, are marked lower in Campbell's than are the nominal rates in the Depository catalogue, as he may have purchased the "re-*

from remarking in reference to Mr. Campbell's statement, that he had furnished books to this Department upon precisely the same terms that he had done to others, that this assertion is at variance with what he professed while his agency was accepted and employed by the Department with books desired at five, and sometimes seven and a half per cent. less than any other parties in the country. When the public know Mr. Campbell as well as those who have had to do with him in trade they

mainder" of an edition; but in those cases the Depository stock does not exceed from three to five copies each, and is not renewed, if at all, except at the reduced price. The examples we have selected are books regularly supplied by publishers at the ordinary rates.

Name of books from Campbell's, and the Depository catalogues, (chiefly Nelson's and Routledge's) publications.	From Campbell's, as priced November, 1865.	Price actually paid for each book by School Trustees.	Nominal price on the Depository catalogue of 1866.
Collier's History of England.....	\$2 00	\$0 77½	\$1 55
Cassell's Natural History, 2 vols.,...	8 00	3 12½	6 25
Cassell's Illustrated Bunyan, Crusoe, &c.,..... each	2 00	0 80	1 60
Boastles of Poetry, &c.,.....	2 00	0 80	1 60
Favorite Poems by Gifted Lards.....	2 00	0 80	1 60
Eliza Cook's Poetical Works, (111.),	5 00	2 00	4 00
Wordsworth's Poems by Willmott,	5 00	2 00	4 00
Willmott's Sacred Poetry.....	5 00	2 00	4 00
Precepts in Practice.....	0 80	0 20	0 50
Anna Lee.....	0 75	0 27½	0 55
Faithful and True.....	0 75	0 20	0 52
Ruined Cities of the East.....	0 75	0 27½	0 55
Flower of the Family.....	0 60	0 20	0 40
Robert and Harold.....	0 60	0 20	0 40
Hester and I.....	0 60	0 20	0 40
Bundle of Sticks.....	0 60	0 20	0 40
First of June.....	0 60	0 20	0 40
Kane's Arctic Expedition.....	2 00	0 77½	1 55
Scott, Cowper, Beauties of Modern Sacred Poetry, &c., &c.,..... each	1 00	0 37½	0 75
Chaucer, Passes, Eliza Cook, &c., " "	1 25	0 45	0 90
Wisdom, Wit and Allegory, Epoch Men, Annals of C. and Romantic Lives, Merchant Enterprise, Sunset in Provence, &c.,..... each	1 00	0 30½	0 73
Evenings with the Poets.....	1 25	0 37½	0 75
Scottish Chiefs.....	0 50	0 20	0 40
Exiles in Babylon.....	1 00	0 37 1/2	0 74
Shepherd of Bethlehem.....	1 00	0 30½	0 73
Burning and Shining Lights.....	1 00	0 37½	0 75
Christian Character, a Book for Young Ladies.....	1 00	0 30	0 72
Thomson's Land and the Book.....	2 00	0 80	1 60
Lives made Sublime.....	1 00	0 37½	0 75
Living in Earnest.....	1 00	0 37½	0 75

a The one hundred per cent allowed makes up the difference in price; but this column shows the actual net sum paid for the books by the School Trustees.

b The estimated expenses of the Depository and the entire cost of its management are of course included in these catalogue prices. They are on an average about currency for sterling. Some of Longman, Seeley and Jackson and a few other publishers' books not being on Campbell's catalogue are not given here, but they have to be sold at a little over currency for sterling owing to the comparatively high price which these publishers charge for them, but they are kept in the Depository to give greater variety to the stock. None of the Christian Knowledge, London Tract Society, Longman, Murray's, and some other important publisher's books, which are kept at the Depository, from the Campbell Catalogue, although there are three or four pages of *novels*, &c., which are properly excluded from the Depository lists. See note* on page 19.

"will know what reliance to place upon his professions and statements."

THE BROWN-CAMPBELL LIBEL.

10. Mr. Campbell more than insinuates that "the difference" between the actual cost and sale of any book is surreptitiously "pocketed" by persons connected with the Department—especially by myself—a statement which the proprietor and Editor-in-Chief of the *Globe* (who has endorsed Mr. Campbell's statements) knows to be as false as it is malicious; as Mr. Brown has more than once learned by examination, in his capacity as a chairman of Parliamentary Committees on the subject, that every farthing received at the Depository, "difference" and all, is transferred directly to the "public chest," by being deposited in the Bank to the credit of the Receiver-General: that every single purchase made at the Depository is and has been, for the last fifteen years, vouchered for by the signature of the purchaser, (a precaution not taken by any bookseller or mercantile establishment); that for every payment made to any person out of proceeds of Depository sales, a voucher is lodged every month with the Auditor of Public Accounts; that the expense of the Depository and its management is included in the cost of

THE "AGENT'S" BID FOR MONOPOLY.

* Mr. Campbell makes a desperate bid for the co-operation of the forty-eight booksellers of 1858—every one of whom have failed to join him and Mr. Brown in this crusade. In his pretended zeal for the country, he says he is "ready to supply ALL THE BOOKS WANTED, [talk no more of "monopoly" after that, Mr. Brown!] twenty per cent cheaper than the Education Office." See his prices, however, on page 22. He does not, of course, condescend to explain whether he means twenty per cent cheaper than the nominal price of the Depository books, or twenty per cent cheaper than the actual price paid by Trustees to the Depository for them—not including the hundred per cent, which of course in his zeal for the public, he would scorn to accept from the Depository, even if he could obtain it. The animus of his proposal is, however, contained in the alternative which he puts before the forty-eight booksellers who have failed him in this crusade. He is not quite satisfied that the schools or the country should have the benefit of the self sacrifice of this twenty per cent, for he continues: "WE WOULD PREFER to supply [the books] to the booksellers and allow them [how good!] to make their twenty per cent profit! Out on such patriotism! Is it for this (as he pathetically says in the same letter) that he has "laboured for years for the advancement of Education in Upper Canada?"

Why Mr. Campbell has thus expressed his preference for giving this twenty per cent to the booksellers we can well understand; for while it is too true to use the words of his own memorial to the Legislature in 1858 "that the destruction of the Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of literature would be destroyed, and the advantage lost, that public schools have enjoyed of forming a nucleus of public libraries at an easy and reasonable rate," he knows full well that not a rival in the book-selling trade of Canada would tolerate his proposed monopoly even for the flimsy promise of twenty per cent which he holds out in the hope that Brown's great "confederation" scheme may throw the "supply of all the books wanted" into his hands.

articles furnished by it for the public schools; that the Depository causes not a farthing's expense to the Government in any way whatever; and that every penny of the "difference" arising from the cost and sale of any book or maps goes into the "public chest," to the credit of the Province."

THE GLOBE—CAMPBELL'S "SUMMARY."

11. Mr. Campbell says he has met with great opposition from me; yet the only cases of opposition mentioned by him are, that I have not recommended a "Summary History of Canada," printed at the *Globe* office, and published by him in 1860, when a better and more comprehensive one had been published three years before; and my not recommending a "Geography and Atlas," pretended to be got up and printed by him in Canada, when it was both written and printed [as stated in a *Globe* letter] by Mr. Nelson, of Edinburgh, and who, in one of his letters to me, terms Mr. Campbell his "Agent here"—at Toronto. If my not recommending two books published by Mr. Campbell is proof of my great opposition to him in past years, then have I shown much greater opposition to Mr. Lovell, who has published seventeen school books which I have never recommended at all.

MR. LOVELL'S REFUTATIONS OF CAMPBELL.

12. Since writing this letter, I have received the following from Mr. Lovell, who corrects

THE "AGENT'S" SUSPENSE—APPEAL TO MR. BROWN.

* It is scarcely fair for Mr. Brown to whom Dr. Ryerson referred the "Agents" of his brother in law, to keep his allies in this crusade in such suspense on this point. In their *Globe* letter of the 21st May, they again ask for information. Do, Mr. Brown, answer the questions which they put, viz: Is the "profit" ever carried to the credit of the Government, and by whom?—Does Dr. Ryerson ever take stock? and when? They say they "make no charge"—not they; the whole thing is gratuitous—a gratuitous libel:—they "simply ask a question." Is it not cruel of Mr. Brown to refuse information which is so "simply"—very "simply" asked?

THE \$10,000—MR. C. PUBLISHER AND "ONLY" WHOLESALE DEALER IN 14 AUTHORIZED BOOKS—SPECIMENS OF DR. RYERSON'S "OPPOSITION."

† Of course he can scarcely refer here to the payment to him of about ten thousand dollars as an evidence of "great opposition," or of his having enjoyed for years the exclusive monopoly of supplying the schools with Pott's Euclid and Colenso's Algebra, which have been approved by the Council. Printed copies of these books he has got printed, not in Canada, but in New-York, ever since the Depository gave up importing these works from England. He has not also had for some years the "monopoly" of the writing books used in the Normal and Model School,—until a good set can be obtained and published? Does he not state in his catalogue, &c., that Sullivan, Lennie, Kirkham, Arnold's books, fourteen in all, (which were recommended by Dr. Ryerson and authorized by the Council of Public Instruction) "are published and sold wholesale ONLY by him?" These exclusive "advantages" he enjoys, but which, in grasping for more, he quietly ignores to the public in making his misstatement about Dr. Ryerson's "great opposition" to him.

several other of Mr. Campbell's mis-statements, and whose letter shows that I treated him as I treated Mr. Maclear in the publication of his geography. Mr. Lovell says— "In the second letter of Mr. Campbell & Son to the editor of the *Globe*, a paragraph occurs under the sensational heading, 'Dr. Ryerson favouring the monopolists,' which I omitted to note when addressing you last.

"The first sentence is to the following effect:— 'Mr. Hodgins' Geography was more than once brought before the Council, but it was found that so much objection existed to the miserable blurred maps, and so many inaccuracies were contained in the book, that even after all Dr. Ryerson's endeavours, it was only recommended, *providing the maps were improved and the most glaring errors corrected.*' I need hardly inform you, Sir, that no effort was made to bring the geography before the Council, and you are, of course, aware that it never was before it until the occasion on which it was adopted (in June, 1865.)

ANOTHER MIS-STATEMENT.

'Mr. Hodgins' book was not recommended until it was found that our geography was gaining such a position in the schools, that it was absolutely necessary for the monopolists to take some decided steps to prevent our being too successful.' In reference to the foregoing, I may simply say that—

"Messrs. Campbell & Son are well aware that the reason of the non-adoption of my book at an earlier date was, that I never applied to the Council for its authorization. Learning, however, that Messrs. Campbell were endeavouring to take advantage of this omission on my part, I made application at the same time with them, and my book was adopted in preference to theirs.

13. "The third sentence in this truthless paragraph is as follows:— 'We would further state that our geography was approved by the Council of Public Instruction for Lower Canada without remark, while Mr. Hodgins' Geography was sent back to be amended, and only passed the Council after these amendments had been made.' This is not true; I made application to the Lower Canada Council soon after the publication of the Geography, for its authorization, and within four days after my application received notice of its adoption. Except in commendation of the book, no word was spoken by the Council.*

* For an authoritative denial of Mr. Campbell's mis-statement about "the Lower Canada Council," see page 30.

"It would be impossible to follow these gentlemen through all their petty equivocations, but the foregoing statements are utterly false. There is not one word of truth from beginning to end.

"I would add, Sir, in conclusion, that I undertook the publication of the Geography after it had been declined by some of the booksellers of Toronto, on account of the hazardous and expensive nature of the undertaking. I positively deny ever having received any promise of official encouragement from either the Council of Public Instruction, yourself, or Mr. Hodgins. I published the book to meet a most pressing want, depending on the country for support. In this hope I have not been disappointed. The country has well sustained the enterprise, and will, I fully believe and trust, long continue to do so.

"I remain, &c.,
(Signed) "JOHN LOVELL."

MR. CAMPBELL'S FOURTEENTH MIS-STATEMENT.

14. Mr. Campbell has reiterated again and again that I have been influenced in my conduct, and the Council of Public Instruction in its decisions, in favour of certain books, because they were written by practical men connected with the Normal School and Education Office. The fact that Mr. Lovell's General Geography was four years in print, when its price was reduced to 70 cents, before I brought it under the notice of the Council at all; and that during those four years the sanction of the Council was still continued to Morse's low-priced Geography, is not only a refutation of Mr. Campbell's statements, but shows that Mr. Lovell had much stronger ground to complain of my opposition and that of the Council than Mr. Campbell. † But I

* So hard pressed are the *Globe* compact people in this discussion, that although the price of Mr. Lovell's "General Geography" is known to be only 65 cts., the Editor-in-Chief publishes a letter in the *Globe* of the 30th April, in which the writer unrebuked makes the following gross misstatement: "Lovell's Canadian Geography costs \$1 10!" Now this is the cost of Lovell's two books, viz: 65 cts. for the "General Geography" and 45 cts. for the "Easy Lessons,"— although the latter work is not even referred to in any way by the writer!

WHAT LOVELL'S GEOGRAPHY HAS HAD TO CONTEND AGAINST.

† It is worthy of note, that although the Educational Department (if it wished to favour Mr. Lovell, as unjustly alleged by Mr. Campbell) had the power to exclude Morse's Geography immediately on the appearance of Lovell's book in 1861; it did not do so, but preferred to let Lovell's Geography make its own way, and by its excellence (even at a higher price) drive out Morse's from the schools. That it has been highly successful in doing so is acknowledged by the *Hamilton Spectator* (18th April) in the following terms:—"We have been, for some years back, doing our best to Canadianize our school books. It is to Mr. Lovell and his much abused Geography [by the Brown-Campbell compact] that we owe our release from the degradation of being dependent upon a miserable Yankee work like Morse's Geography, which but a few years ago was in general use in all our schools, but which

happen to have more conclusive proof of the manner in which I have acted, not only with Mr. Lovell, but with other persons who have proposed to print a geography prepared by Mr. Hodgins, having in all cases refused to commit myself, much less the Council, to any publication, by whomsoever written or published, until it appeared in print. In 1855 or 1856, Mr. Maclear contemplated doing what Mr. Lovell has since done—publishing a Canadian geography prepared by Mr. Hodgins. Being anxious to have Mr. Maclear's recollections on the subject, I requested Mr. Hodgins to ask him for them. If there is any man whom I should have been disposed to oblige more than another, it was Mr. Maclear, a friend, a member of the same church with myself, an excellent citizen, and an honourable and enterprising man of business. An extract of Mr. Maclear's reply to Mr. Hodgins, is as follows:—

Toronto, 9th April, 1866.

"In reply to your favour, I would say, that I think I proposed, in 1855 or 1856, to publish the geography, after a consultation with Messrs. Chewett & Copp, with whom I was then associated in business. I proposed to leave the entire management of the book to you, or any one else having the confidence of your department, only asking, as a guarantee, for the large outlay then estimated for copperplate or electroplated maps, &c., &c., (some \$6000, I think,) that the department should adopt or recommend the book; but this Dr. Ryerson pointedly refused to promise, merely saying, if I got up such a book as the Board would approve of, it might be recommended. The Doctor's reception was so polite and diplomatic, not sympathetic, that in view of the cost and uncertainty the scheme was abandoned."

II.—MR. CAMPBELL'S OMISSIONS.

Without stopping to notice several other of Mr. Campbell's mis-statements, I will notice two or three of his omissions.

WHY LOVELL'S GEOGRAPHY WAS APPROVED.

1. Mr. Campbell, in his letter of nearly four columns, omits all reference to the two

has now, we are happy to know, been banished from them. Concede this new demand [of the Brown-Campbell compact] and you must give the right to any teacher, who may happen to desire to introduce Morse, or any of the other American school books which are now being offered through Canadian booksellers, trustees and teachers. Are the people of Canada prepared for this? Have we not seen enough within the last few years to teach us the importance of discarding the presence of American school literature, and working heartily for a thorough British Canadian tone for our school books."

grounds on which the Council of Public Instruction had recommended Mr. Lovell's General Geography in preference to his own. He had charged the Council with having commended Mr. Lovell's Geography upon the sole ground that it had been prepared by Mr. Hodgins. I stated this to be wholly unfounded, and then gave the grounds on which Mr. Lovell's geography was recommended. Mr. Campbell reiterates again and again his imputations against the Council and the writers of the Canadian school-books recommended, but omits all reference to the two grounds of the Council's proceedings in the matter complained of. Now, one of the grounds on which the Council recommended Lovell's in preference to Campbell's geography was, that the latter was printed on the other side of the Atlantic, and imported into Canada; while the former was both written and printed in Canada, and on paper manufactured in Canada, and on Canadian capital and enterprise. This important fact Mr. Campbell keeps out of sight, does not even allude to it; but his voluminous abuse of the Council and myself is no substitute for, though evidently intended to conceal, so important and vital a fact to the question he has raised.

"PRINTED BY JAMES CAMPBELL.*"

It appears by a communication which appeared on the editorial page, and in the editorial type of the *Globe* of the 30th ultimo, that the very geography of which Mr. Campbell represents himself as being the "printer," and would have adopted as a Canadian geography, was neither "printed" in Toronto nor in Montreal, (as is professed on the title page and in the imprint at the end of the book, but was both written and published by Mr. Thomas Nelson, of Edinburgh, for which

BROWN vs. CAMPBELL ON THE "PRINTER" QUESTION.

* It is not very creditable to Mr. Campbell to print a decided mis-statement on the inside of the title page of his little Geography, to deceive the Canadian public—that is, if we are to believe—and who would not?—the Hon. "the Editor-in-Chief" of the *Globe*. On that page of the Geography, the book is stated to have been "printed by James Campbell." Now, in regard to the Geography, the Hon. George, in his *Globe* distributive of the 4th May distinctly states that "the book was printed in England by a Liverpool house!" Which of those two statements is to be believed? Certainly not both. These counter statements forcibly recall to mind the famous "thunderbolt" dispute between Mr. George Brown and an ex-Finance minister, a few years ago, and the way in which the former gentleman solved the difficulty in which they had mutually placed themselves by putting in his antagonist the very pertinent or the rather impertinent question involving his veracity. But we leave Messrs. Brown and Campbell to set the public right as to which of their "printed" statements is to be relied upon.

(as is customary in the President's address) he was complimented by Sir Roderick Murchison, at the annual meeting of the Royal Geographical Society.* This is the practice of Mr. Campbell's theory of encouraging Canadian authors and publishing Canadian geographies! A more barefaced imposition upon the Canadian public, in connection with attacks upon the Council and myself for not encouraging Canadian authorship, can scarcely be conceived.

THE GEOGRAPHIES COMPARED.

2. The second fact omitted to be referred to by Mr. Campbell is, that the geography of both Canadian authorship and manufacture contains twice the matter, well arranged, and distinguished by different kinds of type, more than twice the number of maps, and more than fifty times the illustrations, as follows:—

<i>Lovell's Geography.</i>	<i>Campbell's Geography.</i>
100 large pages,	76 small pages,
51 maps,	19 maps, and
113 engravings and	2 diagrams,
diagrams.	

Lovell's General Geography is sold at a lower price than Campbell's geography of European authorship and manufacture, imported into the country. Yet, in the face of these facts, and omitting all reference to them, does Mr. Campbell reiterate his attacks upon the Council of Public Instruction, as having been actuated by personal partiality and unworthy motives, and without reference to the merits of the books, in recommending Mr. Lovell's Canadian geography in preference to the imported one.

THE LITTLE IMPORTED GEOGRAPHY.

3. Equally careful is Mr. Campbell to omit the fact that his little imported geography was published at a *dollar* per copy, as stated in the first printed advertisement of it, now before me, and was only reduced first to eighty cents, then to seventy-five, and then to seventy cents, when compelled by the example and competition of Mr. Lovell, which sufficiently explains his peculiar bitterness against that enterprising Canadian printer and publisher.

* It is worthy of note that although the attention of the Editor-in-Chief and the "Agent" has been called to the matter they have only attempted to deny incidentally the positive statement in the *Globe* of the 30th March, that "Mr. Nelson is both author and publisher of the *Geography and Atlas*," they have never once in direct terms challenged the correctness of this statement of the *Globe's* favoured correspondent. See note on this subject on page 16.

MONOPOLY OF READERS ATTEMPTED.

4. It is therefore quite natural that Mr. Campbell should omit referring to the important facts stated in my former letter, that Canadian publishers had invested large capital in getting stereotype editions of the National Readers, on the faith that they alone were the authorized Readers used in the schools—that the printing and selling of them were as open to him as to any other bookseller in Canada, but that he was opposed to this free trade, and wished to get up a set of Readers of the printing and sale of which he would have the exclusive monopoly—that from the beginning I have declined any monopoly on the part of the Department in printing a single school reading book—have given to every publisher in Canada the right which the Irish National Board had given to the Department to reprint their books—that the course which I have pursued has been an immense protection to trustees and parents against private speculators, and has cheapened and improved the character of school books beyond all precedent.

Mr. Campbell's four-column letter, with these omissions, is like Shakespeare's Merchant of Venice with Shylock left out—since the Shylock is the Alpha and Omega of Mr. Campbell's business in his geography and reader speculation.*

* CAMPBELL MONOPOLY OF READERS DEMANDED.

Never did a Shylock more pertinaciously demand his "pound of flesh" than does the Campbell member of the Brown compact insist (under the patronage of the *Globe*) upon his "monopoly" of readers not being interfered with by the Educational Department. In his *Globe* letter of the 21st May, he says: "Our reading books, the cause of Dr. Ryerson's opposition."—Previously, however, he gives the following curious definition of "monopoly" which, were not the Editor-in-Chief, an interested party in the contest, he never would permit it to appear in his paper without an exposure of its contradiction: "We do not wish a monopoly," says the "agent," "all we want is to exempt Liberty to dispose of our books!" What else would any monopolist desire? Further on, they say: *Our Series of reading books* * * * form the *great point*—[say, to Brown-Campbell compact] on which all this long discussion hangs. Are we, as publishers, to be allowed to publish them and dispose of them in Upper Canada, or are Dr. Ryerson and his associates to maintain forever their offensive monopoly? If the right is denied to us, then, we say that *great injustice is done*." And pray what is this "offensive monopoly" in reading books? Why the careful revision of the National Readers by the Department, and the throwing open of their publication to the free "competition" of even Campbell and Brown themselves, and of every other printer and publisher in Canada! No wonder such a National "monopoly" of an admirable series of Canadianized readers should be denounced as "offensive" to the Brown-Campbell compact in this crusade.

Still relying upon the championship of the Brown member of the compact in the *Globe*, the Agent gathers up courage as he proceeds and says: "But we can tell Dr. Ryerson that no threats [how about the Brown and Campbell "confederation" threat?] no falsehood [what about the sixteen or eighteen "mis-statements" of their own, to use a mild form of ex-

III.—MR. CAMPBELL'S ADMISSIONS.

Mr. Campbell's *admissions* in his last letter are fatal to what he contended for in his first letter.

THE TEACHER AS A JUDGE GIVEN UP.

In his first letter of March, he contended that the *teacher* should decide upon the book to be used in the school. He said, "If we produce a series of text books acceptable to *teachers*, we think we have a right to expect the Council would throw no obstacle in our way. We do think that if our books are acceptable to *teachers*, we should have full liberty of disposing of them." "We leave it to the judgment and practical experience of *teachers* to decide which are best."* Here is no recognition of the trustee, the parent, or the Council of Public Instruction to decide upon the books to be used in the school—only the *teacher*, to whom Mr. Campbell has found it so convenient to make presents of his books. But in his last letter he says, "That it is of vital importance to have a Council of Public Instruction we believe; and we also believe that the selection of books should lie in their hands, in order to ensure, to a certain extent, that uniformity of text books requisite to a classification of pupils. But this Council should be something more than a Council in name, and should have among its members, at least some men conversant with the various methods of education, and who are by experience competent to judge of the merits of the text-books

pression?) no efforts which he may make [in maintaining the law against book speculators] shall prevent us carrying out our *enterprise* now that we are embarked in it." Of course not; "our *enterprise*" must be "carried out;" the "monopoly" of "our reading books" must be maintained in spite of Dr. Ryerson and the Council. We have George Brown and the *Globe* at our back, with all its black letter denunciation in reserve, and we can defy the School law, the Docteur and all concerned!

THE LITTLE GEOGRAPHY JUDGED BY TEACHERS.

* As to the estimate in which his little imported Geography is held by Teachers, we hope Mr. Campbell will be satisfied with the following opinion of it, as expressed by one of the Teachers to whom his Agent had given a copy, and whom he had canvassed in the American style to which we have referred on page 21. Mr. Council of Ashburnham, in his letter published in the *Globe* of the 25th May, says "I have shown Mr. Campbell's book to several Teachers, among whom were graduates of Universities, and they agree in the opinion that even the first page of the book is sufficient to condemn the whole as a school book." Mr. Campbell in his *Globe* letter of the 21st May, having again set up Teachers as the true judges of his books, cannot of course object to the above verdict! The Editor-in-chief claims to be possessed of more foresight than his conferees when he predicted this result as to the judgment of Teachers on the little Geography. In his assault of the 4th May he prophetically says: "Dr. Ryerson alleges that Mr. Campbell's Geography is inferior to Mr. Lovell's, and that it is also higher in price. If that is the case, it is perfectly certain that it will be rejected by Teachers and Trustees"; Mr. Brown will, of course, stand by his own test of the correctness of Dr. Ryerson's judgment in this matter.

submitted to them—men who are or have been teachers themselves, and know what is wanted in the country."

NECESSITY FOR UNIFORMITY CONCEDED.

2. Here, in contradiction to what Mr. Campbell had said in his first letter, he admits that the Council of Public Instruction, and not the teacher, should have a selection of books for the schools. He also admits, contrary to the whole burden of his first letter, that there should be a uniformity of text books, it being requisite to the classification of pupils. He thus gives up all he contended for in his first letter; for if the Council of Public Instruction selects the school text books, other parties cannot do so; and if there is to be "uniformity" of text-books, there cannot be variety; for there can be no more classification of pupils with two or three sets of text books than with two or three dozen; and there can be no classification of schools—the comparison of the progress of one school with another, or the schools in one municipality with those in another—or the exemption of parents and teachers from procuring and using new text books in moving from one place to another, unless the same text books are used in all the schools.

MR. CAMPBELL THE INSTRUCTOR OF THE GOVERNMENT AND COUNCIL!*

But he objects to the competency of the Council as now constituted; and Messrs. Campbell & Son, who have come to the country years after the school system was established and matured, would teach our Government how to constitute the Council of Public Instruction! And then they would teach the Council how to discharge its duties—that it should allow a sufficient variety of text books, to admit at least those published by James Campbell & Son!† Very modest and disinter-

* THE "AGENTS" OPINION OF THEMSELVES.

No wonder such a claim should have been set up by the agents when we learn the opinion which Messrs. Campbell have of themselves. In their *Globe* letter of the 4th April, they put this very modest estimate upon their labours in Canada: "But this we will say that NO ONE IN CANADA, not even excepting the Chief Superintendent of Education, has contributed more than we have to THE ADVANCEMENT OF LITERATURE and the diffusion of good and useful books!" Again in their *Globe* letter of the 21st May they boast, but without any proof, of their having "laboured for years for THE ADVANCEMENT OF EDUCATION," &c. No wonder, then that such gentlemen feel quite competent to act as mentors to the Government and the Council, since they *alone* in Canada have done so much for "the advancement of Literature" and "Education"!

† For this purpose (echoing the Editor-in-chief of the 4th May) they thus instruct the Council in their *Globe* letter of the 21st May: "And further we would

ested teachers of our Government and the Council of Public Instruction! But it happens that the Council of Public Instruction has always been composed of gentlemen of great intelligence. Four of the nine, at least, have had experience in teaching, and three of them in the elementary, as well as higher branches of school and collegiate instruction.

MR. CAMPBELL 1858, vs. MR. CAMPBELL 1866.

2. Mr. Campbell admits that my labours "fifteen years ago"* in providing books for public libraries were of great importance and advantage, but they are not so now. The question of public libraries is quite distinct from that of a uniform series of text books for the schools. But, regarding that question, it is well known that when Messrs. Geikie & Co., and another bookseller or two made an attack upon the Library branch of this Department, and got a Parliamentary Committee, with Mr. George Brown as chairman, to examine into the subject, Mr. Campbell then said that this branch of the Department was a great boon to the country—had helped his business, and but for it he would not be in the country; but now Mr. Campbell thinks he can dispense with the ladder on which he has climbed from the position of a small travelling agent to his present position as bookseller—that he can now do the work of the Department himself and therefore that it should be abolished!† But it can be very easily shown that if a public library system be continued at all, it must be continued on the plan on which it was first established, and that the reasons for it are stronger now than ever. It is worthy of note that in the Index to the Journal of the House of Assembly, May 19, 1858, will be found mention of a "Petition of James Campbell and others, Booksellers and Publishers, of

now state that ALL BOOKS PUBLISHED IN CANADA ought to be authorized by the Council, providing there is nothing in them *decidedly* objectionable,"—or as the Editor-in-chief has it "*absolutely erroneous*!" What a nice state of chaos and confusion the Schools would be in under such a Brown-Campbell system of determining the vexed question of what was "*decidedly* objectionable" and "*absolutely erroneous*!"

* For the agents opinion on the "antiquity" of "fifteen years ago," see page 6.

† This idea of an irresponsible monopoly is evidently a favourite one with the Brown-Campbell compact, for in the *Globe* letter of the 21st May the agents say: WE ARE READY TO SUPPLY *all the books wanted*, twenty per cent cheaper (this fallacy we have already exposed. See page 22.) than the Education Office." "Or" (here is the key to their patriotism!) "WE SHOULD PREFER TO SUPPLY THEM TO THE BOOKSELLERS (who would not on any other conditions, tolerate their "monopoly") and allow them to make their twenty per cent profit,"—how kind!

Toronto, against any change in the Educational Depository" * of this Department.

ENGLISH EXAMPLE NOT AN EXAMPLE.

4. But while Mr. Campbell admits the necessity of a Council of Public Instruction, and of uniformity of text books in the schools, he yet refers to England as an example, where there is no national system of elementary education, where there is a mere system of Parliamentary grants to certain denominations and parties, each of which has its own series of text books—where there is, and can be, no classification of schools, and where it has been found necessary to make an examination of individual pupils by Government inspectors, at an immense expense, the basis of granting Parliamentary aid to schools. At the beginning, the Committee of the Privy Council on Education was induced to do what Mr. Campbell wishes the Council of Public Instruction to do here, but against which the Secretary of the Privy Council Committee on Education in England warned me some ten years ago, as it had contributed there to the fortune of certain booksellers, but not to the public interests. But while every Church or Society in England has its own series of text books, and will allow the use of no others, so has the National Board of Education in Ireland; so has each city in the neighbouring States; against the action and policy of every one of which Mr. Campbell would have the same ground of complaint as he has against the Council of Public Instruction for Upper Canada.

FATAL OMISSION IN MR. CAMPBELL'S IDEA OF "LEGAL" SCHOOL BOOKS.

5. Mr. Campbell commits his usual errors of mis-statement or omission, when he declares what is the school law—"According to law, any book in the English branches of Education, published in this country, may be used in the Common Schools of Canada." Mr. Campbell should have added the concluding part of the 125th section of the School Act, as follows: "And no portion of the Legislative school grant shall be applied in aid of any common school in which any book is used that has been disapproved by the Council of Public Instruction, and public notice given of such disapproval." Now, the Council of Public Instruction has appointed a committee, consisting of the Rev. Dr. McCaul, the Rev. Dr. Ormiston, the Rev.

* This Petition will be found in Appendix A, on page 37.

Dr. Barclay, and the Rev. Mr. Grasett, to revise the National Readers, and to select and recommend a revised list of text Books for the Common and Grammar Schools, and has declared its *disapproval* of the use in any Common or Grammar School after the close of the current year of any text book which shall not be included in such revised list of school text books. Of this due notice is being given.

BROWN-CAMPBELL TEXT BOOK CONFUSION.

I have now answered the various statements made in Mr. Campbell's attack upon the Council of Public Instruction, and his sundry attacks upon myself. I have stated that the Council has appointed a committee, including two of the most accomplished scholars and experienced instructors in Canada, the Rev. Dr. McCaul, and the Rev. Dr. Ormiston, to revise and Canadianize the National Readers, when the printing and sale of them will be open to every printer and bookseller in Canada—a system against monopoly and in favour of free trade in its widest sense. Every man can judge whether a series of books thus prepared, and the publication of them left open to unlimited competition, is not better adapted to promote the interests of the public schools, secure good and cheap text books, than the selfish monopolist system advocated by Mr. Campbell, making the schools a chaos of confusion, and their supporters the victims of book speculators. I hope arrangements will yet be made by which the printing of every book approved by the Council will be open to any printer or publisher in Canada, for if one bookseller has the right to introduce his unauthorized books into the schools, so must another have the same right.* There must, therefore, either be one uniform series of Readers, or an endless diversity. Of the character and effect of this *Globe*-Campbell diversified system, take the following illustrations (out of scores of the same kind) from the last year's school report by the Superintendent of Public Instruction in the State of New York, being extracts from the reports of County Superintendents:—

AMERICAN EXAMPLES OF THIS CONFUSION.

Albany County.—"It is not unfrequently the case that half a dozen Arithmetics, three or

* And yet according to the Brown-Campbell advice to the Council (given on page 28) that body is directed to authorize "all books published in Canada, providing there is nothing in them *decidedly objectionable*," or "*absolutely erroneous*." What a fine wide field for discussion would the phrases "*decidedly objectionable*" and "*absolutely erroneous*" open; and also what a large margin would they allow to let in "our enterprise" and "our readers" and all other books!

four unlike series of Readers, as many treatises upon Geography, a like number of Spelling books, and two or three Grammars, are found in the same school. Proper classification is impossible, and the time of the teacher is frittered away in going over the same subject, with small classes, in each of the several text books." (P. 103.)

Fulton County.—"It is not an uncommon occurrence to find five Arithmetics by as many authors, in one school, and other Text Books ditto. I know of no plan to remedy this defect among our schools, unless the Legislature shall pass an Act leaving the choice of Text Books to the Département. Something ought to be done in this matter, as it is a serious drawback to progress." (P. 188.)

Jefferson County.—"Within the past year, nearly all the schools of this district have changed Readers and Spellers, and Arithmetics, and Geographies and Grammars. Teachers are quite as much to blame as any one else for the multiplicity of Text Books found in our schools. A change of teachers, in very many instances, brings a change of books, if parents can be induced to provide them. Trustees are not generally good judges of what books should be used, and, as far as I can ascertain, have little or nothing to say about it. Thousands of dollars would be saved, and the interests of education vastly forwarded, if the Department of Public Instruction had the power, and would exercise it, to prescribe a uniform series of books for the public schools of the State." (P. 203.)

This is what has been done in Upper Canada, and what the *Globe* and Mr. Campbell are endeavouring to undo.

WHAT THE QUESTION RESOLVES ITSELF INTO.

The whole question resolves itself, therefore, into one of a uniform series of Text Books, or of no series at all—of classification of pupils and schools, or of no classification, and whether the country has the best guarantee possible for a series of good and cheap books, when they are prepared by well-known and experienced instructors, and authorized by a Council of Public Instruction, having no other interests than those of the supporters of the public schools.

I have the honour to be, Sir,
Your obedient servant,

E. RYERSON.

Education Office,
Toronto, 13th April, 1866.

SEVEN ADDITIONAL MIS-STATEMENTS REFUTED.

Since the foregoing letter was written, the Editor-in-chief has again inserted a long and feeble one from the "agents" in the *Globe* of the 21st May. The difficulty of getting any reply inserted in that paper, necessitates a reference in this place to the further mis-statements, in the "agent's" letter. Having already refuted *fourteen* mis-statements of the "agent's," we now refer to the others in the following order:

Fifteenth mis-statement,—"Dr. Ryerson and the Council forbid the use of ANY BOOKS but those of the monopoly. Three authors and seven school books are to be [considered by Dr. Ryerson,] enough for this large country." *Reply*: We have already shown (pages 14 and 23) that *thirteen* or *fourteen* of the books authorized by the Council, are "published" by the writers of this sixteenth mis-statement, and are "sold wholesale *only*," by them, in Canada!

Sixteenth mis-statement,—"Our Reading books the cause of Dr. Ryerson's opposition." *Reply* by the "agent's" themselves in their letter to the *Globe* of the 21st May: "Dr. Ryerson keeps the *most perfect silence on this question*!" He has indeed!—contenting himself with acting on the defensive, and merely replying to the violent attacks made upon him, without any provocation, by the Brown-Campbell compact in the *Globe*.

Seventeenth mis-statement,—"When an order comes to the Depository from any school where [Mr. Hodgins'] book has not been used, *three or four dozen* of his books are crammed in." *Reply*: Not a word of truth in this slander, and the "agents" are challenged to prove it. See page 21.

Eighteenth mis-statement,—"Mr. Campbell's agent" having given to Mr. Cornell "a copy of the geography," which they say Mr. Cornell "*strongly recommended*," and spoke of Mr. Hodgins' book in a *most deprecatory* style." *Reply* by Mr. Cornell himself, in the *Globe* 25th May: "I certainly did say that the *maps* in *Campbell's geography* were more distinct and tastefully coloured than those in Lovell's; but of the *matter* of Lovell's I *did not speak* depreciatingly, and I could not have commended that of Campbell's, for I had not then read it. I will add, further, that I have since shown Mr. Campbell's book to several teachers, amongst whom were graduates of universities,

and they agree in the opinion that even the first paragraph of the book is sufficient to condemn the whole as a school book." See note on page 27.

Nineteenth mis-statement,—"Mr. Thomas Nelson asked for no monopoly, but simply for liberty to sell his maps and books in Canada. IT WAS DENIED HIM." *Reply*: Not only was this "liberty" not "denied" to him, but Mr. Thomas Nelson's "maps" are *freely* sold by his "agents" "in Canada," without let or hindrance, and they are also inserted in the official catalogues of the Educational Department, and sold at the Depository at a *dollar less for each copy* than Mr. Thomas Nelson proposed should be their price to schools. Besides, all of Mr. Nelson's books of any value, are not only "largely" imported by his "agents," (according to their own statement on page 16, but such of them as are suitable are also imported by the Educational Department, and sold in large quantities to the schools "in Canada."

Twentieth mis-statement,—"The "agents" go on to say, "Nay more, [Mr. Thomas Nelson's] original ideas were *plundered* by the Education Office authorities, and the fact thrown in his teeth." *Reply*: Mr. Nelson never claimed anything "original" in his maps, (which the agents elegantly say, was "plundered") except the "blue" colouring of the seas. A full refutation of this "plundering," fiction will be found in Dr. Ryerson's letter to Mr. Nelson on pages 32, 3, 4.

Twenty-first mis-statement,—[Lovell's] "Geography only passed the Lower Canada Council after certain amendments had been made. This was said [in the agent's previous letter] on the very best authority," &c. *Reply* from "the very best authority."—The Hon. Mr. Chauveau, in a letter to Mr. Lovell on this point, says: "By referring to the proceedings of the Council of Public Instruction, I find *nothing that can support the assertion* of [Mr. Campbell] to which your letter calls my attention, with regard to Mr. Hodgins' Geography having been amended. Certain changes have been made, however, in Mr. Sangster's Arithmetic, as you are aware, and it is possible that a mention of this fact by me to Mr. Campbell, or his agent, may have led to the error in question," &c.

For a refutation of one of Mr. Campbell's mis-statements by the editor-in-chief himself, see page 25.

The refutation of several other mis-statements, reiterated in the "agent's" *Globe* letter of the 21st May, will be found in the notes on various pages of this pamphlet.

REV. DR. RYERSON'S FOURTH LETTER.

(To the Editor of the *Globe*.)

SIR,—For my last letter, I herewith transmit, without comment, the correspondence which took place between Thomas Nelson, Esq., and myself, (when he was in the country in 1863), as my reply to the *Globe*-Campbell attack upon me, as to my not having treated Mr. Nelson fairly, and having prevented him from establishing a publishing house in Canada.*

The correspondence will show what was the object of each party, and whether I did not act fairly to all parties in the true interests of my native country.†

I have the honour to be,

Sir,

Your obedient servant,

E. RYERSON.

Education Office,

Toronto, April 17th, 1866.

CORRESPONDENCE BETWEEN THOS. NELSON, ESQ., AND THE REV. DR. RYERSON, IN REGARD TO MAPS, SCHOOL BOOKS, &c.

From Mr. Nelson to Rev. Dr. Ryerson.

(1) 9, Toronto Street, Jan. 6, 1863.

DEAR SIR,—I beg to send herewith duplicate copies, as requested, of the school books I left with you the other day. I send also several other volumes of our educational series, and I shall esteem it a special favour if you will kindly bring them before the Council of Public Instruction as soon as possible.

I am busy making arrangements for publishing in this country, and shall be able, ere long, to show that we can help on the cause of education in Upper Canada.

We possess facilities for the production of educational works beyond that of any other

* See the excellent remarks of the *Hamilton Spectator* on this subject, on page 18.

† This correspondence will further shew how entirely Mr. Nelson was absorbed in the one idea of promoting his own interests in the proposed arrangement, with Dr. Ryerson. The pertinacity with which he pressed this one point in all of his letters, is also striking. As to his scale of charges for maps, see his letter published on page 22. And yet Mr. Brown charges Dr. Ryerson with being the cause of Mr. Nelson's failure to make the Department an instrument to promote the interests of his own brother-in-law.

publishing house, and are prepared to carry out any suggestions that you may favour us with, either in regard to new books or changes in those we are at present engaged with.

Yours truly,

(Signed) THOS. NELSON.

The enclosed circular has been sent to each member of Council, as I am anxious to make it generally known that we are prepared to make arrangements not only for publishing educational works, but works in general literature. As no good map of Palestine or the British Islands has yet been produced here,* I shall be glad to supply ours on favourable terms, and to make any changes that you may consider necessary. I may mention that we are preparing another map of the British islands, in which nothing but the British islands will be shown, so as to have them on a larger scale than our present map, which is mainly intended for junior classes, and to serve as a help in teaching the early history of Britain. It has been so arranged as to show the parts of the continent from which the Norsemen, the Danes, Saxons, Normans, &c., came to the shores of Britain.

I may also mention that our separate maps of England, Scotland, and Ireland are ready, and I hope very soon to submit them to you.

The other maps in the list are all in progress, and I shall take the liberty shortly of consulting you about them.

T. N.

(For answer to the foregoing letter see letter No. 8.)

From Mr. Nelson to Rev. Dr. Ryerson.

(2.) Toronto, Jan. 9, 1863.

DEAR SIR,—I was very glad to learn from you yesterday, that there was no obstacle in the way of our school-room maps being put on the list as well as others, and I have now the pleasure of submitting to you the map of Palestine, about which I spoke to you.†

I may mention that we have nearly ready a companion map of the *Lands of the Bible*, &c. and I will take an early opportunity of explaining to you the peculiar features and advantages, for educational purposes, which these

* They have since been prepared and issued under the direction of the Department at \$3 each, coloured, mounted, and varnished. Mr. Nelson proposed to supply his at \$4 each, see page 22.

† For the proposed high price of these maps and the circumstances under which they were put upon the Departmental lists, see note on page 22.

maps possess over others. At home they are superseding all school-room maps in the best institutions; and I feel confident that the issue of them by the Department of Public Instruction here, will not only be a saving in a pecuniary point of view, but will keep the schools of Upper Canada abreast of those in the old country.

In regard to a map of the *British Islands*, I take the liberty of saying that I think you will do well to wait till you see ours. We have already issued one, shewing the relation of the British Islands to the continent of Europe; but we have another in progress which will show them on a much larger scale, and which will possess features to be found in no other map. I would be glad to adopt any suggestions from you in regard to it before it is completed, and in the event of copies of it or any of our other maps being wanted from us, it occurred to me that probably the best way would be for us to supply the sheets only, as I understand you have made good arrangements for mounting maps here.

As I mentioned to you yesterday, I was sorry to see an imitation of our maps of the hemispheres in progress. I trust that when issued, they will be without our peculiar system of colouring. Now that I have come to this country, it will be unpleasant to me to see imitations of what is peculiarly my own, and the result of years of experiment and study. I am quite willing to place our services, as publishers, at the command of the Department of Public Instruction here, but I cannot consent to others carrying out improvements made by ourselves.* I was glad to see that the matter had been entered into without your cognizance, and I trust yet to see the maps referred to, issued in a style that will not be recognized as an imitation of ours.

You will find that in our operations here I shall be only too glad to benefit by your long experience and knowledge of the wants of the country, and shall most cheerfully follow any good suggestions that may be made to us.

I beg respectfully to thank you for the courtesy I have already received from you, and am

Yours very truly,
(Signed) THOMAS NELSON.

* How different this to the whole policy of the Department on the subject. Any improvement it may make in maps, globes, or apparatus, may be freely copied by any one, while Mr. Nelson of course, as a publisher in the trade, claims a monopoly of all of his.

From Dr. Ryerson to Mr. Nelson.

(3.)

Education Office,

TORONTO, January 10, 1863.

DEAR SIR,—I beg to acknowledge the receipt of your letter of yesterday, with the beautiful map of Palestine.

In regard to your maps not being on the catalogue, they were only received for the first time last year, while the catalogue was published in 1856, and the supplementary catalogue was printed in 1861. We have specimens of the maps which you mention as published, and there will be no objection to inserting them in the next edition of the catalogue.

We import as few maps as possible, on account of the duties, and because we do all we can to encourage the printing of them in this country.

When you spoke to me the other day about the imitation of the colouring of your maps in certain maps which are in the course of preparation under contract by this Department, I stated that I was not aware of it. On receiving your letter referring to the subject, I made enquiry and found that I was mistaken in supposing that you referred to the colouring of the different countries; whereas it appears that you had special reference to the colouring of the seas and lakes. You speak of your "system" of colouring having been imitated. I may observe that the same system of colouring the seas, lakes, &c., blue, was adopted by us in preparing maps which were published in 1856, copies of which had been procured by me at the Paris Exhibition in 1855. The same shade, only darker, was used in colouring the maps published in Boston, and prepared by Guyot, nearly ten years since, and advertised in our catalogue of maps for schools in 1856. The blue shading of the seas and lakes in Guyot's maps is not so dark as that of your maps, but is darker than that which has been thought best for the maps in preparation for our schools.

The printing of all the maps which have been prepared in this Department has been done by contract after having received tenders from parties able to do that sort of work. Should you establish a printing and publishing house here, the same offer to tender for the publication of school maps which we may require will be made to your house, which has been or may be made to other map publishing houses in this city.

I may add that so far from being indisposed to procure and provide schools with your maps, some of them were ordered as soon as the publication of them was known; and Mr. Hodgins was in treaty with Mr. Campbell for the remains of his stock of them before your arrival in Toronto, but deferred the actual purchase until the beginning of another year, when we would have more means at command for that purpose.

Yours very faithfully,

(Signed) E. RYERSON.

THOMAS NELSON, Esq.,
(Care of Hon. George Brown,
Church st.)

From Mr. Nelson to Dr. Ryerson.

(4.) 9, Toronto Street, Jan. 13, 1863.

DEAR SIR,—Your favour of the 10th has been sent to me here, to which address I shall feel obliged by your sending any future communication.

I beg to thank you for the intimation that our maps will in future be supplied from the Depository in the same way as others. I shall take an early opportunity of calling to arrange about the price at which they will be supplied.* If ordered in quantities we are prepared to furnish them at a very low rate.† I shall ere long take the liberty of submitting for your approval something of a very important character in regard to several new school room maps we are at present preparing.

In regard to the maps of the hemispheres to which you refer, allow me to say that I know all the other maps that you name. They are quite familiar to me, and yet it is apparent to me, and will be so to any one, that the two hemispheres about to be issued from the Depository are imitations of ours. I beg respectfully to say, that ours were sent out from Scotland specially, and submitted at the beginning of last year, and I do not think it right that two maps in imitation of them should have since been prepared and issued from a public institution.

The imitation will be less apparent if they be issued in exactly the same style as the

* See letter containing this "arrangement" on page 22.

† Nevertheless the Department pays Mr. Nelson and his agent more for each map than to any other publisher. This "arrangement" is no doubt gratifying to the Brown-Campbell company, and may be one reason why the Department is so denounced for not carrying it out, to the exclusion of the present system of supplying its own Canadian maps to the schools.

other maps of your series, and I trust this will yet be the case.

It is our intention to make arrangements for publishing our maps here, and I feel it necessary, therefore, at the outset, to remonstrate against any private publisher, and still more against any public institution imitating what we have already, or shall hereafter produce. But upon this matter and sundry other things, I propose to speak to you when I have next the pleasure of calling.

I am glad to see from your letter and the conversations that I have had with you, that it is your intention, at once, to give our maps and books an equal chance with others. I know that I possess facilities beyond those of any other house for the production of educational works; and I anticipate much pleasure in consulting with you as to what will be best suited to the schools of Upper Canada.

Yours truly,

(Signed) THOS. NELSON.

From Dr. Ryerson to Mr. Nelson.

(5.)

Education Office,

TORONTO, Jan. 16, 1863.

DEAR SIR,—Other engagements have prevented me from returning an earlier reply to your letter of the 13th inst.

You say that your maps were sent out from Scotland, and submitted at the beginning of last year.

What you mean by "submitted" I cannot say; but I am assured that no copy of any of your maps was "submitted" to this office, except what was ordered and paid for by this Department.

You state that you are familiar with the maps to which I referred. If so, you must be aware that there is no ground for the assertion that the hemispheres about being published by Chewett & Co., are imitation of yours so far as the colouring is concerned; and in other respects the hemispheres prepared here are, with one exception, in advance of yours, both as to accuracy and useful information. Besides, the publisher of these hemispheres told me the other day that he had never seen yours; that he had been using blue colouring on his maps more or less for the last fifteen years, especially on maps which he had printed for.

the Government. For the last four or five years Mr. Hodgins has sought to get the seas or lakes on each map printed here coloured blue, but found the tenders too high to accept them; but latterly he has got tenders at a lower price.

I do not see upon what possible ground you can claim a monopoly of blue in the colouring of maps, since it has been used by French, English, American and Canadian publishers long before last year.

It is, of course, your object and interest to sell as many of your maps as possible, and upon the most advantageous terms. It is my object and duty to get the best maps possible upon the most favourable terms for the local school authorities and supporters, without reference to individual interest. But subordinate to the public interest of the schools and their supporters, I think, those Canadian publishers of maps and school books are entitled to consideration and gratitude, who have borne the burden and heat of the day in publishing maps and books for the schools in the infancy of our country and school system, when, in no instances, have they realized more than very small profits, and in many instances have sustained serious losses. By their enterprise and sacrifices they have developed the trade to respectable dimensions, so as to render it an object of attention and speculation by British as well as American publishers. The more every branch of the printing and publishing business is developed, the more will the facilities of knowledge and education be promoted in the country. But the accomplishment of that great object would be materially retarded, were this Department to become the patron of any one publisher or bookseller, or interfere with the private trade, beyond, by tenders, getting the most suitable maps, apparatus, &c., for the public schools of the country. Even in regard to the maps which are specially prepared for the public schools, in this Department, and printed in certain quantities by contract, no control of the copyright is exercised by the Department. In this way is private enterprise developed; and the public schools, and all classes of the community, are enabled to avail themselves of the best instruments and facilities of education and knowledge upon the most favourable terms. On the other hand, it can be shewn that during the ten years of the operations of this system, the bookselling and publishing

trade has advanced more in proportion than any other branch of trade in the country.*

I trust you will, therefore, fully understand that this Department cannot have any connection or understanding with any bookseller or publisher, for the advancement of his interests, but must act solely with a view to the best interests of the public schools, and the general diffusion of knowledge.†

Yours very faithfully,

(Signed) E. RYERSON.

From Mr. Nelson to Dr. Ryerson.

(6.) 9, Toronto Street, Jan. 16, 1863.

DEAR SIR,—I have not received, as I expected, a copy of our *Second Latin Reader*, but I beg to submit to you some other of our education works, which I shall feel obliged by your bringing before the Council of Public Instruction, at the meeting to-day.

I can see that the proposal to revise the authorized list of books, will have the effect of excluding ours in the meantime, and I therefore trust to have your support at the Council in proposing that our educational works be placed at once on the same footing as others, and be declared eligible for use as well as those issued by other publishers. Anything else would place us at a disadvantage, and I cannot think that this can be the wish of any member of the Council. I shall feel obliged by your submitting this notice at the meeting to-day.

Yours truly,

(Signed) THOS. NELSON.

P. S.—The works now submitted are: Dr. Freund's *Horace*; *English Word Book*; *Porchat's History of France*.

From Mr. "Agent" Campbell to Dr. Ryerson.

(7.) 9, Toronto Street, Jan. 21, 1863.

DEAR SIR,—On Monday I sent a messenger with a note to you from Mr. Nelson, and told him that no answer was expected.

I was sorry to find that the messenger neglected his instructions, and waited for an answer, and on my mentioning the circumstance

* See note on this part of Dr. Ryerson's reply to Mr. Nelson's letter on page

† From this it will be seen how widely the objects of Mr. Nelson differ from those of the Department. And yet his brother-in-law, Mr. G. Brown, presumes to dictate to the Department in these matters.

to Mr. Nelson, whom I had not seen till late last night, he expressed his regret, and requested me to explain, as he will be out of town for some time.

Trusting that this explanation will be satisfactory,

I am,

Yours truly,

(Signed) JAMES CAMPBELL.

From Dr. Ryerson to Mr. Nelson.

Education Office,

(8.) TORONTO, Jan. 17, 1863.

SIR,—I have the honour to state, in reply to your letter of the 6th instant, that I had laid your letter, as also one of the 16th instant, before the Council of Public Instruction, which has appointed a committee to examine and report upon a revised list of text books for the use of the Grammar Schools of Upper Canada.* To that committee your letters and text books, as also similar letters and text books, from various other publishers, have been referred accordingly.

The law makes it the duty of the Council to "prescribe" the text books to be used in the Grammar Schools. The multiplicity of text books has been a great impediment to the efficiency of the schools, and a great expense to parents and guardians of pupils. One object of the provisions of the law, in regard to text books for Grammar Schools, was to remedy this evil; but the Council would only increase the evil, were it to add to the already copious list the text books (however excellent) which the various British publishers have submitted for that purpose. With a view, therefore, of not multiplying text books and yet providing for the use of the improved and best text books which have been, or may be from time to time published, the Council has proposed to revise the list of prescribed text books every few years, so as to diminish as much as possible the inconveniences of a change of text books, and at the same time to secure the advantages arising from the pub-

* When this committee was appointed, it was expected that the defects in the Grammar School Law would be remedied in the course of the year; but the Grammar School Amendment Act not having been passed until last session, the revision of the list of text books has been deferred until the present year.

lication of new and improved text books for the Grammar Schools. I have, &c.,

(Signed) E. RYERSON.

T. Nelson, Esq.,

9, Toronto Street, Toronto.

From Mr. Nelson to Dr. Ryerson.

(9.) 9, Toronto Street, Jan. 19, 1863.

DEAR SIR,—I beg to acknowledge receipt of your favour of 16th inst., and, in reply, to explain what I meant by saying that our maps of the Hemispheres had been "submitted" to you early last year. When they were first published I wrote from Scotland to Mr. Campbell, our agent here,* requesting him to call and submit the maps to you and offer them for introduction among the schools of Upper Canada. They were duly sent up to the institution, and one copy of each was ordered; since which I have heard nothing about them. You can imagine my surprise to find, among the first things I saw on reaching Toronto, that two maps had been prepared in imitation of them, and I thought it best to let you know how I viewed the matter.

Allow me to say that you have been misinformed on one point. Messrs. Chevett have not only seen our maps, but a few days after the copies were sent up to the institution, they obtained for themselves a copy of each, which they afterwards returned. As far as they are concerned, I believe that in the long run it will be better for them not to imitate the style of these maps, and in regard to your own efforts to improve the educational apparatus of the schools of Upper Canada, I can only say that it would have given me great pleasure to have adopted any suggestions you might have made in regard to the maps referred to, or others of our series.† As we are frequently printing them, we can more readily make additions or alterations than where a large number requires to be printed off at once.

Another of the maps submitted last year was our map of the British Islands. I understand that the next map about to be prepared for the Department is one of the British Islands also.

* This intimation of Mr. Campbell's relation to Mr. Brown's brother-in-law has remained unrecalled to this day, except by the *Globe*. Mr. Campbell both denies and admits it. The fact itself, in connection with the crusade, was a very inconvenient one for Mr. Brown to admit.

† This was a novel proposition on the part of Mr. Nelson. It has never been the business of the Department to suggest improvements for the benefit of private parties. Its "suggestions" and "improvements" are only made in the interests of the public schools. See Dr. Ryerson's reply on this point in the next letter.

It would have given me pleasure if, instead of this, you had adopted either the map already submitted or another of the British Islands, which we have in preparation.* I feel confident that this would be better, not only as regards expense, but in view of the educational advantages which our maps possess over others; and I beg leave to repeat what I before stated, that I am quite ready to make any additions or changes you may wish in them.

Since writing the above, I have received your letter in regard to the appointment of a committee to revise the list of text books. In England† our educational works were one by one, as soon as published, put on the list issued by the Committee of Council on Education, and were thus placed on the same footing as those that had been previously on the list. In the belief that there was no objection to a similar course being adopted here, I took the liberty of requesting you to state to the Council that the effect of deferring a decision in regard to the books I had submitted, till the entire list of text books had been revised, would, in the meantime, place us as publishers at a disadvantage. On the list already issued, I found a number of American works, and I ventured to think that other good Canadian or British publications should be placed on an equal footing with them.‡ The fact that the list already allows a choice of several works of a kind, seemed to me to do away with any objection, on principle, at least, to the addition of other books to the list, and accordingly from this point of view I took the liberty of asking you to bring the matter under the notice of the Council.

May I request the favour of your letting me know if it is intended that the entire list be revised before a decision be come to in regard to any one book? If otherwise, I shall esteem as a favour your kindly submitting for the early decision of the Committee our *History of the British Empire, and Latin Reader*, of which you were kind enough to express a very favourable opinion. I believe that there is at present a want felt among the Grammar Schools here of a good *History of the British Empire*, and I shall be glad if ours meet with the favour it has already received all over England.

I am, yours truly,
(Signed) THOS. NELSON.

* No doubt; but the Departmental Map of the British Islands was nevertheless published in 1864.

† See note in regard to the example of "England" on page 28. See also Dr. Ryerson's reply to it in the next letter.

‡ The "Agent" has retched this statement; see reply to it on page 10.

From Dr. Ryerson to Mr. Nelson.

Education Office,

(10.) TORONTO, Jan. 21, 1863.

DEAR SIR,—In reply to your letter of the 19th instant, I have to remark that scarcely a month, sometimes not a week passes, without publishers, or their agents, bringing copies of their maps to this office, and soliciting orders for them. In most cases a copy of the map is ordered, with a view to examination, and inserting or not inserting it in the next edition of the catalogue for the schools. In no other way have your maps been submitted than in the ordinary way of every-day trade, as have scores of others. Each publisher thinks—at least he tells us—that his maps are preferable to all others, and that he has peculiar facilities for preparing and modifying them, and will be happy of any suggestions from us for that purpose; but I cannot assume the office of counsellor, or adviser, or prompter, to one publisher more than to another. I must treat all alike, except that the publications of one may be considered better adapted for the use of the public schools than those of another. In this respect the Council of Public Instruction, in its sphere, and I in mine, must decide, and act to the best of our judgment in reference to the country at large, and not in reference to any individual.

In regard to imitation of maps, I stated what was said to Mr. Hodgins and myself by one of the firm of Chewett & Co., and which I have no reason to doubt. The Hemispheres about to be printed for schools under contract for a certain number of copies by this Department, are the same size as those which were printed for this Department ten years ago, and more than 1,000 copies of which have been supplied to the schools, but with information more recent, accurate and full than I have observed in any other maps of Hemispheres.

The maps of the British Isles required in the series of maps for our public schools, are quite different from those which you have published.

In reference to the part of your letter relating to text books for the Grammar Schools, I remark that in England there is no system of public Grammar Schools established and managed under the authority of a general law, as a branch of the system of public instruction—that the Government or Parliament has little or no control over the Grammar Schools there, which are so many independent establishments:

—that the Privy Council Committee of Education have nothing whatever to do with any other than the elementary or Common Schools; but the Grammar School law of Upper Canada makes it the duty of the Council to *prescribe* the text books for the Grammar Schools, and does not authorise the Council to place any text books on its list which it does not prescribe. After the passing of the G. S. Act in 1853, the Council examined and prescribed a selection of the text books which were then most in use, and which were most easily accessible, being for the most part both English and American publications. The Council did not act in the interest of any publisher or bookseller, but wholly in what it regarded as the interests of Grammar Schools. Since 1854 other, if not better and cheaper text books have been prepared on some subjects

than those there prescribed; and the Council proposes this year to revise the list of text books, but its members are not willing to prescribe any text books on my recommendation, or that of a publisher or bookseller; but each member of the Council desires to examine for himself every book prescribed, and not to disturb the present already too large list by additions, without revising it throughout, giving all parties concerned due notice of any changes in the text books, that trustees, teachers and booksellers may have ample time to prepare accordingly.*

Yours very faithfully,

(Signed) E. RYERSON.

* This letter closed the correspondence on this subject, (except the letter given on page 22) and, as the agent complained, prevented Mr. Nelson from setting up a branch printing house in Canada. On this point see note on page 18.

APPENDIXES.

APPENDIX A.

PETITION OF MR. CAMPBELL, AND OTHERS IN FAVOUR OF THE EDUCATIONAL DEPOSITORY, IN 1858.

To the Honourable the Legislative Assembly of Canada, in Provincial Parliament assembled.

Humbly Sheweth:

That your Memorialists, the undersigned wholesale and retail booksellers and publishers in Toronto, are deeply interested in the welfare of the bookselling trade of Canada, and in all institutions which tend to give a proper tone to the reading of the country, and to diffuse a love of literature amongst its inhabitants.

Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal, in fostering a desire for literature among the people of Canada, and has indirectly *added to the wealth of persons in the book trade*, inasmuch as the desire for general literature has been supplied through their means; and your Memorialists would respectfully refer for a proof of this to the Customs returns attending this branch of trade in the Province of Canada. [See Table appended, page 33.]

Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of literature would be destroyed, and the advantage lost that public schools have enjoyed of forming the nucleus of public libraries at an easy and reasonable rate. Further, that whilst your Memorialists can have no objection to an inquiry into the efficiency of the depository as conducted by Dr. Ryerson, and the removal of abuses if they are found to exist; yet they do not share in the opinion expressed in a petition presented to your honourable House by other of their fellow booksellers as to the inefficiency of this establishment, or its detrimental character to their interest, and would respectfully urge your honourable House to weigh well the advantages which the country has already derived from the existence of such an establishment before introducing any change which might impair its present usefulness.

Wherefore your Memorialists humbly pray.

(Signed,) JAMES CAMPBELL,
MACLEAR & CO,
JAMES CARLESS,
G. R. SANDERSON,
ROBERT DICK.

Toronto, May 10th, 1858.

APPENDIX B.

The following STATISTICAL TABLE has been compiled from the "TRADE AND NAVIGATION RETURNS" for the years specified shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively the correctness of the statement in the Memorial, that the operations of the Educational Depository do not interfere with the interests of the booksellers.

TABLE No. 1.

Year.	Value of books entered in Lower Canada.	Value of books entered in Upper Canada.	Total value of books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850.....	\$101880	\$141700	\$248580	\$ 84
1851.....	120700	171732	292432	3296
1852.....	141176	25928	300444	1283
1853.....	153700	274236	412080	22764
1854.....	171452	307368	479220	44060
1855.....	104856	338792	538148	25624
1856.....	206836	427992	696828	10208
1857.....	224400	300172	525572	10028
1858.....	171255	191944	363197	10692
1859.....	139067	134304	323361	5308
1860.....	156904	252504	408108	8846
1861.....	136512	344621	539233	7782
1862.....	139387	249234	433221	783
1863.....	184652	270673	461325	4095
1864.....	93938	127233	220541+	4683
Add purchases in Canada of imptd bks. &c. 17467*				
1850-1864	\$2431775	\$3737255	\$6120030	\$190000

* Not, of course, including purchases of books, maps and apparatus manufactured in Canada.

N. B.—Up to 1854, the "Trade and Navigation Returns," give the value on books entered at every port in Canada separately; after that year, the Report gives the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855-1864, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

TABLE No. 2.

Shewing the value of articles sent out from the Educational Depository during the years 1851 to 1864 inclusive:

Year.	Articles on which the 100 per cent, has been apportioned from the Legislative Grant.		Articles sold at Extra low prices, without any apportionment from the Legislative Grant.	Total value of Libraries, Prize and School Books, Maps, Apparatus despatched.
	Public School Library Books.	Maps, Apparatus, and Prize Books.		
1851.....	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1852.....			1,414 25	1,414 25
1853.....			2,081 13	2,681 13
1854.....			4,233 14	4,233 14
1855.....	51,376 23		5,514 18	56,890 41
1856.....	9,947 15	4,655 53	4,389 40	18,992 08
1857.....	7,206 62	9,820 87	5,726 76	22,253 25
1858.....	16,200 92	18,118 28	6,461 20	40,770 40
1859.....	2,982 90	11,810 28	6,972 05	22,766 32
1860.....	5,805 64	11,905 02	6,679 30	24,389 96
1861.....	5,289 56	16,832 17	5,416 64	27,538 37
1862.....	4,084 22	10,251 14	4,894 52	29,229 89
1863.....	3,272 88	10,198 75	4,844 17	24,316 83
1864.....	4,022 48	15,880 88	5,441 45	23,370 82
1864.....	1,630 94	17,260 28	4,454 02	23,345 24
Total..	\$113,118 61	\$138,234 23	\$67,432 24	\$318,735 08

TABLE No. 3.

PUBLIC SCHOOL LIBRARIES IN UPPER CANADA. 1853-1864.

The following is a Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1864 inclusive.

No. of Volumes sent out during the year.	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Mechanics.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales & Sketches of Practical Life.	Teacher's Library.	Prize Books.	Grand Total Library and Prize Books.
1853.....	21922	4163	1602	257	906	526	234	940	132	192	807	2694	1141	2017	5178	208	21922
1854.....	66711	10683	5532	1030	2172	1351	636	4780	639	321	3236	5794	4356	6893	10307	578	66711
1855.....	28659	5475	2052	313	558	653	200	1808	507	75	1452	3301	2325	3051	6049	432	28659
1856.....	13669	2498	652	118	397	287	77	680	55	81	418	1523	1019	1844	3832	258	13669
1857.....	29833	5295	1763	321	922	617	195	1729	134	67	1257	2391	2253	3516	9219	244	2557	32390
1858.....	7687	1567	308	58	152	98	61	276	27	2	183	713	843	744	2245	84	8045	15632
1859.....	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	172	12089	21897
1860.....	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	142	20194	29266
1861.....	6488	1273	302	50	101	73	64	223	36	2	172	601	790	880	1828	117	26931	33419
1862.....	5599	927	244	45	99	43	75	211	45	24	165	412	661	830	1706	112	29760	36559
1863.....	6274	707	304	42	97	80	67	292	26	6	202	547	652	864	2238	112	32690	39164
1864.....	8239	567	138	11	47	38	27	129	7	..	87	316	281	430	1107	55	33515	36754
Totals.....	208361	36331	14119	2507	5593	4367	1866	11996	1446	756	8620	20342	16397	23741	57676	2514	165981	374342

Deduct volumes returned for exchange, &c..... 616

Volumes sent to Mechanics' Institutes, &c., not included in the above..... 373726

Grand Total Library Books, &c., despatched up to 31st December, 1864..... 82398

Grand Total Library Books, &c., despatched up to 31st December, 1864..... 382019

OUR SCHOOL BOOKS.

From the Hamilton Spectator.

Dr. Ryerson has published in the *Globe* three letters in reply to the attacks of that paper and of Messrs. Campbell & Son, on himself and the Council of Public Instruction. Into the personal questions raised by this correspondence we do not propose to enter. We have already, in a former article, which appeared some weeks ago, pointed out that, on the principle laid down by the Messrs. Campbell, the controversialist who abuses his opponent personally admits the badness of his cause, the cause of the *Globe* and of those gentlemen must be a very bad one indeed. But the public, after all, is very much more interested in the general question than in the personal one, except where the latter is so intimately interwoven with the former as to render it essential to its fair and full consideration. The character of our school books involves, to a very large extent, the character of our schools, and the tone of public sentiment, as produced by those schools; and there can therefore be no question about the great interest which the subject possesses for the people of Upper Canada.

The whole controversy may be stated in a very few words. It is whether it is in the interest of the people of this country that the text books used in our public schools shall be uniform, prescribed by some competent authority; or whether each teacher shall have the right to use what books he pleases, uncontrolled, or, uninfluenced even, by any authority whatever.

There has been a great deal said about the interests of book publishers, and the question has been attempted to be mystified by the use of the popular clap-trap of free trade in books; but no one can rise from the perusal of what has already been written on the subject without feeling that we have fairly stated the question at issue. In its consideration it is important to remember that the school system itself is a uniform system, that the same rules for the examination of teachers and the granting of certificates prevails all over; that the teacher is constantly liable to change from one locality to the other, and the schools constantly therefore liable to change of teachers, but that whatever changes of that kind take place the system remains the same; and that the whole tendency of our school legislation in late years, and of the suggestions which are being discussed for its improvement, all point towards the increase of this principle of uniformity. Any illustrations therefore drawn, as illustrations have been

attempted to be drawn by the advocates of the so-called system of "free trade in books," from England, where an entirely different system of public education prevails, are utterly inapplicable.

One would imagine that there could really be no two opinions on the subject of the importance of uniformity in the school books. A contrary course involves one of two evils: either the teacher on every change must find himself subjected to the annoyance and impediment of teaching from a new and different set of text books from those which he has been in the habit of using; or else the parents of the pupils must be put to the expense of procuring new text books for them similar to those which the teacher has been wont to use and happens to prefer, and, which is a still greater evil, the pupils are necessarily retarded in their studies by the difficulty of mastering the new books. That is the system which is gravely advocated. We believe the public at large will not hesitate to believe that no man in his sober senses, unless he had some personal object to serve,—some little private axe to grind—would venture to insult the public intelligence by advocating it.

We are glad to notice that even the *Globe* is compelled to concede this point, so utterly monstrous is the opposite doctrine. "If one could possibly imagine a system of management," says that paper, "by which a uniform set of books could be secured, thoroughly up to the requirements of the day, and which any publisher would be at liberty to print and sell, there would not be two opinions as to the adoption of that system. It would be the best that could be devised." That is the whole controversy conceded, and it is astounding that conceding it, the writer should feel himself justified in abusing those who take the same view. That was the very point urged by Dr. Ryerson in his correspondence with Mr. Thos. Nelson, which we are told had the effect of preventing that gentleman from establishing a book publishing concern in Canada. The ground taken by the Chief Superintendent was that the Council of Public Instruction could only, as the law required them, prescribe the text books to be used; and then leave it to the enterprise of any publishers, who might be disposed to undertake the work, to produce the books; and it was simply because Dr. Ryerson refused to give to Mr. Nelson a promise of mo-

nopoly in map publishing that he did not come to the country.

And here, in the interests of truth, one statement, which deserves to be noticed as a simple act of justice to a gentleman who perhaps more than any other printer in Canada is deserving of the respect of its people, we mean Mr. John Lovell of Montreal, may be referred to. "The firm of Thomas Nelson & Sons," we are told by the *Globe*, "did at one time contemplate establishing a branch of their business in Canada, but they were prevented from doing so mainly by the favoritism displayed by Dr. Ryerson to Mr. Lovell, and the little clique of bookmakers in Victoria square." A more unfair statement never was made. The truth is, that the only reason, as we have already stated, why the Messrs. Nelson did not establish a branch of their publishing house in Canada was, that the Educational Department refused to bind itself to give him a monopoly in school book publishing. In one of the letters written by Dr. Ryerson to Mr. Nelson, when this extraordinary demand was made upon him, he says:—"The more every branch of the printing and publishing is developed, the more will the facilities of knowledge and education be promoted in the country. But the accomplishment of that great object would be materially retarded were this Department to become the patron of any one publisher or bookseller, or interfere with the private trade, beyond by tenders getting the most suitable maps, apparatus, &c., for the public schools of the country." And yet the relative of Mr. Nelson, now writing in the columns of the *Globe*, has the impudence to intimate that it was favoritism to Mr. Lovell that prevented his coming here. It was because he was afraid, on equal terms, to compete with the Canadian publishers, because a mono-

poly was refused to him. The truth is, that Mr. Lovell has published some thirty-five different books for the public schools, and of them only some seven or eight have ever received the sanction of the Council of Public Instruction. The others are sent out by him on their simple merits, without even the recommendation of the Department, and to compete with any that British or American publishers may send into the country.

The *Globe*, of course, winds up with a bitter personal assault on Dr. Ryerson. The Chief Superintendent can afford to bear these attacks, in view of the company in which he finds himself. When, in order to bolster up his case, the *Globe* is prepared to insult every member of the Council of Public Instruction but one—and that one nameless but not unknown—to pronounce them the mere tools of Dr. Ryerson; when it is compelled to select for special abuse Dr. McCaul, whom it charges with being devoid of independence; Dr. Barclay and Rev. Mr. Grasset, whom it intimates are too mild to brave an encounter with the Chief Superintendent; and Dr. Ormiston, whom it charges with not being "in a position to do his full duty in the matter," or in other words, with subordinating duty to interest, Dr. Ryerson may fairly consent to be abused with the rest. The public, at least, will understand that when the controversy is as to an educational question, and Dr. Ryerson finds himself sustained by every educationist of note in the Upper Province who has had anything to say on the subject, the ground taken by him cannot be far wrong. The *Globe* may rely upon it, it has not promoted the interest of the family-compact-publishing monopoly, by its impudent attacks upon the independence and strict sense of duty, of such gentlemen as Drs. McCaul and Ormiston.



A SILVER MEDAL

WAS AWARDED TO

LOVELL'S SERIES OF SCHOOL BOOKS,

AT THE

Grand Industrial Exhibition held at Montreal in honor of the visit of

His Royal Highness the Prince of Wales.

NATIONALITY OF SCHOOL BOOKS.

Anticipating somewhat the action of our long-promised Council of Public Instruction, upon whose success seems to depend the subject of reform in our schools, it may not however be impertinent or profitable for us to notice some of those radical deficiencies that exist in our School system.

The most obvious and the chief defect in the Common and the Higher Schools of the Eastern Townships is the great want of nationality in the text-books which they use. In our Readers we find speeches of Patriotic Henry, Webster and Clay, glowing descriptions of our Southern neighbors, notices of their prominent men and pictures of their natural scenery and wonders of art; but what of Canada?—what of her worthies, her institutions, her progress, and her beauties of nature? Absolutely nothing. Our Geographies are of the same nature; full particulars relative to every State and Territory in the Union—usually occupying a third or more of the book—and the whole of the British Provinces in North America hastily and carelessly summed up in the compass of four or five pages. Our Histories, and many other books, are as faulty as those just named.

Now we do not pretend to say that a child cannot as well be taught the art of reading from a book made up of foreign miscellany as from any other; but what we do say is that a book adapted to our schools would not be used in the United States, nor would a book intended for Republicans be used in any of the monarchies of Europe. In all countries wherein a complete system of Education has been developed, the nationality of a text-book is one of its greatest elements of success. Book-makers, book-sellers and book-buyers equally well understand this.

Now, what is the tendency of this system? Is it not—either by presenting to the minds of our youth foreign models of excellence, or by excluding them from that which is most essential for them to know—to make them foreign in their tastes and predilections, and admirers of everything abroad—and, we might add, despisers of everything at home? If we would see those that are to come after us, and to inherit our birthrights, worthy to enjoy, and fitted to promote that high destiny which awaits our country, we must make them patriots in their tender years. Instruction by the home-press is not alone sufficient. We must put in their hands national books, to be read and studied at school. When this is done, prosperity is in store for us and our country.—*Waterloo Advertiser*.

The Trustees of the Moibourne Female Seminary have introduced an entire uniformity of the British American series of school books now being published by Mr. Lovell of Montreal. This is a good movement in the right direction. It will avoid all the evils of a multiplicity of text books in the new institution, which has commenced under very favorable auspices. It will ultimately be a great saving of expense to parents, who have much just cause of complaint on account of the frequent changes and ill-consideredness of many of the books used in our schools. These excellent home publications ought to be introduced into the schools generally throughout the province, for many very obvious reasons; and especially because they are much better adapted to Canadian schools than either American or even British works generally are.—*Richmond County Advertiser*.

LOVELL'S GEOGRAPHIES.—These are excellent improvements on the American geographies in vogue, and from the prominence given to British America, both in maps and descriptive matter, are specially suited to provincial schools.—*Halifax Citizen, N.S.*

They are prepared from a British, and not from an American, stand-point, and that is a great advantage. They inculcate loyalty to the Queen, while discoursing in an interesting manner on her wide-spread dominions. We have conversational trips around the boundaries of each of these provinces, and it certainly will not be the fault of the editor if very clear conceptions are not imparted. In the simplicity and excellence of its plan and method, and in the number and variety of its illustrations, it has strong claims on the attention of the teachers and pupils of the British North American Colonies.—*Colonial Presbyterian, St. John, N.B.*

Lovell's Schools Books seem to be winning favor every day in the Colonies. And why not? His Geography is peculiarly adapted to our schools, containing, as it does, more than any other, that relates to the B. N. American Provinces. On this account, the work is designed to give, as it does, correct and full information regarding our condition and resources. It should therefore be extensively patronized.—*Evening Express, Halifax, N.S.*

From the Montreal Gazette.

Mr. Lovell's school books are well known in Canada, and we are happy to see that out of Canada they are also becoming known. The Jury of the International Exhibition held in London, in 1862, made the following report:

"The Colony (Canada) produces many of its own school books, among which may be mentioned 'Lovell's General Geography,' a trustworthy and attractive manual, remarkable for its clear arrangement and for the fulness of its illustrations, and statistical contents."

Here is a verdict which, from such a source, Mr. Lovell must find highly gratifying. We notice that the London *Educational Times*, a highly respectable authority, has reviewed a part of Mr. Lovell's series of school books very favorably; which, also, he must find gratifying. As we believe our London contemporary has not a general circulation in Canada, we will repeat the article at length. The judgment of its editor is valuable on such a subject:

LOVELL'S CANADIAN SCHOOL SERIES.

Lovell's General Geography—National Arithmetic—Key to ditto—Elementary Arithmetic in Decimal Currency—Natural Philosophy—Student's Note Book of Inorganic Chemistry—Classical English Spelling-Book—Grammar Made Easy—British American Reader.

These works form part of a series of school books, which have been specially prepared for the use of the public schools of Canada, and are now in course of publication by Mr. Lovell of Montreal. They are interesting, both on particular and on general grounds, not only as a specimen of the literature of Canada, but still more of the sort of teaching which is being established in that Colony. We have been much struck with the merit of some of the volumes of the series, which, as a whole, will bear favorable comparison with any works of a similar class published in this country.

Of Mr. Hodgins' Geography we have already had occasion to speak with approval in this journal, on its first appearance two years ago. In the present edition (1862), the population returns have been brought down to 1860; and the work now forms a very complete and comprehensive text book of geographical science, containing an amount and variety of information, bearing on the geography of the various countries of the globe, such as we must candidly avow we have not before seen compressed within the same compass in any other work. Mr. Sangster's Arithmetics appear to us to be models of arrangement and good teaching. The rules are in all cases illustrated by operations fully worked out, and explained step by step in such a way that the pupil can have no difficulty in mastering and comprehending the *rationale* of every process employed. The "Note-Book on Inorganic Chemistry" is intended as an *aide-memoire* for students and teachers, and comprises the heads of a course of Lectures on Chemistry in a condensed form, so as to obviate the necessity of writing notes on the subject. The "Natural Philosophy" embraces the elements of Statics, Hydrostatics, Pneumatics, Dynamics, Hydrodynamics, the theory of Undulations, and the mechanical theory of Music. A very valuable feature is the introduction of a great variety of problems under each section, solved, for the most part, arithmetically, by which means the general principles of mechanical science are not only more clearly comprehended by the student, but more permanently fixed in his mind.

Mr. Vasey's "English Grammar" is entitled to the praise of clearness and simplicity—a merit possessed in a still higher degree by the "Classical English Spelling Book," in which the anomalies and difficulties of English orthography are, by a judicious classification of the elementary sounds, reduced to a minimum.—*Ed. Times*.

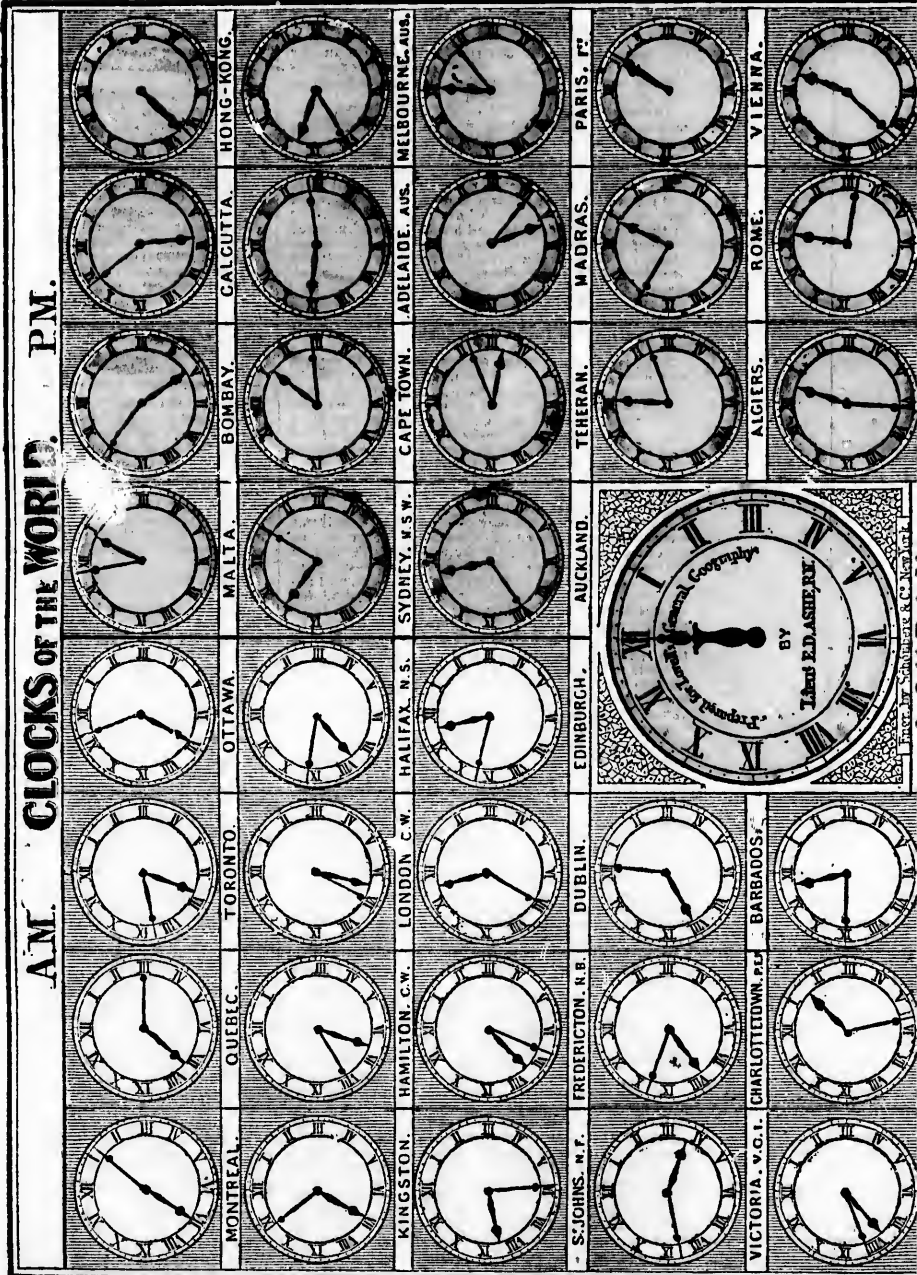
The "British American Reader" of Mr. Borthwick, is a patriotic attempt to construct a Reading Book of exclusively home manufacture. The extracts are entirely either from the works of native authors, or authors who have written on America.

LOVELL'S SERIES OF SCHOOL BOOKS.—Mr. Lovell is one of the most enterprising and spirited of Canadian publishers in the department of works of utility. We have lately received several numbers of his series of school books on spelling, reading, and grammar, which we think he fully bears out the object which he professes to have in view, viz., rendering these branches of education simple and attractive. The books are well printed, and cheaply though firmly bound, so as to bring them within the reach of all persons who have children to send to school.—*London Prototype*.

Illustration from Lovell's General Geography.

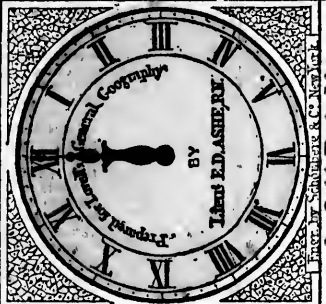
ENCOURAGE HOME TALENT.

A.M. CLOCKS OF THE WORLD. P.M.



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DURAGE HOME INDUSTRY.

VICTORIA, V.C.I.	CHARLOTTEOWN, P.C.	BARBADOS.	LONDON.	ALGIERS.	ROME.	VIENNA.	
BERMUDA.	HONOLULU.	MADRID.	STOCKHOLM.	TURIN.	BRUSSELS.	STUTTGARD.	
HAVANNA.	MADEIRA.	LISBON.	BUENOS AYRES.	DRESDEN.	BERLIN.	MUNICH.	
LIMA.	- QUITO.	PANAMA.	MEXICO.	BERNE.	COPENHAGEN.	ST. PETERSBURG.	
NEW YORK.	WASHINGTON.	BOSTON.	PHILADELPHIA.	ATHENS.	CONSTANTINOPLE.	MECCA.	
NEW ORLEANS.	DETROIT.	SAN FRANCISCO.	RIO JANEIRO.	CAIRO.	JEDDO.	DELHI.	
							PEKIN.

DURAGE HOME PRODUCTIONS.

ENCOURAGE LOVELL'S SERIES OF SCHOOL BOOKS.

Parents should see that Lovell's General Geography is in their Children's hands.

Mr. McGrath, the Agent of John Lovell, of Montreal, is here at present, and exhibits a series of no less than thirty school books, all carefully composed and neatly printed, from the celebrated Montreal establishment, of which Mr. Lovell is the esteemed proprietor. In noticing this collection of educational books, we cannot conceal the satisfaction which we feel in the fact that every one of them, progressive as they are from the first rudiments of the language to the higher ranges of history, geography, chemistry, arithmetic, philosophy, and mathematical science, is thoroughly respectable in its execution, and equally "British" in its tendencies; and we are also pleased to find that the prices of the respective works are so moderately low that they are within the reach of every school in New Brunswick. It is full time that our people were supplied with these healthy issues, instead of the poisonous trash which has hitherto been imported for our schools from the United States, and from which the youth of our country have been constrained to spell out the false, and in some instances treasonable expositions of their own national degradation. We therefore feel that the thanks of the people of these provinces are justly due to Mr. Lovell for the great pains and expense which he must have incurred in the progress of his valuable publications. It was only last week that our attention was called to one of "Sergeant's Standard Speakers" (an American work), by the father of two young men who have had this anti-British collection thrust upon them in one of our public schools; and while on this subject we will now only say that in view of the objectionable articles with which it abounds, we have had hard work to restrain our indignation.—*New Brunswick Reporter, Fredericton.*

This series, got up expressly for use in the schools of the British North American Colonies, by that enterprising publisher, John Lovell, of Montreal, has been uncommonly well received by numerous Professors, Principals, and Teachers of Colleges, Academies, and Schools in Canada; has received the commendations of Clergymen, Judges, and Members of the Legislature; and has been favorably noticed by the Press of the three provinces, and it is still growing in esteem. It is a good maxim to encourage home productions, and all interested in the education of the young should look favorably on Lovell's series. It comprises about thirty books in all. On the first work on the list, the Jury of the International Exhibition held in London, in 1862, passed the following encomium:—"The colony (Canada) produces many of its own School Books, among which may be mentioned Lovell's General Geography, a trustworthy and attractive manual, remarkable for its clear arrangement and the fitness of its illustrative and statistical contents." The *London Educational Times* also reviews the series most favorably.—*Head Quarters, Fredericton, N. B.*

A praiseworthy effort is being made by all interested in the cause of Education in these Provinces, to introduce Lovell's Series of School Books into our Schools. We have shown the General Geography and Easy Lessons in Geography to many of the Teachers, to ascertain their opinion of the merits of the work as Class Books. There is but one opinion; that the Books are much superior to any ever introduced into our schools, not only for their excellent arrangement, but because they give an account of the latest and more important explorations of modern travellers, and are a valuable addition to our scanty stock of school literature. Instead of the British provinces being scarcely mentioned, or at best misrepresented, as in the agricultural capabilities, justice is done them in Lovell's books. Had numbers of the youth of our country, who have been, from their earliest recollections, taught to believe the States was a land flowing with milk and honey, and their own native land the very reverse, been favored with this and a similar description of books, we should not be pained by seeing so many of them leaving our shores to seek a better country.—*Borderer, Sackville, N. B.*

LOVELL'S SERIES OF SCHOOL BOOKS.—We hope that these works will, at no distant date, be in general use. We have already borne testimony to the excellence of Mr. Lovell's publications, and are confident that a discriminating public will fully bear out our encomiums, and properly appreciate the praiseworthy enterprise of the leading British American publisher. The heads of educational institutions should examine carefully Mr. Lovell's series of school books, for we feel assured, if they do so, they cannot fail to adopt them in their schools. We believe, too, that the Superintendent of Education should feel it his duty to encourage their adoption generally throughout this Province.—*Reporter, Halifax, N. S.*

In these books we have just what was long required, and we trust that now, while our people are moving toward colonial unity, the government will take some steps to encourage school books that are written in and suited for British America. The movement deserves to be encouraged by our people, and Mr. Lovell, of Montreal, deserves our gratitude. The scholar will learn out of those what he could never learn out of an English work, and will have information in regard to America without hearing anything to prejudice him against the fatherland.—*Morning Post, St. John, N. B.*

On Thursday last, Mr. McGrath, the intelligent Agent of Lovell, the great publisher of Montreal, Canada, appeared before the Provincial Teacher's Association, then in session at Windsor, for the purpose of explaining the advantages possessed by the series of Lovell's School Books over those now in use in the Provinces; which he did in so clear, concise, and able a manner, that a vote of thanks to him was proposed and passed by the assembled Teachers. A Committee has been appointed to prepare a list of school books for general use, to be submitted to the Hon. Dr. Forrester, Superintendent of Education, for approval; to be again approved of by the Legislature; and from a cursory examination of Lovell's series, we hope to see a large portion of it officially authorized for general use in the schools of our Province.—*Morning Chronicle, Halifax, N. S.*

Every effort at improvement in our provincial school books we hail with pleasure. Very recently, Mr. McGrath was before the Teachers' Institute, when in session at Windsor, and, we believe, submitted several of Mr. Lovell's books, pointing out the advantages over those now in use. This gentleman's arrival was very opportune, as a committee has been appointed to prepare or select suitable school books,—and we have little doubt, from the strong desire Mr. Lovell has to adapt his books to the wants of the Provinces, that he will be successful in bringing them into general use in our schools.—*Morning Sun, Halifax, N. S.*

What we want, among other things, is a colonial literature. This is essential to the construction of such a nationality as Mr. McGee depicts so eloquently. We have depended too long for our literature upon the productions of Yankee publishers. Our children have too long been taught from the Yankee school books, in which the United States are seen through the small, and the remainder of the globe through the large end of the telescope. We would not be understood as condemning all American publications. To do so would be very absurd. But we do mean to say, that the text books in our schools should be the production of colonial pens, and, if possible, of colonial printers and publishers; and that all should do whatever lies in his or her power to foster and support a national literature.—*Journal, Halifax, N. S.*

NATIONAL AND ELEMENTARY ARITHMETICS.—These Arithmetics have been prepared for use in our Colonial Schools, with special reference to the necessities originating in the introduction of the Decimal Currency into the British Colonies, and like all the other books of Lovell's series that have come under our notice, are characterized by great simplicity and perfect efficiency. We feel it a gratifying task to know that we can recommend both the above books on this indispensable branch of knowledge, and benefit the school service at the same time. We would, therefore, recommend the School Trustees and Schoolmasters throughout the Province to review these works, side by side, with those in existence, and see if they will not, with us, rise from the examination, convinced that they can introduce them with advantage.—*Journal, Halifax, N. S.*

We esteem both the above treatises upon the "Science of Numbers," as first of their class, and better adapted than any others we have yet seen to the present wants of this and sister British North American Provinces; and consider that a teacher who could not communicate a good knowledge of Arithmetic with Sangster's works on the subject for text books, would be very likely to fall in doing so under other circumstances.—*British Colonist, Halifax, N. S.*

Mr. Lovell's efforts to supply our Colonial Schools with a series of text books specially suited to our requirements we consider worthy of the highest commendation. We have examined the various works of the series, and have come to the conclusion that they are better adapted to our wants than the American or British books now in our schools, and that the Superintendent of Education and teachers would do well to adopt Lovell's series in toto, and thereby encourage Colonial pens and a Colonial publisher.—*Eastern Chronicle, Pictou, N. S.*

LOVELL'S SERIES OF SCHOOL BOOKS.

35 Books already Published.—5 New Books in Press.

Books approved by the Council of Public Instruction for use in the Schools of Upper Canada.

The following BOOKS, published in Canada, by JOHN LOVELL, have been approved and recommended by the Council of Public Instruction, for use in all the Grammar and Common Schools of Upper Canada:—

LOVELL'S GENERAL GEOGRAPHY; by J. GEORGE HODGINS, LL.B., F.R.G.S.

EASY LESSONS IN GENERAL GEOGRAPHY; by the same.

HISTORY OF CANADA, AND OF THE OTHER BRITISH PROVINCES IN NORTH AMERICA; by the same.

NATIONAL ARITHMETIC, IN THEORY AND PRACTICE, adapted to the Decimal Currency; by J. H. SANGSTER, M.A., M.D.

ELEMENTARY ARITHMETIC, in Decimal Currency; by the same.

ELEMENTARY TREATISE ON ALGEBRA; by the same.

The Publisher has much pleasure in tendering his best thanks to the public of Canada and of the other British North American Provinces, for the very liberal support which has been accorded to his Series of School Books.

When a large amount of care and labor has been expended on an undertaking of a National character, it is very gratifying to find, from substantial evidence, that the public have appreciated the enterprise, and approved of the manner in which it has been carried out. This has been essentially the case in reference to Lovell's Series of School Books.

The very favorable manner in which the Books have been received and reviewed by the Press of Canada and of the Lower Provinces, together with the flattering opinions expressed by some of the leading gentlemen of the Provinces,—for which the Publisher is very grateful,—is perhaps the best guarantee of the utility of the Books which the public can receive.

There are very few Schools in British North America into which some of the Books have not been introduced, while in very many instances the whole Series has been adopted.

Extracts from Opinions on Lovell's General Geography.

I consider the plan excellent, the matter judiciously selected, and, for a text book, surprisingly full and complete.—*Bishop of Toronto.*

I am impressed with the belief that it is calculated to be eminently useful in the schools of the province.—*Bishop of Quebec.*

C'est un travail précieux qui fera honneur à votre presse, et rendra un vrai service à l'éducation primaire de nos enfants.—*Bishop of Montreal.*

J'ai parcouru cet ouvrage avec un véritable intérêt il remplit bien son titre.—*Bishop of Tloa.*

Elle m'a paru pleine de connaissances variées, intéressantes, et très utiles à la jeunesse pour laquelle elle a été faite.—*Bishop of Ottawa.*

I have carefully perused it, and have no hesitation in pronouncing it a most useful improvement on the Geographies now used.—*Bishop of Ontario.*

I think Mr. Hodgins will be admitted to have executed his part with much judgment and ability, and that the work will give general satisfaction.—*Chief Justice Robinson.*

The system Mr. Hodgins has adopted, is one, which, of all others, is altogether efficient, and no doubt conducive to a clear, easy, and practical teaching of Geography.—*Judge Mondet.*

The book is one which is worthy of Canada, and, both as a scientific production as well as a work of art, is deserving of all praise.—*Judge Aylwin.*

I am persuaded it will be found to be extremely useful, not only to our youth, but to ourselves, children of larger growth.—*Judge Badgley.*

Je recommande avec plaisir la nouvelle Géographie en langue anglaise que vous vous proposez de publier.—*Judge Morin.*

As regards ourselves, it is the first work of the kind in which the magnificent colonies of Britain have had justice done them.—*Judge McCord.*

It is a vast improvement upon such works as have heretofore been in circulation in the country.—*Sir W. E. Logan.*

I think the work a very important one as a standard educational book.—*Dean of Montreal.*

Pour moi, je souhaite voir au plus tôt votre consciencieux travail livré au public.—*Superior of Seminary of St. Sulpice.*

Je ne puis que vous exprimer ma parfaite satisfaction et vous féliciter pour la publication, d'un ouvrage qui fait autant d'honneur à votre presse qu'il doit procurer d'avantages au pays.—*Director of the Montreal College.*

It is a work of prodigious labor and of conscientious effort at accuracy of statement.—*Director of the Christian Brothers' Schools in Canada.*

The most prominent facts seem to have been carefully gleaned, with an arrangement that appears to be very simple and lucid.—*Archdeacon Bethune.*

I sincerely hope that it may meet with general adoption in schools and private families.—*Archdeacon Gilson.*

We are conscious that we shall be consulting the best interest of the schools of the Society, by endeavouring to introduce the book into every part of our charge.—*General Superintendent in B. N. A. of the Colonial Church and School Society; and the Superintendent for the Diocese of Montreal.*

I shall be most happy to recommend it to the schools in my superintendency, as well as to heads of families, and hope it will be patronized as extensively as it deserves.—*Rev. J. Gilbert Armstrong.*

It contains an immense amount of information, and yet the style and arrangement are so natural and easy as to prevent any appearance of tediousness and dryness, and greatly to aid the memory.—*Rev. Wellington Jeffers.*

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY—Continued.

The style in which it has been got up, and the lowness of the price, cannot fail to recommend it as a text book for the use of schools.—*Rev. Dr. Mathieson.*

I confidently anticipate for this and your other school books that large demand that will indicate the high appreciation of the profession.—*Rev. Dr. Wilkes.*

Your Geography is, without question, greatly in advance of all others that have yet been presented for public use in this country.—*Rev. A. F. Kemp.*

I have no hesitation in pronouncing it superior to any work of the same character and size extant.—*Rev. Dr. Wood.*

Mr. Hodgins has displayed much ability in his work. It is brief but comprehensive; "without overflowing, full."—*Rev. Dr. Shortt.*

Your work on Geography supplies a want which teachers have long felt and complained of.—*Rev. Dr. Leach.*

A most excellent, and in all respects, suitable school book.—*Rev. Dr. Irvine.*

Such portions as I have paid particular attention to appear to me to be very accurate.—*Rev. W. Snodgrass.* It will become a necessity in our seminaries of education.—*Rev. Dr. Bancroft.*

The work under review seems to merit the highest commendation.—*Rev. J. Ellegood.*

The plan and manner of execution are both admirable.—*Rev. W. Scott.*

The fairness and impartiality with which the different countries are described, will commend it to general use.—*Rev. E. J. Rogers.*

It seems to me just what is needed, suited to the requirements of the country in its matter, form, and price.—*Rev. J. B. Bonar.*

I think the publication of the work ought to be regarded as a matter of sincere congratulation to the country at large.—*Rev. W. S. Darling.*

Where all is excellent it is difficult to particularize, but I may state that I consider the introductory part deserving of special commendation.—*Rev. Dr. Brooke.*

The classification appears to be faultless, the definitions concise and lucid, and the information given in regard to the derivation and pronunciation of proper names is very valuable. It is indeed *multum in parvo*, and will doubtless become the standard Geography of our schools.—*Rev. I. B. Hotarot.*

I am really delighted that at last a School Geography, almost perfect, is provided for the youth of the British North American provinces.—*Rev. John Carry.*

Your Geography is all that can be desired, and after a thorough examination, I am convinced that, from its merits, it will at once be adopted in all our schools. It is a marvel of cheapness, admirable in plan, and a fine specimen of what can be done by an enterprising and liberal publisher. We shall at once introduce it into our school, as its want has been long felt.—*Rev. H. J. Borthwick, Principal of the County of Carleton Senior Grammar School.*

The plan of your School Geography is excellent.—*Rev. Dr. Leitch, Principal of Queen's College.*

So far as I can judge, "Lovell's General Geography" is well adapted to our Canadian Schools.—*Rev. A. J. Parker.*

I hail it as the best Geography extant for our Canadian schools. I can give no better proof of my appreciation of its merits, than by introducing it immediately as the standard text book in our Academy.—*J. Douglass Borthwick, Principal of Huntingdon Academy.*

It is my intention to adopt at once this Geography as a text book in the Grammar School department of this Institution.—*Rev. S. S. Nelles, President of Victoria College.*

When it comes to be known by the public, I should think it must command a very extensive, if not universal, circulation in the schools of British North America.—*Rev. John Corder.*

No existing work can be held to excel it.—*Rev. A. de Sola.*

This Geography—without controversy the best yet given to the British American public—will do much toward exalting the popular estimate of this branch of study, and fostering the patriotism and loyalty of our people.—*Rev. A. Carman.*

It is most gratifying that Canada is not only preparing her own school books, but that, as in the case of the Geography, they are of so high an order of merit.—*Rev. S. D. Rice.*

It is much more suitable for the use of our Canadian youths than Morse's and other similar Geographies.—*Rev. Henry Patton.*

A boon much needed and well-timed,—calculated at once to save the minds of our youth from improper associations, and to lead them to cherish national and patriotic feelings.—*Rev. Dr. Urquhart.*

The plan is most excellent, inasmuch as it contains, *multum in parvo*, and brings into one view an immense mass of useful information, abridging the labors both of teacher and taught in no ordinary degree.—*Rev. David Black.*

I am much pleased with the plan and style of the work. It cannot fail of being useful in the schools for which it is intended.—*Rev. J. Goadby.*

The work is well planned and executed, comprising, in remarkably moderate bounds, a vast amount of information. It is an improvement on every other school Geography I am acquainted with, and is likely to take a chief place in Canadian schools.—*Rev. Dr. Willis.*

It is certainly the best and most impartial Geography for the use of schools which, to my knowledge, has issued from the press on the North American continent, and will, I trust, receive from the public all the encouragement it so eminently deserves.—*Rev. Dr. Adamson.*

The work is well adapted to meet the requirements of the schools in our own province, and will do good service should it find a place in the schools of other lands.—*Rev. William Ormiston, D. D.*

It will, no doubt, become a valuable National work and will take its place as a standard book in our schools.—*Mrs. Susanna Moodie.*

I am very much pleased with it, especially with the part relating to Canada.—*Miss Lyman.*

The plan is excellent, and answers all the requirements of an intelligent work on the subject.—*Mrs. Simpson, Principal of Ladies' Academy, Mansfield st. Montreal.*

In issuing your new work, you have supplied the schools with a valuable auxiliary for conducting the education of our youth.—*Mrs. E. H. Lay, Principal of Young Ladies' Institute, Beaver Hall, Montreal.*

I rise from its perusal convinced that I shall be able to use it in my seminary with considerable advantage to all concerned.—*Mrs. Gordon, Principal of Ladies' Seminary, Linden Place, corner St. Catherine st. and Union Avenue, Montreal.*

I have carefully examined the advance sheets of your "General Geography," which I think is a great improvement over any other book of the kind now used in Canada.—*Hon. John Young.*

I have never seen one arranged upon a better system, or more profusely and judiciously illustrated.—*Thos. C. Kiefer.*

Its complete description of the British colonies fills a vacuum not supplied heretofore by either foreign or British Geographies; while the style in which it is got up, and its low price, cannot fail to recommend it for general purposes.—*Hon. A. A. Dorion, M.P.P.*

Not only to the Canadian student will it prove a boon, but it will be found useful and entertaining everywhere.—*Wolfred Nelson, M.D.*

It is a work well calculated to attain the end which you have in view, and will undoubtedly prove invaluable as a text book in the hands of our Canadian youth.—*J. B. Meilleur, M.D., LL.D., Ex-Superintendent of Education for Lower Canada.*

I have much pleasure in saying that I conceive it to be compiled with much care and judgment; at the same time the admirable engravings and maps add greatly to its value, and make it, in my opinion, the best school Geography I have ever met with.—*T. Sterry Hunt, M.A., LL.D., F.R.S.*

I believe that the Geography will prove a boon to the country, and will have a most happy effect in training the youth of the British provinces to right views of the great extent of their country, and of the variety of its resources, and will largely contribute to the development of a national sentiment.—*Alexander Morris, M.P.P.*

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY—Continued.

As regards the manner in which the different subjects have been treated, I consider it all that can be desired.—*Archibald Hall, M.D., L.R.C.S.E.*

The editorial department has been carried out with a talent and perseverance worthy of the highest encomiums, and has left nothing to be desired. As an educational book of the first class, I feel confident that it will supersede any work on the same subject at present in use.—*Charles Smallwood, M.D., LL.D.*

I trust that the enterprise and zeal which you have shown in thus providing a work more particularly adapted to the Canadian stand-point, though by no means confined to it, will meet with the success that it merits.—*Colonel Wilmut.*

Mr. Hodgins and you have, in this volume, made a very valuable addition to our series of school books, and I have no doubt that your enterprise will be appreciated by every friend of education.—*Benjamin Workman, M.D.*

Un mon avis il devra surpasser l'attente tant dans son ensemble que dans ses détails, de ceux qui désiraient voir remplir la lacune qui existait pour la langue anglaise au moins, dans les livres à l'usage des écoles.—*Etienne Parent, Assistant Provincial Secretary East.*

J'y ai admiré l'ordre et l'arrangement des matières comme de leurs lucides et classiques dispositions, qui accusent de savantes recherches et d'heureuses combinaisons.—*Joseph G. Barthe.*

Je ne hasarde rien en disant qu'il n'y a pas, en géographie de volume qui pour un prix aussi modique, offre la réunion d'un aussi grand nombre de actions pratiques.—*P. R. Lafrenaye.*

I think your Geography better adapted for schools than any one I have seen used in the province, and trust you may succeed in getting it generally introduced.—*Andrew Robertson.*

The sections relating to the North American provinces are peculiarly valuable, on account of their furnishing, in a condensed form, authentic particulars hitherto not to be found in any school Geography.—*Alpheus Todd, Librarian to the Legislative Assembly.*

I cannot wish you better success than your excellent work so richly merits; and I trust the people of Canada, at least, will show their appreciation of it by its general adoption.—*Dunbar Ross.*

It was high time we should have a school Geography which would give due prominence to our own and the sister colonies, as yours does.—*Hon. Thomas D'Arcy McGee, M.P.P.*

It is just what I have been hoping to see in Canada for many years; and I hope its general adoption in the schools of both sections of the province will remunerate you for your outlay in getting it up.—*John S. Sanborn.*

A great improvement upon the books on the same subject now generally used in this province.—*Frederick Griffin, Q.C.*

Destined very shortly to supersede most of the Geographies now in use in British North America.—*T. A. Gibson, First Assistant Master, High School, Montreal.*

Such a work has long been needed in this country.—*Professor Hicks, McGill Normal School.*

It seems to me to be a very excellent school book, and just what we wanted to make us independent as to the American Geographies.—*G. W. Wicksteed, Law Clerk, Legislative Assembly.*

It is an excellent work, and I have no doubt will soon supersede all other Geographies in the schools of Canada.—*Charles Nichols, L.R.C.P., Principal of Collegiate School.*

Its general plan is good.—*Dr. Lawson, Queen's College, Kingston.*

Having looked over the American part of Lovell's General Geography, I consider it better adapted for our colonial schools than any Geography now in use.—*John Connor, Principal Niagara Common School.*

I am delighted to find that such a work is in an advanced state, and, to show my entire approbation of the work, I shall be ready, on its publication, if authorized by the Board of Council of Education, to take at least 80 copies, thus supplying each boy in the Grammar School under my charge with a copy.—*H. N. Phillips, Principal, Niagara, Senior County Grammar School.*

I feel sure its use in our schools will be acceptable to the teachers, and beneficial to the pupils.—*John Simpson, M.P.P.*

I have no hesitation in saying that the work must come into general use in our Schools.—*William Tassie, M.A., Principal of the Galt Grammar School.*

The prominence given to our own country is a feature that specially commends it for use in Canadian schools.—*Rotus Parmalee, Inspector of Schools in the Eastern Townships.*

It represents immense labour loyally bestowed, and high aims patriotically advanced. We must cherish and appreciate a work which has been so carefully adapted to our tastes, and suited to our wants.—*Fennings Taylor, Clerk Assistant, Legislative Council.*

The whole work is marked by learning, ability, and taste.—*Archibald Macallum, Principal of the Hamilton Central School.*

I have great pleasure in assuring you that in my humble judgment, your General Geography appears to be so judicious in its arrangements and order, so lucid in its definitions and descriptions,—combining copiousness of information with brevity and simplicity, yet clearness and even elegance of expression,—that I cannot for a moment doubt that the work in question will prove of the greatest utility in our schools.—*R. S. M. Bouchette.*

I have no hesitation in saying that I think the work an excellent one, both in plan and execution, and well fitted to supply a place which I have understood to be void among school books.—*Thomas M. Taylor.*

I have much pleasure in stating that I have never seen a work better adapted for the use of educational institutions.—*Richard Nettle, Superintendent of Fisheries for Lower Canada.*

I feel much interested in its appearance, and I accord to it my unqualified approbation.—*John Smith, Head Master of the High School, St. John's, C. E.*

That your general Geography, with maps and illustrations, will have the tendency to advance the important objects which it proposes is unquestionable. It is intelligent, practical, and highly interesting.—*Thos. Worthington.*

Extracts from Opinions of the Canadian Press on Lovell's General Geography.

We have now a Geography whence our young people will acquire a correct idea of the country they live in, and which will assert in the face of the world our right to consideration and respect.—*Montreal Herald.*

We think Mr. Hodgins has succeeded in compiling a Geography, which is not only a great improvement on all that have been hitherto in use in our schools, but is as nearly perfect as is possible in a Geography for general use.—*Montreal Gazette.*

There is, with respect to every portion of the Globe, a mass of information, collected in a form so compressed and yet so full, as really seems incomprehensible.—*Montreal Transcript.*

This is a very valuable work, which we warmly commend to the notice of teachers, and all persons engaged in the task of education.—*True Witness, Montreal.*

This is the most important work which has yet issued from the Canadian Press, as it is the best.—*Commercial Advertiser, Montreal.*

More to say that Mr. Hodgins, the able and accomplished author of the volume, has executed his work well, is, we think, but paying him a poor compliment. He has undertaken and discharged a duty which we think few could have achieved with equal success.—*British American Journal, Montreal.*

This work supplies a want long felt in our schools. As a manual of Geography it seems to leave nothing further to be desired.—*Echo, Montreal.*

We think the rising generation in these provinces should have a geographical text-book, for themselves, giving a true history and correct description compatible with their political and social importance, and such a text book we have in that now before us.—*Canada Temperance Advocate, Montreal.*

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY—Continued.

C'est, croyons-nous, la Géographie la plus complète que nous ayons eue jusqu'ici; nous nous permettrons donc de la recommander fortement aux maisons d'éducation.—*L'Ordre, Montreal.*

We have no hesitation in pronouncing it, in every respect, the best Geography for Schools that we have yet seen. It must come into universal use in Canada, and therefore the sooner it is introduced into schools the better.—*Christian Guardian, Toronto.*

No work of the kind could be more complete.—*Toronto Daily Leader.*

We are very much pleased with this work, which we have examined carefully. The maps are accurate and well engraved, the typography is excellent, and the whole execution of the work highly creditable to Canadian enterprise.—*Canadian United Presbyterian Magazine, Toronto.*

It has no rival in the detailed and accurate knowledge it affords of the extent and resources of the British American provinces.—*Canadian Independent, Toronto.*

We consider this Geography far superior, especially for Canadian schools, in many respects, to any similar work heretofore available to the public in this country, and we are surprised to see it sold for only one dollar.—*Canadian Agriculturist, Toronto.*

We have carefully examined the contents, and can safely recommend it to the favorable consideration of the public as a very valuable addition to Canadian school books.—*Toronto Evening Journal.*

The introductory chapter, on Mathematical, Physical, and Political Geography, is a manual of concise simplicity, which will at the outset enlist the approbation of the thinking teacher.—*Home Journal, Toronto.*

It is correct and most explicit with regard to every portion of the Globe.—*Hamilton Daily Spectator.*

Such a work was needed in the British provinces, and we feel proud that we now have one every way worthy of the country.—*Canada Christian Advocate, Hamilton.*

The information is derived from the most approved sources, and is arranged in a manner so systematic as to afford the greatest facility for both teacher and scholar.—*Quebec Gazette.*

Ce que M. Lovell vient d'accomplir est un très grand effort pour le Canada.—*Journal de Quebec.*

It is exceedingly well got up.—*Kingston Daily British Whig.*

In Canada, we feel assured, it will find its way into every household.—*Kingston Daily News.*

"Lovell's General Geography" is the very thing that is required for our schools—most ably and correctly got up, handsomely printed, and, in a national point of view, it is a boon to the country.—*Herald and Advertiser, Kingston.*

It is a valuable contribution to the cause of education.—*London Daily Free Press.*

We trust to see it adopted in our schools, in preference to those generally imported from the United States.—*Daily Prototype, London.*

One of the most useful works ever issued from the Canadian press.—*Ottawa Gazette.*

We rejoice in the appearance of this new and excellent compendium of Geography.—*Cobourg Star.*

It is the most complete and interesting work of the kind ever published.—*Cobourg Sentinel.*

We have no hesitation in recommending it to the favorable notice of teachers and friends of education generally.—*Cobourg Sun.*

The arrangement of the varied contents, for conciseness, is admirable.—*Conservative Messenger, Prescott.*

To Canadians this is an invaluable work, as it is the only Geography that has ever done justice to Canada and the other British Provinces.—*Belleville Intelligencer.*

We hope that it may, as soon as practicable, be adopted uniformly, in all our schools.—*Hastings Chronicle, Belleville.*

We feel warranted in extending to it the fullest recommendation. We hope to see this new work at once introduced into all our schools.—*Peterborough Review.*

We unhesitatingly pronounce it the best for the use of Canadian schools.—*Port Hope Messenger.*

We can at once pronounce the Geography the most correct—certainly the best adapted for school use—we have ever seen; and we hope soon to see it on every school desk in the country.—*Examiner, Peterborough.*

We heartily commend the book to those engaged in education, and hope that the Council of Public Instruction will authorize it to be used as a text book in our public schools.—*Freholder, Cornwall.*

We have examined it carefully, and find that it is superior to any Geography now in use.—*Perth Courier.*

It is full of valuable information, is beautifully printed, elegantly illustrated, and is well worth the small price claimed for it,—one dollar.—*Niagara Mail.*

It ought to have the patronage of all the Boards of Education; and thousands of adults would receive a great amount of instruction by obtaining a copy. As a book of reference it is invaluable.—*Windsor Herald.*

While it by no means neglects the Geography of the other countries of the world, that of Canada occupies the most prominent position.—*Paris Star.*

After a careful inspection of this Canadian work, we unhesitatingly pronounce it to be a valuable boon conferred upon the youth of the British American Provinces.—*British Constitution, Ferris.*

Its plan and arrangement are both admirable, and while it has the recommendation of brevity, it is a full and complete geographical work. In these respects as well as in mechanical execution and literary ability, it excels all works of the kind hitherto produced.—*Whitby Chronicle.*

The work is certainly one of inestimable value.—*Whitby Press.*

It is the most valuable and comprehensive work of the kind, for the use of schools, that could be put into the hands of our students. It must at once become a standard school book.—*Whitby Watchman.*

Mr. Hodgins has conferred no small boon on the youth of the British American provinces, by the publication of this very excellent school manual of Geography.—*Guelph Herald.*

It appears, from the opportunity we have had of examining it, to be the result of a great deal of labor and expense.—*Guelph Advertiser.*

It is with no small pride we announce the fact that a General Geography of the World, with a fair proportion of its contents devoted to a description of Canada, has been published. It becomes the duty of those at the head of our educational concerns—superintendents, teachers and trustees—to encourage this new work.—*Times, Woodstock.*

We earnestly trust that no time will be lost in introducing it into our common schools. No Canadian youth can understand the geography of his country without having studied "Lovell's General Geography."—*Woodstock Sentinel.*

It is really a credit to the province. We feel sure that our teachers, and others having charge of schools, will cause it to be used almost exclusively in the educational establishments of the country.—*Evening Journal, St. Catharines.*

Heretofore Canadian children have been compelled to study a foreign Geography, in which our noble country was not represented as it is, so minutely and truthfully, in the work before us.—*York Herald, Richmond Hill.*

Mr. Hodgins' work is free from dwarfing the interests of any people, but large attention is given where most needed, to Canada and the sister colonies.—*Argus, Chatham.*

It meets a want which nothing has hitherto supplied, and we are convinced that it will work its way into the houses as well as the schools of our land.—*Weekly Dispatch, St. Thomas.*

This is a very beautiful and useful Geography, just issued at the low price of one dollar.—*Grand River Sachem, Caledonia.*

We may safely predict its being adopted as a textbook in all the schools and colleges throughout the province.—*Gananogue Reporter.*

It is the best Geography published, and we can conscientiously recommend it to the attention of teachers of schools in Canada.—*Maple Leaf, Sandwich.*

The explanatory and descriptive matter is of the most useful and comprehensive order.—*Welland Reporter Drummondville.*

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY.—Continued.

It is the best publication of the kind ever issued.—*Omence Warrier*.

We highly commend this Geography, being excellent beyond all competitors.—*Cayuga Sentinel*.

Not only as an exhibition of Canadian literary progress, but as a beautiful and appropriate sample of Canadian art, we must congratulate the Publisher on this very opportune and praiseworthy donation to the teachers of youth in Canada.—*British Flag, Brighton*.

The present work commends itself at once to the attention of parents and teachers.—*Waterloo Chronicle*.

The arrangement of the maps and matter is admirable, and well calculated to make the study attractive to the learner.—*St. Mary's Argus*.

It is with no ordinary feelings of pleasure we hail the appearance of this work.—*Oshawa Pleasicator*.

We earnestly recommend its general adoption in our schools.—*Essex Journal, Sandwich*.

As a complete Geography and Atlas, this new work is superior to any other extant, and is just what is very necessary in our Canadian schools, into which we hope to see it at once introduced.—*Perth Standard, St. Mary's*.

It is in every respect a most excellent elementary work, and admirably adapted for the use of schools, and we hope to see it universally adopted as the School Geography of Canada.—*Brampton Times*.

It begins, as it ought to do, with Canada, and is, in matter, illustration, execution and general comeliness, a credit to the country.—*Norfolk Messenger, Simcoe*.

We hope to see this Geography introduced into our common schools, and generally adopted by teachers and instructors in the Canadas.—*Berlin Telegraph*.

This excellent book, which is creditable to any printing establishment, is well adapted to the use of our Canadian schools.—*Markham Economist*.

We are fully convinced that it will prove to be of great utility in our schools. It should be highly prized by Canadians, not only because it is a Canadian work, but because, in addition to its giving a satisfactory knowledge of all parts of the world, it gives a fair portion of prominence to the British colonies.—*Branford Courier*.

In every feature of this work is exhibited accuracy and fairness; and we pronounce it the most valuable book that ever issued from a Canadian press,—an honour to its author, and creditable to its publisher.—*Galt Reporter*.

This is a Canadian work, and is published in a style which would do no discredit to the first nations of the world.—*Dumfries Reformer, Galt*.

This is one of the best works on General Geography that has been issued from the press. We hope to see it used as a text book in all our schools.—*Ayr Observer*.

It has come in good time, for there is no school book more needed than a Canadian Geography. We cheerfully recommend it to school trustees, and hope they will immediately take measures to have it introduced into the common schools.—*People's Press, Fonthill*.

It is infinitely better suited to supply the requirements of Canadian youth than any American publication of the kind. We have no doubt it will soon be generally adopted for use in our public schools.—*Expositor, Brantford*.

A much larger space is devoted to Canada than in any Geography now before the people.—*New Era, Newmarket*.

We doubt not Mr. Lovell's exertions will be duly appreciated, and that the work will soon be introduced into our schools.—*Napanee Standard*.

Mr. Lovell's endeavors to produce a Geography that would contain all the information which could possibly be desired, has, we think, been entirely successful.—*Pictou Gazette*.

Our magnificent provinces, which in American Geographies are generally passed over as if merely a speck on the continent, have for the first time received due prominence.—*True Banner, Dundas*.

The work is one of high excellence, and we trust will be adopted as a standard in all educational institutions in our country. It ought to have a place in every house in Canada.—*Carlton Place Journal*.

To those engaged in educational pursuits, we commend "Lovell's General Geography."—*Northern Advances, Barrie*.

The work is very ably edited and exceedingly well got up.—*Spirit of the Age, Barrie*.

We have great pleasure in hailing the appearance of this new work.—*Ingersoll Chronicle*.

Its merits are many, and its claims on Canadian patronage are imperative.—*Huron Signal, Goderich*.

It is very neatly and correctly executed, giving sufficient importance to this portion of Her Majesty's dominions. This feature of the work alone, should secure for Lovell's Geography a place in every school in the Province.—*Shannonville Advertiser*.

A repository of geographical knowledge which gives due prominence to those countries in which it is principally intended to be used, without disparagement to other countries.—*Canadian Post, Beaverton*.

Mr. Lovell has conferred upon the people of British North America a lasting obligation, by furnishing them with a school Geography especially adapted to their local wants.—*Sherbrooke Gazette*.

From an examination of the work, we should think it well adapted as a text book for schools in Canada.—*Stanstead Journal*.

We consider the Geography one of the best extant; and hope it may soon supersede, in the schools throughout the Province, the use of all similar publications.—*St. Johns News*.

Lovell's General Geography is a Canadian wonder. In fact, it is just such a manual as we would wish to see introduced into every school in Canada.—*Richmond Guardian*.

Cette Géographie est destinée à rendre un grand service à l'éducation primaire des enfants.—*Courrier de St. Hyacinthe*.

Nous espérons que M. Lovell recevra, par la vente de cet utile ouvrage, tout l'honneur qu'il mérite à si juste titre.—*Gazette de Sorel*.

Cette Géographie sera d'une grande utilité dans toutes les écoles élémentaires et rendra l'étude de cette science facile et agréable.—*L'Ere Nouvelle, Trois Rivières*.

No other Geography contains such a store of information respecting the British North American possessions, and none other does equal justice to the territorial extent and boundaries of the united provinces of Upper and Lower Canada.—*Huntington Herald*.

Altogether we consider this Geography one of the best extant, and hope it will soon supersede, in the schools throughout the Province, the use of all similar publications.—*Advertiser, Waterloo*.

Mr. Lovell has done much towards advancing the educational interests of the country, but we question whether any of his former efforts equals this one in importance or excellence. We sincerely hope this work will be introduced into all our schools at an early day.—*Eastern Townships Gazette, Granby*.

Extracts from Opinions of the Nova Scotia Press on Lovell's General Geography.

This work supplies a want which has been long and seriously felt in all of our British American schools. We can with perfect confidence recommend this book to teachers and heads of families throughout these North American colonies as, without exception, the very first work of its class which they can place in their children's hands; and we hope that it will immediately come into general use.—*Acadian Recorder, Halifax, N. S.*

The remark often made that the geography of other countries is better known by the youth of Nova Scotia

than that of their own province, need be no longer a fact. We shall be glad to know that the work has come into general use in the schools of this province.—*Christian Messenger, Halifax, N. S.*

Its plan and arrangement are admirable, and in mechanical execution and literary ability it excels. Mr. Lovell, the enterprising publisher of Montreal, deserves all praise for producing a work of so much value to the youth of British America.—*Morning Chronicle, Halifax, N. S.*

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY—Continued.

Mr. Hodgins, the author, has given to each country its due, and his labors are likely to meet with their reward.—*Morning Sun, Halifax, N. S.*

We have received a copy of this valuable publication. Instead of any recommendation of our own, we believe the public will be glad to see the following from the Superintendent of Education:—

"TRURO, August 15, 1861.

"I have examined Lovell's General Geography with some care and much satisfaction. Along with a large amount of historical, statistical, and scientific information on General Geography, presented in the most attractive form by means of maps and wood-cut illustrations, it seems to me to give a proper relative position to the British colonies in North America, — a grievous defect in Morse's and other similar publications.

"Altogether, I have no hesitation in recommending it as the best text book on Elementary Systematic Geography that has ever appeared on this continent, and I hope to see it in general use in all our schools.

"ALEX. FORTESCUE,
"Superintendent of Education."

—*Presbyterian Witness, Halifax, N. S.*

We can safely say that it is a work well deserving of the patronage of all educational establishments in the provinces of British North America. Our advice is, — banish Morse from every school in these provinces, and furnish them freely with "Lovell's General Geography."—*Provincial Wesleyan, Halifax, N. S.*

We find it to be all that can be desired for the Elementary Schools in the British American provinces. We have no hesitation in bespeaking for it the favorable attention of school authorities and teachers.—*Tribune, Yarmouth, N. S.*

We have no doubt it will supply a useful place in education, particularly as a text book for elementary schools.—*Eastern Chronicle, Pictou, N. S.*

From a careful investigation of its contents, we can say that the author has been highly successful in his endeavours. Every portion of the globe is treated in a concise manner, and the letterpress is so arranged that the information desired may be readily got at. We commend the work especially to the attention of those engaged in education, as a substitute for the American Geographies now in use.—*Morning Journal, Halifax.*

We have much pleasure in recommending it for the use of our schools. It is exactly what has been long wanted in the colonies, and we hope that it may be introduced immediately into all the schools in the country.—*British Colonist, Halifax, N. S.*

The one before us, being of colonial compilation, is certainly the more reliable for British North American colonists, as it contains the most extensive and truthful information respecting these colonies. We hope it will soon be in use in every school in this province.—*Evening Express, Halifax, N. S.*

It seems well adapted to our colonial schools. Dr. Hellmuth hopes to introduce it into the schools of the Colonial Church Society, and it will be well if it take the place of the many books of the same character which are now in use in our own province.—*Church Record, Halifax, N. S.*

We have much pleasure in recommending this work to the notice of teachers and the public generally. The whole appearance of the book is superior to any similar work that we have yet seen. None of the Geographies hitherto published have given these provinces the prominence which their growing importance merits, but in this work the want is supplied, and on this account, — we hope to see this Geography generally used throughout the schools.—*Reporter, Halifax, N. S.*

We are happy to be able to recommend it as a work which supplies an important desideratum in our public schools.—*Colonial Standard, Pictou, N. S.*

Extracts from Opinions of the New Brunswick Press on Lovell's

1 Geography.

"A WANT SUPPLIED.—School teachers, parents, and all interested in education matters, have felt that a Geography, above all other books, was required in the schools. Mr. Lovell has supplied this deficiency; the plan of which is excellent, and is adapted to the youth of the British provinces. It is essentially a British North American Geography, and commences at home, as it should do, and not on the old principle of learning the youth everything about foreign nations, while they are kept in ignorance of the country in which they live. We wish to see it in every school, and hope it will supersede those now in use.—*Morning Globe, St. John, N. B.*

An excellent, and we must add, indispensable school book. As a manual of Geography it leaves nothing, as far as we can judge, to be desired. It will necessarily lead the youthful mind to dwell upon the vastness of the British dominions in North America, and cause our juvenile friends to consider that "where formerly the red man and the wild beast roamed, in our day, Christianity and civilization claim their power, and science follows in their path."—*New Brunswick, St. John, N. B.*

This excellent work supplies a want long felt in these provinces—a text book which treats of our own country. We trust it will be universally patronized.—*New Brunswick Baptist, St. John, N. B.*

This Geography is very carefully and elaborately got up. It seems to be worthy of the encomiums which all of the first rank and position of all creeds and parties in Canada lavish upon it.—*Morning Freeman, St. John, N. B.*

This excellent publication completely supplies a long existing desideratum in our provincial schools. So well has the task been executed, both by author and publisher, that we recommend it with the greatest confidence to the patronage of all our provincial teachers and parents. The publication, as a whole, is so peculiarly adapted for the use of British colonists, that we earnestly hope it will rapidly supersede all other Geographies in our provincial schools.—*Courier, St. John, N. B.*

We have glanced over this work with much satisfaction. It fills a want which has long been felt in the schools of these provinces. We predict for it an extensive sale.—*Christian Watchman, St. John, N. B.*

This work is put forth by a Canadian publisher, and will admirably answer the purpose intended. It is a useful publication, and might very well replace the Geographies got up in the United States, where Uncle Sam's territory usurps undue space and notice, and British North America is treated as it were a not much explored, and a little known region of the world, of which it is really a very fair and ample portion.—*Head Quarters, St. John, N. B.*

The Provinces receive a fair share of space and detail, while other countries receive full justice. The work is one which deserves an extensive circulation; it is a colonial production; is well printed, and comes highly commended by the savans of Canada. We cheerfully recommend it to the school teachers of the province as an excellent substitute for the faulty Geographies now in use.—*Morning News, St. John, N. B.*

We are glad to be able to inform our readers, and especially the teachers of our New Brunswick schools, that we have at last a Geography which seems suitable to our wants. "Lovell's General Geography" is, in our opinion, an exceedingly valuable and suitable contribution to our school literature.—We expect soon to see this the only Atlas used in our schools in these colonies. We commend it especially to the notice of all the teachers of schools in our province. We believe they will be doing a service to the pupils under their care, by urging them to lay aside the Atlases previously in use, and to procure "Lovell's General Geography."—*Abdon, St. John, N. B.*

This work has been in use in many of our schools for sometime past, and is rapidly growing in public favor, but not more rapidly than its merits deserve; it combines so many excellencies that we find it difficult to select special subjects of commendation. It is comprehensive and yet concise—pre-fund in its teachings and yet exceedingly simple in style; and the most thoroughly impartial in its notices of nationalities of any work of the kind extant. We feel assured it will soon entirely supersede all other geographies in our schools.—*Colonial Farmer, Fredericton, N. B.*

LOVELL'S SCHOOL BOOKS.—We are pleased to learn that the Board of Education, on the recommendation of the Superintendent, has authorized the use of Lovell's Geographies—both the elementary and advanced works—and also Sangster's National Arith-

EXTRACTS FROM OPINIONS ON LOVELL'S GENERAL GEOGRAPHY—Continued.

met in the Schools of this Province. The educational works published by Mr. Lovell possess merit of a very high order, and have elicited the highest encomiums from the press, and from the teachers in this and neighboring provinces where they have been introduced. Mr. Bonnett has displayed sound judgment in recommending the use of Mr. Lovell's Geography, and we hope to see his influence exerted in introducing the other books of this Colonial publisher. Mr. McGrath, the agent of Mr. Lovell, has just returned to Montreal from an extensive tour through this Province, Nova Scotia, and Prince Edward Island, where his gentle-

manly department, his intelligence and earnestness, have been eminently successful in introducing these books, and securing for them a favorable consideration. *Courier, St. John, N. B.*

The merit of these books is now universally acknowledged throughout the Provinces; and should therefore merit the attention and patronage of all those who desire to see the children of the Province acquire a correct knowledge of geography, without at the same time imbuing those erroneous ideas inculcated in many of the books now in use.—*Morning Telegraph, St. John, N. B.*

Extracts from Opinions of the Prince Edward Island Press on Lovell's General Geography.

It is more suitable for our schools than British Geographies, because it gives a fuller description of America, the quarter of the globe in which we dwell, and with which we ought to be best acquainted; and on the other hand, it is free from objection to American works of the kind, as they almost ignore every part of the world except the United States. We trust, then, that the Board of Education will lose no time in placing it on the list of school books for this Island.—*Protestant, Charlottetown, P. E. I.*

It is a work of unquestionable merit; and is a desideratum to all school interests. Our Island Board of Education will doubtless put it on their list of approved School Books, and recommend its adoption by general island use.—*Examiner, Charlottetown, P. E. I.*

It reflects the highest credit both upon the author and publisher, and we trust the day is not distant when it will find its way into all our public schools and edu-

ational establishments, and be the means of eradicating those erroneous and pernicious publications by which the wants of too many of our district schools—for want of something better—have hitherto been supplied.—*Monitor, P. E. I.*

It affords the best and most condensed account of Canada that we have ever met with in a work of the description. It then takes a view of the present state of the other Colonies, briefly, it is true, but with sufficient accuracy. The United States are well described, as is the rest of North and South America. Europe, Asia, and Africa have their due share, compiled from standard works, with judgment. Maps, views of cities and towns, pictures of the various animals of the different quarters of the globe, contribute to make the book attractive as well as useful, and the price of the work—a most important consideration—is such as to place it within the reach of all.—*Islander, Charlottetown, P. E. I.*

Extracts from Opinions of the Newfoundland Press on Lovell's General Geography.

We regard the work as the most excellent of the kind that has yet been produced. It is highly creditable in every respect to the genius of British America.—*St. John's Daily News, Newfoundland.*

We commend it to the attention of those of our community having in charge the education of youth. It is arranged in a systematic manner, and yet so simple as to prove most efficient in leading on the minds of children in a proper study of Geography. It has been adopted in a majority of schools throughout the provinces, and the testimonials, published at the end of the work, are of the very highest order.—*Public Ledger, St. John's, Newfoundland.*

This work is one of the most complete of the kind that we have ever met with, and appears to be not only admirably adapted for the use of schools, but very valuable as a book of general reference on the subject of which it treats. It is compiled with great care, and the varied matter it embraces most judiciously arranged, while the mass of information it contains gives it a completeness which characterizes few, if any other works of a similar class. Altogether the work before us recommends itself to all, and we consider it should not only be in every school, but that it would be an acquisition to every library.—*Morning Post, St. John's, Newfoundland.*

We have rarely, probably never, seen a work of the kind offered to the public with clearer titles to success. It appears to us to be in many respects a decided improvement upon the geographies heretofore in general use. It contains a variety of information upon matters on which other Geographies are either silent or incorrect; and what should particularly commend the book to popularity in these colonies, is that in their regard it supplies the want complained of in other similar works—while comprising all the leading geographical and other interesting features of the older countries of the globe, it is careful to give us the best information upon every portion of British North America.—*Newfoundlander, St. John's, Newfoundland.*

This book meets a want which we have long noticed better than any other work of the kind with which we are acquainted. It treats of these North American colonies as the homes of the youth for whose instruction it is designed. We hope shortly to find that this valuable work is used in every school in Newfoundland.—*Telegraph, St. John's, Newfoundland.*

We have little doubt that an examination of it by the Boards of Education and teachers of youth, will lead to its adoption in the various Schools of this colony.—*Royal Gazette, St. John's, Newfoundland.*

Lovell's General Geography—Price, only 65 cents—is on sale in every City, Town, and Village in the British North American Provinces.

Lovell's General Geography ought to have a place in every house in the British Possessions.

EASY LESSONS IN GENERAL GEOGRAPHY.

Extracts from Opinions of the Press on Easy Lessons in General Geography.

It appears admirably adapted for the purpose for which it is intended, and we have no doubt it will have a large and ready sale.—*Montreal Herald*.

The design of the work is indicated in the title; and when to this is added that it is from the pen of the author of "Lovell's General Geography," we have said enough to recommend it to the favorable consideration of the Canadian people. But we can state further that we have looked it over with care, and that we consider it a valuable addition to our school book literature. We should be glad to see it come into general use, and Mr. Lovell rewarded for his meritorious exertions by the sale of many thousands of copies.—*Montreal Gazette*.

Equal to any work of the kind printed in the Great Republic. The objection intended, so far as our judgment goes, has been admirably attained. Indeed, in the able hands of Mr. Hodgins, the Deputy Superintendent of Education for Upper Canada, it could scarcely be otherwise. The publisher says that such a period of time has been spent in the preparation of this book, and such care and labor bestowed upon its revision, that it is believed it will be found of incalculable benefit to the youth of the country. We agree in this; and we hope it will have a large sale. When once the work is brought generally before the people, there is not a school or an educational institution, public, private—rich or poor, that will not make these "Easy Lessons" a text-book for young beginners.—*Montreal Transcript*.

It is designed as introductory to the publisher's excellent "General Geography," which many teachers consider too advanced for young beginners, and is admirably adapted to the purpose for which it is intended. The arrangement is excellent. The work contains in a small space a very large amount of useful information, and though intended for young beginners in geography, its pages may be consulted with advantage by "children of a larger growth." No trust that the book will find a large and ready sale.—*Montreal Commercial Advertiser*.

This little work, though complete in itself, is designed as introductory to "Lovell's General Geography." We have no hesitation in recommending it to teachers; the simplicity of the language and conversational freedom in the mode of expression will not fail to please the junior class, for whose special benefit, we need scarcely add, it was written.—*Journal of Education, Montreal*.

Geography is a delightful study, and these Lessons are a delightful method of imparting an interest in it to the young. The sketches are admirable, combining great lucidity and tact with the use of easy and familiar language. In the treatment of such subjects as the Earth and its appearance, Time and its divisions, Geography, the Hemispheres, the Mariner's Compass, &c. The maps are designed to connect, in the mind of the pupil, the objects and associations of travel with a geographical knowledge of the more important physical features of the principal countries in the world. We are glad to see religion discreetly respected, and loyalty taught as one of its lessons.—*Presbyterian, Montreal*.

On ne pouvait trouver un meilleur système pour l'éducation de la jeunesse. Aucun doute que l'on s'empressera d'en faire usage dans les écoles.—*La Minerve, Montréal*.

Ce petit volume renferme nombre de renseignements compilés avec une méthode qui rend ce livre indispensable à ceux qui commencent l'étude de cette branche, et d'une utilité générale pour tout le monde.—*Le Pays, Montréal*.

Elle est adaptée sur un système qui donne beaucoup de facilité aux enfants pour ce genre de leçons. Nous le recommandons au Département de l'Éducation qui, nous en sommes certains, le recommandera lui-même aux Inspecteurs d'École.—*L'Ordre, Montréal*.

Ce livre, d'après ce que nous en avons vu, ne peut manquer d'être éminemment utile aux élèves qui fréquentent des classes élémentaires, s'il est adopté et recommandé par le Conseil de l'Instruction Publique. Cette mesure ne serait, ce nous semble, qu'un acte de justice et un bienfait pour les écoles. Nous recommandons cet ouvrage à cause de l'importance qu'il nous paraît avoir comme livre élémentaire et aussi pour

donner à M. Lovell une part de l'encouragement que lui méritent ses constants efforts: *Encourage home talent*.—*Le Colonisateur, Montréal*.

The book is itself a model of perfect printing; the numerous illustrations are all remarkably well executed, and the maps, though of course smaller, are we think rather an improvement on the maps in the "General Geography."—*News and Frontier Advocate, Montreal and St. Johns*.

The whole plan of this volume, and all its illustrations, are admirable, and we have no doubt that the work will prove valuable in all our common schools. Mr. Lovell's enterprise in getting up, at a great expense, his series of school books, is worthy of all praise.—*Christian Guardian, Toronto*.

It deserves a place in every Canadian school. The easy, attractive manner in which it leads the little pupil onward, step by step, can scarcely fail to interest him and prepare him for the larger work.—*Canadian Baptist, Toronto*.

Simplicity and comprehensiveness as regards the subject have been deemed the chief requisites, which have been therefore continually borne in mind; as well as the aiding pupils by maps and wood cuts, the first mentioned being so prepared as not at an early stage to confuse the pupil with minute details, but to assist the text in giving general ideas.—*Hamilton Evening Times*.

It is a very fine specimen of typography, admirably adapted for use in our public schools, and we trust to see it soon in general circulation throughout the country. Mr. Lovell is deserving of the highest encouragement for his enterprise in placing before the Canadian public so many useful and instructive publications as have emanated from his press within the last few years.—*Quebec Daily News*.

On sait que la grande géographie de M. Hodgins a été généralement accueillie avec faveur, et c'était justice. Le nouveau travail de M. Hodgins sera surtout utile aux commençants. Nous approuvons fort l'auteur d'avoir mis à la fin de chaque leçon un résumé de toute cette leçon par demandes et par réponses.—*Le Courrier du Canada, Québec*.

A most useful book, one that should be put into every child's hand in every school in the Province. Well set up, well printed, and well bound for the price.—*British Whig, Kingston*.

Admirably adapted to the purpose for which it is intended. The arrangement is excellent.—*Herald and Advertiser, Kingston*.

It appears to be well calculated for a school book, being simple and comprehensive. Canada has a fair share of attention, and not more than she merits. The work is deserving of the patronage of all our schools, and we hope it will receive such patronage.—*Prescott Telegraph*.

Much labor appears to have been bestowed upon its contents, which, from their simplicity and comprehensiveness, will be found well suited to new beginners, and is valuable in every particular. We trust it may receive the extended circulation it deserves.—*London Prototype*.

As a preparatory work, it is everything that could be desired, being simple in style and comprehensive in subject. Mr. Lovell is doing good service to the cause of education in this province by the publication of works of this character. They supply a desideratum, which has long been felt, namely—text books, which, while placing Canada in its proper position, will be advantageous in a literary and educational point of view to the rising generation.—*Ottawa Citizen*.

The plan adopted by the author is well calculated to insure attention on the part of the learner, and being interested he will be apt to retain the information so pleasantly given. We should be glad to see this work adopted in our common schools.—*Cobourg Star*.

The book is what it pretends to be, for the use of beginners in learning geography, and we never came across so excellent a work for young children. We look upon the work as a desideratum, and hope that it will have a large sale. It needs but to be known to be prized.—*Peterborough Examiner*.

EXTRACTS FROM OPINIONS ON EASY LESSONS IN GENERAL GEOGRAPHY—Continued.

We would recommend its use in all our schools, as it will be found of incalculable benefit in preparing children for the "General Geography."—*Art Hope Messenger*.

It is an introductory book to "Lovell's General Geography," and we think it admirably adapted to the purpose. Simplicity and comprehensiveness are the distinguishing characteristics of the book. We hope the public will give Mr. Lovell the encouragement he so richly deserves for his enterprise in endeavoring to supply a desideratum which has long been felt, i. e., a series of Canadian School Books.—*Port Hope Guide*.

The work reflects great credit upon the spirit of the publisher, for his enterprise in furnishing us with a series of Colonial School Books which we hope will be duly appreciated; and we trust that this, as well as all the other works of "Lovell's Series of School Books," will receive that attention which their usefulness and importance merit. We would call the attention of school teachers residing in this county to the work; we are sure, from a cursory glance at its contents, that it will meet their hearty approval.—*Hastings Chronicle, Belleville*.

A style of teaching at once original and plain—just what the little folks want. Canada receives a full share of attention, which is one of the beauties of the book. We hope it will come into general use. Mr. Lovell deserves all praise for his rapid introduction of National School Books in the home market, and it is the duty of every Canadian to encourage him in his efforts to do so.—*Perth Courier*.

Elle est digne de la recommandation du Département de l'Éducation. Le mode qui y est suivi pour initier les enfants aux connaissances qu'il leur importe d'avoir sur la géographie est excellent; et l'avantage d'inculquer dans l'esprit de l'enfant des notions complètes de géographie tout en l'amusant. L'auteur prend en quelque sorte l'enfant par la main et lui fait parcourir les continents et les mers, l'arrête dans chaque pays, lui fait remonter ou descendre tous les fleuves et les rivières importantes et lui fait faire une promenade dans chacune des principales villes. L'auteur trouve le moyen de captiver d'avance l'attention fatiguée de son élève par une anecdote amusante et instructive.—*Courrier de St. Hyacinthe*.

We have no hesitation in stating that it is well adapted to accomplish the object aimed at, namely, to present in a pleasing, simple form, the general outlines of the study, so as to instruct and interest without confusing the youthful mind.—*Eastern Townships Gazette and Shefford County Advertiser*.

It has many novel features, some of which are decided improvements. The conversational manner in which the lessons are written, is likely to interest the beginner, and impress them on the memory. We hope the work may meet with a favorable reception from our teachers.—*Sherbrooke Gazette*.

It is a valuable addition to the useful series of school books published by Mr. Lovell, and which should be generally introduced into the schools of the Province.—*Stanstead Journal*.

Mr. Lovell is justly entitled to much praise for the very enterprising manner in which he undertakes to supply our youths with books of the most comprehensive and instructive description. We would advise the various boards of school trustees in North Wellington to recommend its use in their respective school sections. It should be placed in every child's hand in every school in Upper Canada. For simplicity and comprehensiveness it surpasses any work of a similar kind hitherto published in this Province.—*British Constitution, Fergus*.

The work is evidently one of great care and labor, and we know of no better book on the subject of which it treats, so well calculated to assist the youth of the country. The publications of Mr. Lovell are destined to effect a world of good in this country.—*Whitby Chronicle*.

We can recommend it as being an excellent introduction to the General Geography already issued by the same publisher. The work is neatly got up and the arrangement of the matter well suited to beginners. We trust it may receive the patronage it deserves.—*Guelph Advertiser*.

We have carefully examined this work, and give it our unqualified approval. We should have pleasure in seeing Morse expelled from all our schools, and Mr. Hodgins' correct and impartial geographical works occupying its place.—*Guelph Herald*.

Well adapted as a rudimentary work for young geographers. It is designed as introductory to the "General Geography," now universally adopted in the Canadian Schools.—*Canadian Post, Lindsay*.

This work is written in a very familiar style and liberally illustrated with outline maps and woodcuts, and will be found a very valuable contribution to our means of instruction in schools. The character of the author of "Easy Lessons," who manifests an intimate knowledge of the wants of the young, is a guarantee that it is a book that will take hold of the youthful mind, and interest and delight it, and we have much pleasure, therefore, in bespeaking for it a speedy and general adoption as a juvenile class book in our schools in this section of the country.—*Omnes Warder*.

This work is intended as introductory to "Lovell's General Geography," the most useful work ever published in Canada. It is so coaxing in its manner, and so winning in its illustrations, and the singular attraction of its maps, pictures and details, that young persons, we doubt not, would sooner peruse it than any mere tale of amusement. It is very beautifully got up.—*Galt Reporter*.

It is admirably adapted for those pupils beginning the study of geography. Having gone through the "Easy Lessons," "Lovell's General Geography" will be easily mastered, both of which works are creditable to Canadian enterprise. We bespeak from school teachers and trustees an examination of these works issued from Mr. Lovell's press.—*Dumfries Reformer*.

A knowledge of geography is of the greatest importance, and that system which most easily, efficiently, and cheaply gives us this is of the greatest value. Mr. Hodgins' incomparable little book accomplishes all this, and is very interesting besides. Most artfully does he wile his young pupils into the practical object of geography, by his "Conversational Trip over Land and Water." In conclusion we would advise all teachers to procure this book immediately, if they have the interests of their pupils at heart.—*York Herald, Richmond Hill*.

It is just the thing wanted at the present time, as it is designed as an introduction to "Lovell's General Geography." It must be of innumerable benefit to the youth of the country, and we trust no time will be lost in introducing it into our schools, as it is purely a Canadian work and gives proper prominence to Canada, and the other British possessions on this continent, which Morse's one-sided affair does not.—*Grand River Sachem, Caledonia*.

It is an admirable work, and we heartily commend it to the attention of Canadian school-teachers.—*South Simcoe Times*.

A new and valuable little work on Geography, well adapted to the use of schools.—*St. Mary's Argus*.

To obviate a sort of objection to the larger, and first Geography, so well known, Mr. Lovell has again had recourse to the talented aid of the Deputy Superintendent of Common Schools, and has now published a smaller, readier, and easier school book, more adapted for beginners, and in every way calculated to be an admirable aid to the teacher, and a necessary excellent guide and friend to the young scholar. Altogether it is a school book much needed, and it and the larger one will soon be the only Geographies in our Common Schools.—*Cayuga Sentinel*.

The plan of the work is certainly good, being well calculated to fix the names of places on the minds of the pupils. We hope to see this work extensively used in our schools, as it will be found of great advantage to young beginners—while it will exhibit a just appreciation of the author's endeavors to furnish a purely national series of school books.—*Waterloo Chronicle and Gazette*.

We sincerely hope Mr. Lovell will continue his laudable work in the interest of the schools in this country, until every book used in them shall bear the impress of Canadian talent and enterprise. We very cheerfully commend this book to the attention of all parties concerned in the education of the young.—*Essex Journal*.

An excellent and appropriate addition to our Canadian school books. On the whole it is just such a book as was required.—*Woodstock Sentinel*.

This work has evidently been prepared with very great care, to adapt it to the capacities of the junior classes in schools, and to awaken in the minds of small children a desire to become acquainted with the subject.—*Clinton Courier*.

EXTRACTS FROM OPINIONS ON EASY LESSONS IN GENERAL GEOGRAPHY—Continued.

The "Easy Lessons" will be found to be of very great use to young beginners, before commencing the study of the "General Geography." The illustrations are well executed, and will render the work particularly interesting to the junior pupils. It is a valuable work, which should be received with favor in our schools.—*Markham Economist*.

We think Mr. Hodgins deserves great credit for the admirable manner in which he has got up this work, while the publisher, Mr. Lovell, has fully sustained his long since acquired reputation as a first class book printer. We hope to see this Geography immediately brought into general use in our schools.—*Berlin Telegraph*.

Just the book required by the beginner in the study of geography. We would recommend it to school teachers throughout the country.—*Canadian Statesman, Bowmanville*.

A more useful and interesting work could not be introduced into our schools, for the use of the junior classes.—*Enterprise Collingwood*.

We take pleasure in recording our opinion in favor of its general introduction into both public and private schools. We congratulate Mr. Lovell on the success which has attended his school books, and trust that he will go on as he has begun, so that in a short time we may have a series of school books equal to any country in the world, and which, without seeking to push our country into undue prominence, will accord to it what few text books do, its due and proper position.—*Essex Record, Windsor*.

We cannot too strongly recommend it to general notice as an excellent school book.—*Merrickville Chronicle*.

We have examined the work thoroughly, and are of opinion that, within the same space, a larger amount of information on all questions appertaining to a study of the earth's surface, and its physical and political divisions, could not be embodied.—*British Standard, Perth*.

One of the simplest and best arranged little works of the kind we have ever met with. The youthful student of geography is led on by such easy and interesting stages, that it cannot fail to become a necessary book, with the younger classes more especially. We trust all our friends will provide their little ones with a copy of this work.—*Waterloo Advertiser*.

We have no hesitation in recommending it to our readers. The work is got out in a very attractive form, and the engravings have evidently been prepared with much care.—*Huron Signal, Goderich*.

The contents of this book are simple and comprehensive, which are indispensable in a work of this kind, intended as it is for beginners in the study of geography. The sketches in the little work before us are admirable, combining much ingenuity and taste with the use of easy and familiar language in the treatment of such subjects as the Earth and its appearance, Time, the Mariner's Compass, &c. The trips are designed to connect, in the mind of the pupil, the objects and associations of travel, with a geographical knowledge of the more important physical features of the principal countries in the world. Mr. Lovell is a publisher of note in Montreal, and his energy and perseverance is worthy of the warmest commendation, and his efforts to place good and reliable school books before the public, are deserving of encouragement by the people of all the provinces. These "Easy Lessons" are well adapted to accomplish the object aimed at, namely, to present, in a pleasing and simple form, the general outlines of the study of geography, so as to instruct and interest without confusing the youthful mind. Simplicity and comprehensiveness are the distinguishing characteristics of the book, and we have no doubt that it will prove highly useful in our common schools throughout the city and country. This work was evidently prepared with much care, to adapt it to the capacities of the junior classes in schools, and to awaken in the minds of small children a desire to become acquainted with the subject. For this purpose the subject is divided off into conversations or reading lessons, each of which is followed by an explanation, testing the scholar upon the matter he has just read, a method of proceeding which certainly seems calculated to forward the pupil very materially with his studies, and to inculcate the good habit of attentiveness to the reading lesson. In it, religion is discreetly respected, and loyalty taught as one of its lessons. There is one excellent feature about this little geography, it is emphatically a British American book, and

commences at home as it should do, and not on the old principle of learning the youth everything about foreign nations, while they are kept in ignorance of the country in which they live. It is a work of 80 pages, and is got up in a neat and compact style.—*Morning Chronicle, Halifax, N. S.*

It seems to us admirably suited to the capacity of young children. We prefer Lovell's Geography to any American publication of the same kind that has come under our notice.—*Presbyterian Witness, Halifax, N. S.*

We are happy to introduce to the notice of our readers, "Easy Lessons in General Geography." We should be happy to see Lovell's series of school books introduced into general use in the schools in our Province.—*Provincial Wesleyan, Halifax, N. S.*

LOVELL'S SERIES OF SCHOOL BOOKS.—The spirit of enlightened enterprise deserves public patronage, and we are happy to embrace an opportunity of noticing the above series of publications. Upwards of thirty books have been already brought out, several of which deserve special notice. We must, however, content ourselves by a word or two concerning the "Easy Lessons in General Geography," by Mr. Hodgins, the Deputy Superintendent of Education for Upper Canada. It is a most attractive book of eighty pages, exactly suited for young beginners, and conveys just the information required, and in a style which must render the study a pleasant recreation. The conversational trip through the several countries brought before the pupil, must fasten his attention upon them, and induce in him a wish to know more about them. The maps are clear and distinctly marked and colored. The wood-cuts of cities and animals are very neatly executed. We doubt not that teachers will adopt the book as soon as they have learned its excellencies.—*Christian Messenger, Halifax, N. S.*

We, on a former occasion, expressed our high opinion of "Lovell's General Geography." We may now say that the later publication—"Easy Lessons in General Geography"—is equally commendable.

We can also recommend, with every confidence, the several class books on an Arithmetic, Natural Philosophy, Chemistry, English and Latin Grammar, Elocution, and Chronology. We really hope that these books will soon be introduced into every school in Nova Scotia, as well as throughout the remainder of British North America.—*British Colonist, Halifax, N. S.*

Of the various elementary books on geographical science, this appears to be in every way by far the most admirable. In addition to the style of the text being more adapted for children, the maps are plain and intelligible to the most youthful mind. We have little doubt that this admirable work will become just as popular as the larger one in these Provinces.—*Reporter, Halifax, N. S.*

The plan is excellent, the text is admirably adapted to the youthful mind, and the engravings and illustrations are well executed. We took occasion to notice "Lovell's General Geography" at the time of its publication, and we may repeat the desire then expressed that his series of school books should be generally adopted in the Colonies.—*Canadian Recorder, Halifax, N. S.*

We had occasion to favorably notice this useful book on a former occasion, and we have seen no reason to alter our judgment upon its merits. It is a British book, and looked upon in this point of view, with all its right tendencies, it will the more readily meet with the patronage of British families.—*Church Record, Halifax, N. S.*

We must candidly say, that we have seldom seen so much instructive and highly interesting matter contained in so small a compass. It is not only a valuable school book, but may also be referred to with advantage by those of riper years. The maps and plates are both elegant. We wish the enterprising proprietor every success, both in this, and also in his numerous other publications for the advancement of education, which are specially got up to suit the wants of British North America; and we earnestly recommend teachers throughout the Province to adopt Mr. Lovell's series, for their text books.—*Casket, Antigonish, N. S.*

This little book is intended for young scholars, for whom we consider it admirably fitted. We would recommend the publications of Mr. Lovell to all who are interested in the advancement of education; and as his series of works are intended for the Provinces, we trust the public will tender him that encouragement which his enterprise is so worthy of.—*Eastern Chronicle, Pictou, N. S.*

EXTRACTS FROM OPINIONS ON EASY LESSONS IN GENERAL GEOGRAPHY.—Continued.

This book, as its name indicates, is intended for young scholars, for which it is admirably fitted. It cannot fail to be welcomed as a valuable addition to the series of school books issued by the publisher. We would recommend teachers, and those interested in the advancement of education, to examine the series of works issued by Mr. Lovell.—*Colonial Standard, Pictou, N. S.*

It is intended for an introduction, or stepping-stone to Lovell's General Geography, with which we are familiar, and which we esteem the very best work for a school Geography which we have ever seen. If all Lovell's School Books are as well adapted for the object designed, they will greatly contribute to the interests of education.—*Free Press, Bridgetown, N. S.*

Last year we had the pleasing task of introducing and highly commending to public notice Lovell's General Geography, a work admirably adapted to supersede the use of unsuitable and uncongenial American publications. We are pleased to find that that excellent composition has met with entire success, and is rapidly making its way into the schools throughout British North America; and not only so, but that the enterprising publisher, not confining himself to Geography alone, has already published numerous other School Books on various subjects, compiled on similar principles and with the same object, that of supplying British students with essentially British text books; a patriotic project, in which we cordially wish him every success. "Lovell's General Geography" being considered too far advanced for young beginners, a new and elementary work has been prepared, bearing the title prefixed to this notice, of smaller compass and cheaper in price than the larger work. We have carefully examined the Easy Lessons in General Geography, and have no hesitation in warmly recommending it to general patronage, as the best elementary book of the kind we have ever inspected, during a long course of critical experience. It is terse and simple in style, easy of comprehension, sufficiently explanatory for young learners, and abundantly illustrated with well-executed maps and other wood-engravings; and is altogether just the thing for beginners. Upon both patriotic and educational principles, we earnestly hope that these Geographies, as well as the numerous other School Books, on various subjects, issued by Mr. Lovell, will rapidly and effectually supersede all others of their kind in all our Colonial Schools.—*Courier, St. John, N. B.*

The style is easy, yet comprehensive, and the student is aided in his studies by means of maps and illustrations. We are all interested in the circulation of a work issued on our own soil, and by a man who has labored heartily to give a series of school books suited to the Provinces, and we trust that this elementary work will be well patronized.—*Evening Globe, St. John, N. B.*

We have received from the publisher, "Easy Lessons in General Geography," with maps and illustrations, which is a capital book for beginners in this study.—*Carlton Sentinel, Woodstock, N. B.*

LOVELL'S GEOGRAPHIES.—Heretofore the people of the Colonies have been confined for text-books of geography to old country works, crowded with inaccuracies, or to American geographies, which, very naturally, are principally occupied with maps and descriptions of the United States, and give but a cursory view of the British Colonies. Now, however, two Geographies for the use of schools—an Elementary, and a more advanced edition—are before the British Colonial public. They are excellent in conception, and elaborate and correct in detail. The larger Geography, while eminently answering the purpose for which it was intended, it was soon felt that a smaller or Introductory Geography was needed. The enterprising publisher—Mr. Lovell—at once gave to the public the needed book, entitled "Easy Lessons in Geography." We have a copy before us, and after examination we cannot recommend it too highly. One or other of the geographies should be in the hands of every school child, according to its capacity, as they inculcate loyalty to the British Crown, and we hope to see them introduced at once freely into all our schools.—*Ross's Weekly, Charlottetown, P. E. I.*

It is an excellent little book of its kind, containing many maps, illustrations, diagrams, &c.—*Morning Freeman, St. John, N. B.*

Comprehensiveness and simplicity of style, two characteristics very necessary in a work of this kind, have been steadily kept in view. Very well executed maps and various illustrations are scattered through its pages, and so arranged as to greatly assist the pupil in getting a correct idea of the text. It is peculiarly adapted for the schools of this Province.—*Morning News, St. John, N. B.*

It will prove a firm and broad foundation for all desirable geographical instruction. It has many merits, but its most distinguishing feature, to our apprehension, is its beautifully attractive style. To the youthful mind it possesses all the interest of a delightful story-book; and if the teacher could always acquire and practice the art of divesting their instructions of the character of task work, and, in the spirit of this little book, combine amusement with the graver business of teaching, the acquisition of extensive geographical information would soon be more attractive to the rising generation. We cordially and earnestly recommend its universal adoption in schools and families, and that in preference to any other juvenile geography we have ever seen.—*Colonial Farmer, Fredericton, N. B.*

Nothing equal to it has yet appeared in this Province. The questions and answers are plain and simple, at the same time that they convey a correct idea of what the pupil has to learn. Our school teachers ought to see this work at once, and we are quite sure they would immediately ask for its introduction.—*Westmorland Times, Moncton, N. B.*

This little work, in connection with Lovell's series, is designed to supply our Colonial Schools and Academies with information, peculiarly adapted to their requirements, free from such objectionable matter as is to be found in many text-books now used.—*Borderer, Sackville, N. B.*

Well adapted for the purpose for which it is intended.—*Standard, St. Andrews, N. B.*

The more we look at it, the more we admire it, for the extent and the general accuracy of the information it contains. It is certainly a work from which old as well as young may easily acquire a knowledge of one of the most pleasing branches of study on which the mind can be employed.—*Examiner, Charlottetown, P. E. I.*

The work now before us, is, we hesitate not to say, the best publication of the kind we have yet seen, comprehensive, simple and impartial, peculiarly adapted to the requirements of our Common Schools, and entirely free from all objectionable matter.—*Monitor, Charlottetown, P. E. I.*

The "Easy Lessons" are admirably suited for those for whom they are designed, and we trust that they will be speedily introduced into all our public schools.—*Protestant and Evangelical Witness, Charlottetown, P. E. I.*

LOVELL'S EASY LESSONS IN GENERAL GEOGRAPHY, AND LOVELL'S GENERAL GEOGRAPHY.—As British Colonial School Books, their merit is superior to any similar works published on other continent. The English publications do not meet the wants of the British North American Schools—the information is meagre, and in many particulars faulty. The American Geographies are calculated and apparently intended, to weaken the affections of the Colonial youth for the land of their fathers and strengthen them in republican sentiments and ideas. Lovell's Geographies are admirably adapted to meet the wants experienced, by consulting the English works, and counteract the demoralizing tendencies of the American publications. They are, in every respect, valuable auxiliaries to the provincial schools. Every intelligent teacher who may examine them, will at once perceive that his labors can be lessened and the promotion of his pupils facilitated by "Lovell's Geographies." We hope our Chief Superintendent of Schools will have those Geographies introduced into every Parish School in the Province.—*Charlotte Advocate, St. Stephen, N. B.*

JUST PUBLISHED—PRICE, 50 CENTS:

A NEW STEREOTYPE EDITION OF

A SCHOOL HISTORY OF CANADA,

AND OF THE OTHER

BRITISH PROVINCES IN NORTH AMERICA,

By J. GEORGE HODGINS, LL.B., F.R.G.S.,

Author of "Geography and History of the British Colonies," "Lovell's General Geography," and "Easy Lessons in General Geography."

Illustrated by Seventy-Two Engravings.

"History maketh a young man to be old, without either wrinkles or grey hairs, privileging him with the experience of age without.....its.....infirmities."—FULLER.

Opinions of the Press on the School History of Canada.

We have had on our table for some days Mr. Lovell's last publication of his school series,—the "School History of Canada." Respecting the merits of this book, the following private letter has been shown to us, with permission to publish. The writer is competent to give a skilled opinion; and, when he wrote, he had no thought that his letter would ever fall under the eye of the publisher. The testimony, therefore, is the more valuable:—

HAMILTON, May 13, 1865.

Messrs. W. BROWN & Co.

GENTLEMEN,—I have examined the "School History of Canada and the other British North American Provinces," by J. Geo. Hodgins, LL.B., F.R.G.S., Deputy Superintendent of Education, with interest and care.

The result is a decided conviction that, among the excellent Series of school-books published by the enterprising publisher, John Lovell, of Montreal, few, if any, excel this volume in real merit and adaptation to the wants of our Public Schools.

As a Canadian, I rejoice at this Canadian production in regard both to matter and manner; and furthermore, I feel persuaded the more we know of our own country and people, their origin, previous history, present condition, and future prospects in view of confederation among ourselves, and connection with the most enlightened and remarkable country on the earth, the less desire will be felt for any change of an organic or radical nature.

This book is replete with allusion and illustrations of the most interesting kind; of biographical sketches and wood-cuts of those who have been foremost in the cause of Canada, whether of French, of British, or of American origin; and of sketches of scenery unrivalled in grandeur, unsurpassed in nature.

This is the first Canadian attempt to unite and blend into one, in the school-room, the various Provinces whose history it presents. I trust it will be eminently successful.

I intend to introduce it as a text-book into the Public Schools of this city at the commencement of next session.

Yours very truly,
ARCHIBALD MACALLUM, B.A.,

Principal, Central School, Hamilton.

—*Montreal Gazette.*

This little volume contains a vast number of facts about Canada and the British Provinces, the collecting of which must have cost the compiler an endless amount of labor. It can scarcely be called a history of the Provinces, although it contains much that the historian might advantageously avail himself of in writing a history of these countries. In the hands of judicious teachers, it may be found very useful in imparting to the young an outline of the chief events which have occurred in these Provinces since their discovery by Europeans.—*Toronto Globe.*

This new and long-looked for school-book will be welcomed by school teachers and trustees throughout the Province. It contains 282 pages, has sixty-six wood engravings, is printed in clear type, on good paper, and the form and binding are creditable to the publisher. The work is divided into ten parts; four of which are allotted to the discovery, history, and civil, social and physical progress of Canada; and the remaining six to a similar summary of the five other B. N. A. Provinces. These parts are subdivided into chapters treating of the history of each Province during several periods, and furnishing sketches of the political constitutions, social, civil, and commercial progress, municipal systems, educational progress, climate and natural products, trade and commerce, &c., of each province respectively. Mr. Hodgins has executed his task with admirable success. The work gives evidence of extensive and minute research; the talent for condensation and perspicuous arrangement of matter, and clearness and precision of style, so indispensable in a school-book, which is seen in the author's former works, is still more manifest in the present little volume. No where else will so much information be obtained on the subject with the same amount of reading. Many delicate subjects had to be referred to, but Mr. Hodgins has shown himself superior to prejudice, and has presented his facts in such a spirit as can give offence to no sect, party, or nationality. Of course the work will be introduced into all our schools; and we hope besides that it will have a general circulation, for there are many who have left school who need to acquaint themselves with Canadian history.—*Christian Guardian, Toronto.*

We have very great pleasure in sincerely recommending a "School History of Canada, and of the British North American Provinces," by J. Geo. Hodgins, LL.B., F.R.G.S. This work, which is the reverse of what is called *dry* reading, is admirably got up. It is illustrated by sixty-six engravings, giving portraits of eminent persons and places, enough to interest and charm the youthful reader, and promote that spirit of enquiry so needful in the young student. With a spirited sketch of early European history, we are introduced to the discovery of the New World by Columbus; and an animated short description of French and English rule, war and conquest, is very happily brought forward. The statistics of the British colonies are given with spirit and vigour, and we cordially recommend this excellent work to the notice of our readers.—*Irish Canadian, Toronto.*

The contents of this book will, we think, render it a most useful book for schools.—*Montreal Herald.*

Mr. Lovell's Series has attained a well-deserved popularity, and the volume just published under the above title will, undoubtedly, prove as successful as his former publications.—*Montreal Daily Witness.*

OPINIONS OF THE PRESS ON THE SCHOOL HISTORY OF CANADA—Continued.

The writer avoids as much as possible the debatable ground of religion and politics in this little work; and though he brings his History of Canada down to the present year, we think he has succeeded in avoiding giving any cause of offence to any one. We can, therefore, heartily recommend this history to schools. The work is illustrated with several engravings.—*Montreal True Witness*.

Abrégé historique éminemment intéressant. Les faits sont condensés avec beaucoup d'habileté.—*La Minerve, Montreal*.

Cet abrégé est orné de 66 gravures et cartes; il renferme une table de petits tableaux statistiques et chronologiques très-commodes pour l'élève et le maître. L'histoire de chaque colonie est donnée séparément, et est accompagnée d'un coup-d'œil géographique et statistique sur chaque province. De courtes notices biographiques se trouvent au bas de chaque page. Le tout est fait avec beaucoup d'habileté et de précision. M. Hodgins est déjà connu par ses géographies et ses autres ouvrages à l'usage des écoles.—*L. C. Journal de l'Instruction Publique*.

The book is one of the most useful of the Series yet issued by the publisher, and we trust it will receive an extended circulation throughout the schools of this and the other British Provinces. It is divided into ten parts, as follows: Era of Voyage and Discovery; Summary Sketch of the History of Canada; Sketch of the Civil, Social and Physical Progress of Canada; Sketches of the other British North American Provinces; Summary Sketches of the History of Nova Scotia, Prince Edward Island, Newfoundland, Hudson Bay Territory, Vancouver Island, and British Columbia. The work is handsomely and profusely illustrated, embracing views and subjects of interest to every Canadian, and we hope that the enterprising publisher may receive a good return for his efforts in thus studying to meet the wants of the youth of the Province in the dissemination of sound, wholesome literature.—*Daily Prototype, London, C. W.*

The History embraces a record of the British North American Provinces from their early settlement to the present time. The main facts are set forth in a simple yet pleasing style, and contain an amount of statistical matter of the utmost value. We cordially commend this volume to the notice of school trustees.—*London Free Press*.

We have received a copy of this excellent little book, and welcome its advent with much satisfaction. It is of the utmost importance that our rising generation should receive a true and reliable history of their native land from native sources, and not be taught it from American school-books, which, of course, are full of prejudices, and in many cases unreliable. We, therefore, are glad to hear of any addition to Canadian school-books.—*Hamilton Spectator*.

It contains a great deal of valuable information respecting Canada and the British Provinces; and in the hands of judicious teachers, it cannot but prove useful in imparting to the young an outline of the chief events which have occurred in these Provinces since their discovery.—*Dundas Courier*.

An examination of the work convinces us that as a school-book it will be invaluable,—not only containing more than anything of the kind before issued, but classified and arranged in such a manner as will make its study attractive and interesting. Every student of history will learn from this volume all that can be known concerning the past history of Canada and the Lower Provinces. Frequent change of books in a school as a general thing is injurious, and ought to be avoided as much as possible; but this work so far transcends anything now in use that we hope to see it take its legitimate place in the schools immediately.—*Smith's Falls Review*.

John Lovell is ever engaged in producing something of importance in the walks of history and literature. No man in Canada has done more by private enterprise in these important matters than Mr. Lovell, and we sincerely trust his perseverance against loss and difficulties will yet be crowned with profit as well as honor to himself. We have now before us a very useful work for the pupils of our Common Schools, and one which really ought to be encouraged by the teachers of our Country. Not only is Canada described, but the Lower Provinces, Vancouver Island, and the Hudson Bay Territories, the History being brought down to the present day. We trust this interesting little school book will meet with proper encouragement.—*Brookville Recorder*.

This is an unpretending but really excellent little volume on the all-important subject of national history. Mr. Hodgins is engaged in a labour of great worth when he so pleasantly brings home to the youth of our country the facts of our geography and history. The want of geographies and histories suitable for a loyal father to put into the hands of impressionable children has been keenly felt, until Mr. Hodgins and Mr. Lovell supplied it in "Lovell's General Geography" and the "Geography and History of British North America." In the work before us the history of our Province is given in a more systematic form than in the last work we have mentioned, which, indeed, is now supplemented by the General Geography and this History. The style is easy and attractive, and the book is freely illustrated by portraits, sketches and maps. The work is excellent, and surprisingly cheap. It is one of Mr. Lovell's admirable school series; and is another stone added to the monument which that gentleman has reared for himself in his laudable enterprise of furnishing a series of educational works specially prepared and adapted for our colonial schools. This book will, we are sure, take its intended rank as a book in the hands of every advanced pupil in our British American schools.—*Kingston Daily News*.

We respectively suggest to our board of school trustees, the propriety of introducing this excellent compendium of Canadian History into their schools. A copy of the book is in our office for inspection of the public.—*British Central Canadian, Brockville*.

There are already extant several popular histories of Canada and the other North American Colonies, but none of them will bear comparison with the present volume, which must supersede all others now in use in British American schools. Each historical summary is preceded by a geographical sketch of the country; and the volume abounds in illustrations. A biographical, geographical, and general index is given at the end of the book; also a table giving the approximate pronunciation of the more difficult names of persons and places mentioned in the volume. Mr. Hodgins has evidently bestowed a great deal of care and labour on his work, and it is not too much to say that he has produced a school history of these colonies which, in every respect, is all that could be desired.—*Ottawa Citizen*.

This admirable work is another addition to Mr. Lovell's series of school-books. No person living but should learn the history of his country, and here in a book of not quite 300 pages, we have a concise, comprehensive, and reliable account of the prominent events in our country's history. It has been prepared by Mr. Hodgins with great care. It is illustrated with over sixty engravings. The letter-press is in Mr. Lovell's usual faultless style. This work fills a want long felt in our Canadian school literature.—*Cobourg Sentinel*.

This is a work of convenient size, well printed on fine paper, and got up in the usual excellent style of this enterprising Canadian publisher. There are sixty-six wood engravings, illustrative of scenes, monuments, battlefields, portraits of important personages, &c., which diversify and enliven its pages. From the cursory examination we have been able to make, we think it eminently adapted to the purposes it is intended to serve, and we cordially recommend it to teachers, pupils and all who are interested in furthering the acquiring of a knowledge of our own country. It would be absurd to continue to use the publications of other countries, when we have at home a work so much better adapted to the use of our Canadian schools.—*Peterborough Review*.

The publisher has sent us this little work, which is a *mutuum in parvo* of national history, unpretending in appearance, but truly valuable. It is another added to the many important works on Canada, produced by Mr. Lovell's enterprise, and forms one of his admirable school series, specially prepared and adapted for Canadian schools. It is well printed, and full of well executed and appropriate illustrations and maps.—*Whitby Chronicle*.

The "History of Canada and the other British Provinces" has been sent us by the enterprising publisher, John Lovell. The author, Mr. Hodgins, deserves the thanks of the people of this Province, for the many important school editions which he has prepared, designed especially for the youth of this country. This work is a very valuable addition to our school collection, and we hope the publisher may meet with that encouragement which his enterprise merits.—*Whitby Gazette*.

OPINIONS OF THE PRESS ON THE SCHOOL HISTORY OF CANADA—Continued.

The work is in the usual neat and finished style of Mr. Lovell's other publications. It is printed on good paper, in a very neat and distinct type, and illustrated with numerous engravings of persons and scenery connected with the Provinces. It also contains much useful matter on Canada, not before given in school histories of the Province. Another new feature is the sketches of the other Provinces, hitherto almost unknown in elementary schools. There is also a portion of the work referring to the Political Constitution, Law Courts, and other matter not generally found in elementary works; besides a great deal of information on the products, manufactures, revenue, educational progress and commerce of the British North American Provinces. The work deserves to be extensively used, both because of the amount of information it contains, and because it is a Canadian work, from the most reliable sources, and by one of our most earnest friends of Common Schools. We can therefore recommend it to the notice of trustees and teachers; and also to all those desirous of obtaining information concerning our own country.—*Peterborough Examiner*.

It adds another to the fine series of school-books contributed by Mr. Hodgins for our public schools, and does great credit to his literary ability, as well as evincing a great amount of studious research and patient labour. It gives an account not only of Canadian history, but also an outline of European History; of the era of Voyage and Discovery; of the early history of America, and also gives full though summary sketches of the history of the other British North American Provinces, with which we soon hope to be united by enduring bonds. The history of Canada includes, besides its general political history, an interesting account of the civil, social, and physical progress of our fair Province up to the present time, including an account of the Confederation scheme, and some luminous anticipations by the author which will, we hope, be verified. The wood engravings are sixty-six in number, in the best style of the art, and are admirably adapted to render the work attractive to the young. As regards the printing, binding, and general appearance of the work, it is sufficient to say, that it is published by John Lovell, whose excellent and extensive printing establishment has so wide a reputation. We heartily endorse the following remarks of the author, as regards Mr. Lovell's enterprise:—

"In the preparation and publication of these books, Mr. Lovell (one of the most enterprising of colonial publishers) is not only enabled directly and indirectly to give constant employment to numbers of persons, but he is enabled to effect a more patriotic purpose of keeping within the country large sums of money to promote its own industry, which were formerly sent year after year to the United States and England, to pay the artisan and publisher in those countries for books which were in use among us, and which were either ill adapted to our peculiar circumstances or inimical to our institutions."—*Cobourg Weekly Star*.

Mr. Lovell deserves the lasting gratitude of the people of Canada for his enterprise in producing so many valuable school-books of a purely Canadian character; and we sincerely hope he may receive that profit from his publications his enterprise merits. This History before us is just what is needed to give our children a reliable history of their native land, and we have no doubt it will be generally introduced into our Common Schools. This is not merely a history of Canada, but a comprehensive history of the Lower Provinces, Vancouver Island, and the Hudson Bay Territories. It is neatly printed, and illustrated by over sixty engravings.—*Belleville Intelligencer*.

This is a very useful school history of these Provinces. From the cursory glance we have been able to give it, we feel convinced that it is just such a work as is wanted in our Public Schools. It contains a great deal of useful information, in a concise form, of the history of our country from its earliest settlement up to the present time, and will, doubtless, be universally accepted as a text-book in our schools. When we say that it is published by Mr. Lovell, a publisher of whom Canada may well feel proud, we need hardly remark that it is well got up in every respect. It is illustrated by sixty-six engravings, which add much to the interest of the work. The name of the author is a sufficient guarantee for the reliability of the information therein contained.—*Port Hope British Canadian*.

The History is both interesting and instructive, and as a school-book cannot fail to be of great use. It contains a full history of our country, and is in every respect adapted to inform the youthful mind of historical facts with which it should be stored. The price is very low, and we would recommend that a copy of it should form part of the library of every family.—*Huntingdon Journal*.

HISTORY OF CANADA AND THE OTHER BRITISH PROVINCES OF NORTH AMERICA.—We have received from this enterprising Canadian publisher the above work, being another of a series of school-books which he has published for the use of our Canadian schools. The success which he has met with has been of the most flattering and encouraging kind, and the books are now to be found in schools all over the Province, superseding the foreign text-books, which were in most cases either not adapted to the Province, or hostile to our institutions. The high literary attainments of the compilers of this series of school-books (many of whom have achieved not only Canadian but European celebrity), renders it a reliable text-book for schools, as well as a source of much information in a condensed form for the general reader. This History of Canada and the B. N. A. Provinces is compiled by J. Geo. Hodgins, author of "Lovell's General Geography" and of "Easy Lessons in General Geography," and it is "especially adapted for, and worthy of introduction into, every college, academy, and school in the British Provinces." Parents should see that it is in their children's hands as soon as they are old enough to comprehend it; and teachers of schools, as soon as they can form a class of Canadian history, should introduce it into their schools. As a book of reference, we should say it has been prepared with a view to general circulation as well as a school-book, giving as it does an account of the government, judiciary, municipal institutions, education, trade and commerce of all the Provinces.—*Hastings Chronicle*.

Ce livre fait suite aux excellents livres d'écoles, et dénote que l'énergie, l'esprit d'entreprise de M. Lovell ne diminuent en rien. L'ouvrage de M. Lovell a été rédigé avec soin par M. Hodgins, et est rempli de vignettes et gravures sur bois, représentant les principaux événements de notre histoire, ainsi que les grandes figures qui ont joué un rôle important lors de l'établissement du pays. Rien de plus propre à frapper l'intelligence, et à graver le souvenir des faits historiques, dans l'esprit des enfants, que ces illustrations, qui frappent, en même temps qu'elles font mieux comprendre ce que l'on étudie. Ce livre contient un abrégé de l'histoire des autres colonies anglaises de l'Amérique.—*Le Défricheur, Avenir*.

HODGINS' SCHOOL HISTORY OF CANADA.—This addition to Mr. Lovell's series of national school-books will be hailed with delight by the teacher and pupil. The historical matter has been got up with great care, and the work is profusely illustrated, which adds much to its impressiveness. Historically and geographically this work is much more preferable than either British or American publications of a like character, and we shall be pleased to notice, through its reception and general use in our schools, an acknowledgment of the worth of the compiler and the enterprise of the publisher.—*Woodstock Times*.

We have received from Mr. John Lovell a copy of an excellent new school-book entitled the History of Canada and of the other British North American Provinces, by J. Geo. Hodgins, who is already known as the successful author of a valuable series of school geographies, also printed and published by Mr. Lovell. From a hasty examination of the work we feel persuaded that it is just the book that is wanted for our Canadian schools. The facts of our colonial history are stated in a very clear and attractive style of narrative, which cannot fail to prove as entertaining to the minds of intelligent children as mere stories which amuse without imparting any useful information.—The book, besides being well printed on good paper and nicely and strongly bound, contains many beautiful illustrations, including portraits of several distinguished individuals, pictures and plans of battle fields, all of which are valuable aids to the full understanding of the events and persons described. This excellent little work will not only prove an important addition to our school literature, but it will find, as it well deserves, a welcome niche in many a private library.—*Frescott Telegraph*.

The work is one of a series of valuable school-books published by Mr. Lovell, who is justly entitled to the gratitude of Canadians for his perseverance and enterprise in getting up standard works for schools. The work seems to be a carefully written synopsis of the history of the Province, and contains a vast amount of valuable information.—*Stamstead Journal*.

The book is one of the most valuable and useful issued, and we trust its circulation will be widely extended throughout the schools of our Provinces.—*Guelph Advertiser*.

OPINIONS OF THE PRESS ON THE SCHOOL HISTORY OF CANADA—Continued.

This little volume belongs to Mr. John Lovell's series of school-books. We are certain this valuable compendium will shortly find its way into nearly all the schools of Canada and the Maritime Provinces.—*Quebec Daily News*.

John Lovell, the indefatigable publisher in Montreal, in conjunction with that equally indefatigable author, Mr. J. Geo. Hodgins, has added still another valuable work to the Series of books now used in Canadian Schools. This is a History of Canada and the other British American Provinces. It is a work written in a clear, comprehensive and easy style, well suitable for school purposes; and without entering too much into details, the full particulars of every important event are given in a manner most easily comprehended and learned by the pupil, who derives interest as well as instruction from its study. Short notes giving the life, etc., of every notable person connected with the history, are placed at the bottom of each page; and besides this, there are numerous illustrations, statistics, geographical facts full of instruction, and which, as the author rightly concludes, should go along with the history. An idea is also given of the workings of our municipal, educational and political institutions, and this, combined with so much other useful general information, makes it a valuable addition indeed to our array of school-books. We have no doubt but that it will soon be adopted by the Boards of Public Instruction of Canada and introduced into our educational institutes. The price is reasonable for the size of the book, being only 50 cents. Teachers who desire to look at the book can do so by calling at this office.—*Perth Courier*.

It gives a brief and concise history of the British North American Provinces from the date of their discovery until the present time, and, judging from a cursory glance at its contents, is admirably adapted for school purposes.—*Norfolk Reformer*.

It is destined, we think, to supersede all other histories of Canada now in use in our schools, and will prove of interest not only to the pupil, but also to the adult. We heartily recommend the work.—*Bruce Review, Kincardine*.

Mr. John Lovell, of Montreal, the worthy publisher of a colonial Series of text-books, especially adapted for and used in the schools throughout our Provinces, has added another to the list, in a neatly got up volume, entitled "A School History of Canada, and of the other British North American Provinces," by J. Geo. Hodgins, LL.B., F.R.G.S. After a careful perusal of the work, we are prepared to award thereto a very high measure of commendation. The editor, Mr. Hodgins, has evidently spared no pains to present at one glance an accurate *vidimus* of the resources and capabilities, the civil institutions and progress of Canada, and the neighbouring Provinces; and as Mr. Lovell has done his part of the work in the best style, we may safely predict its unbounded success, and an extensive and profitable sale. In these flinty and cruel times, it may not be out of point to state, that the book is most remarkably cheap at the price demanded for it, viz., fifty cents. Every sensible man will agree with the editor in his prefatory note, that

"To have at least a general acquaintance with the geography and history of the country in which we reside, is essential to our intelligent appreciation of its physical resources and civil institutions. This is not only true in regard to those who are native born in the Provinces, but it is especially the case with the newer residents in it,—many of whom have come hither long after the period of their school education had closed, when they had, doubtless, neither the inclination nor the opportunity of learning much of interest in regard to the history or condition of British America."—*Owen Sound Times*.

The style of its compilation is brief but instructive. Many of the chapters will be read with interest by teachers as well as pupils; whilst as a pocket text-book for the general reader it will also be found serviceable. The publisher deserves great credit for his enterprise; for the majority of our books for the use of schools have hitherto been imported, and many of them were either ill adapted to our peculiar circumstances, or unfavorable to our institutions.—*Brampton Times*.

HISTORY OF CANADA.—We have received from the publisher, Mr. John Lovell, Montreal, a copy of a new book intended for schools and private libraries, entitled "A History of Canada and the other British North American Provinces, by J. Geo. Hodgins, LL.B., F.R.G.S." The compilation of this little work involved an immense amount of careful research; and from a cursory inspection we are led to believe that the author has succeeded in accomplishing his purpose in a most satisfactory manner. We will be glad to see it introduced into our Common Schools.—*Semi-Weekly Signal, Goderich*.

An immense amount of information is compressed into a small space, and the subjects are so divided and arranged as to make it easy for the learner and convenient for the teacher. In his preface the author alludes to the present political condition of these colonies, and the necessity which exists for the people of Canada to become better acquainted with the past history of the country. "To furnish this information," he says, "in a connected and summary form, has been the object of the author in preparing this School History at Mr. Lovell's request. Some of the chapters in the book—giving an account of the government, judiciary, municipal institutions, education, trade, and commerce of each Province—have been written not so much for the pupil as for the teacher, or for the general reader who might like to have the information which they contain in an accessible shape for reference."—*Guelpb Mercury*.

This History, which adds another to the series of school-books prepared by Mr. Hodgins, will supply to a certain extent a want long felt in our schools, giving as it does in the first place introductory sketches of European history, followed by a comprehensive summary of British American history during the last three hundred years. It is well printed, illustrated by over sixty engravings, and the matter is so arranged as to make it of great value as a school-book and lead to its general adoption.—*Cobourg Star*.

This is the title of the last addition to Mr. Lovell's already extensive list of school-books. Commencing at the earliest period, it gives a succinct account of the history of Canada and of the Maritime Provinces up to the present day. Embodied in the text, are descriptions of the resources and of the governments and institutions of each. The whole is illustrated by a number of well-executed cuts. The highest praise that can be bestowed on a compilation of this kind is, that its author has omitted no fact of importance, and stated every one with accuracy. This we can safely say of the volume before us. We would suggest to the school commissioners of our district the propriety of having this History of Canada introduced at once into every school under their charge.—*Canadian Gleaner, Huntingdon*.

This little work supplies in some measure a want long felt in the course of instruction pursued in our Public Schools. It commences with an outline of English and French history down to the discovery of America, referring at the same time to the principal causes that tend to promote commerce and navigation, and giving particulars of the earlier European voyages of discovery. The account of the voyages of Columbus and Vesputius are well written, and are exceedingly interesting. The sketch of Canadian History under the French narrates the principal facts; and that of British Rule coming down to the present day, contains a summary of our political Constitution, and of our social, civil, and commercial progress. The parts devoted to Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island, add greatly to the value of the book, at a time when the agitation of the question of Confederation affords some promise of a British North American Nationality. The book is well got up, and finely illustrated. We trust to see it largely introduced into all our Public Schools.—*Essex Record, Windsor*.

We are of opinion that this new publication will supply a want long felt in our schools. Much credit is due to Mr. Lovell for his praiseworthy exertions to supply our schools with text-books of a national character; and we trust that the people of these Provinces will not suffer him to be peculiarly a loser through his patriotic efforts. The School History of Canada is got up in the neat and substantial style for which Mr. Lovell's establishment is celebrated.—*Canadian Post, Lindsay*.

It will form a valuable addition to the school-room, and fill a gap that has long been needed to familiarize Canadian children with a comprehensive knowledge of the history of the British American Provinces. The work is got up in Mr. Lovell's usual neat style, and reflects the highest credit both on the compiler and publisher.—*Daily Journal, St. Catharines*.

After a rather careful review, we must say we think the work will prove a valuable addition to our present list of school-books. The extent of the subject, and the small size of the work, have enforced brevity; but although not lengthily discussed, yet, we believe, the prominent points in our history are treated in a manner calculated to interest and instruct the youthful reader.—*Pictou North American*.

OPINIONS OF THE PRESS ON THE SCHOOL HISTORY OF CANADA.—(Continued.)

HODGINS' HISTORY OF CANADA.—This work is the latest of a series of school-books for Canada, published by Mr. Lovell. It supplies a necessity which has long been felt by Canadian teachers, especially so at the present time, when political considerations require us to be well acquainted not only with our own history and resources, but also those of our sister Colonies in British North America. This knowledge Mr. Hodgins gives us in the book before us. We recommend the work to the earnest consideration of the teachers of Halifax. It is retailed at 50 cents.—*Canadian Champion, Milton.*

This we consider is another link in the series of school-books issued from the same press, which will prove of incalculable benefit to the class of scholars for whom it is intended. Being an illustrated work, it will no doubt be very popular with the children, and will materially aid them in forming ideas with regard to eminent men, interesting places, manners and customs. We are of opinion that it will be very generally adopted.—*Spirit of the Age, Barrie.*

There is not only a very full description of Canada, with biographical notices of her principal men, but the Lower Provinces and the Hudson Bay Territory, together with Vancouver Island, receive a notice; and there is altogether a mass of information, in small compass, relating to the history and resources of our country, which cannot fail to be very beneficial; and we trust, will be fully appreciated. We consider the book to be a decided acquisition to our school literature.—*Pictou Times.*

We have carefully read this new work of the indefatigable and talented Mr. Hodgins, and are much pleased with it; for not only does it abound with the most accurate information, but it fills a void hitherto felt amongst us regarding the Sister, that is, the Maritime Provinces, of whose history and resources most people are ignorant from the want of such a book as this. Setting aside its merits as a school-book, it is really a desirable work to refer to; for it contains, admirably epitomised, all that a commonplace reader would desire to know about Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Hudson Bay Territory, Vancouver Island, and British Columbia; therefore we anticipate, as a book for the household it will be much sought after; indeed, to tell the truth, we fear it is rather painstaking, too full of details for young people, and that Mr. Hodgins does his work too honestly for such a purpose; he has too much knowledge at his finger ends to make a subject like this fit for Common Schools. In Grammar Schools, now, this is just what is wanted, and there it will be appreciated, and we trust will find a ready sale. In conclusion, we heartily recommend all county teachers to buy it; and we are sure if they are anxious to do their duty, they will see how necessary it is to have it introduced into the schools under their charge. We may also add that it has many portraits of the prominent characters noticed in the history, prettily done, and sundry battle grounds are most beautiful specimens of wood engraving. The printing is clear and legible, and it is handsomely and strongly bound—essentials not to be overlooked.—*Cayuga Sentinel.*

Another of Lovell's very useful Series of School Books has just been issued from his establishment. It is called a "School History of Canada, and of the other British North American Provinces," and will be very acceptable. The little work is illustrated, very neatly bound, and the history is written in a very pleasing and attractive style, rendering the book highly interesting to the youth of Canada.—*Essex Journal, Windsor.*

The volume is creditable to even as talented a man as the author, and compares well with his School Geographies, which are now looked upon as standard works in Canada. The history has been carefully and plainly written, and the information collected must have cost the writer much hard labor. We hope it will be introduced into every school in the Province. Teachers should examine the work.—*News, St. Johns.*

Mr. Hodgins, Deputy Superintendent of Education for Upper Canada, is entitled to the thanks of the public for supplying this excellent little History of our country. It is admirably adapted for our schools, and we trust to hear of its universal introduction throughout the country. It is our interest as well as duty to encourage the use in our schools of publications breathing a healthy sentiment of attachment to Britain and her institutions. We would be glad to see this little work introduced into our schools.—*Welland Telegraph.*

A summary of the history of the British Provinces in North America, from their discovery down to the administration of Lord Monck. Numerous histories of Canada have already appeared, but their want of reliability or their lack of interest has prevented their general adoption as text-books in our schools. We hail the appearance of this work, considering that it will be found thoroughly reliable, in the facts stated, and interesting in its recouital of them. History of any kind is an interesting and profitable study, but this remark will apply more particularly to the history of our own country. It seems to us unaccountable how so many persons can be contented to remain uninformed with regard to the geography, history and resources of the important colony in which they live. We hope to see this invaluable book introduced into our Common Schools, as it cannot fail to give the youth of the country that information about their native land which will enable them to play the part of intelligent citizens, and at the same time arouse their patriotism by its recital of the heroic deeds of their forefathers. Price 50 cents.—*Owen Sound Advertiser.*

We have received from Mr. John Lovell, publisher, Montreal, a very neat and useful Canadian publication, entitled, "History of Canada, and of the other British Provinces," by J. Geo. Hodgins, author of several works relating to the British Colonies. The book is got up for the use of schools, questions being arranged at the foot of each page. It is a history, though concise, of Canada, from the discovery of America to the present time; and for this reason should be in the hands of all Canadians. It is particularly well adapted for the use of schools, and we hope it will soon be included amongst the books now in use in the Public Schools of Canada.—*British Standard, Perth.*

This is a continuation of Mr. Lovell's series of school-books. It is a neat little work of 280 pages, and illustrated by sixty-six wood engravings. The History embraces a record of the British American Provinces from their early settlement to the present time. The main facts are set forth in a simple yet pleasing style, and contain an amount of statistical matter of the utmost value. The work has been compiled by J. Geo. Hodgins, Esq., author of many other similar works. We cordially commend this volume to the notice of school trustees in this section.—*Tilsonburg Observer.*

A SCHOOL HISTORY OF CANADA.—That enterprising publisher, Mr. John Lovell, to whom the people of Canada are so much indebted for a valuable collection of school-books, has just added another to the list, which bears the above title. The work has been prepared by J. Geo. Hodgins, LL.B., F.R.G.S., author of "Geography and History of the British Colonies," "Lovell's General Geography," and "Easy Lessons in General Geography." It is arranged in that plain and comprehensive style best adapted for the use of children. An outline of the history of all the other British American Provinces is likewise given in this little work.—*Napanee Standard.*

SCHOOL HISTORY OF CANADA.—It affords us pleasure to notice that Mr. Lovell has added another to his list of admirable school-books. It is a school History of Canada, and of the other British American Provinces, by J. George Hodgins, LL.B., F.R.G.S. Although so comprehensive, it is brief, yet interesting. In addition to being a history, it contains short biographical sketches, and sketches of the political constitution, municipal system, educational, commercial, social and civil progress; thus making it a work of general interest. It is easy in style, and printed clearly and neatly. We heartily commend it to the attention of teachers and parents.—*Oshawa Indicator.*

This is the best work of the kind yet published, giving a complete history of our past condition, with the various stages of colonial existence through which we and the other British American Colonies have passed. A geographical, geographical, and general index has been added at the end of the book; also a table giving the approximate pronunciation of some of the more difficult names, &c., in the history.—*Durham Standard.*

This is the title of a compilation of interesting facts and figures connected with the British Provinces. Its style is simple and plain, its wood-cuts are numerous, and, no doubt, it will soon share the favor uniformly extended to the publications of Mr. Lovell. We feel warranted in extending to this little volume the fullest recommendation; hoping to see it speedily introduced into our schools as a very useful book.—*Onneme Warder.*

NATIONAL ARITHMETIC, IN THEORY AND PRACTICE;

DESIGNED FOR THE USE OF CANADIAN SCHOOLS.
BY JOHN HERBERT SANGSTER, M.A., M.D.

Mathematical Master and Lecturer on Chemistry and
Natural Philosophy in the Normal School for
Upper Canada.

JOHN LOVELL, *Publisher.*

Montreal, August, 1893.

Opinions of the Press on the National Arithmetic.

From the brief examination we have been enabled to give it, we are inclined to think it will give a more thorough knowledge of the science of numbers than any other Arithmetic we remember, and we hope Canadian teachers will give it a trial. We would recommend it particularly to any Students of Arithmetic who are prosecuting their studies without the aid of a master. It seems to us peculiarly suited for them.—*Montreal Gazette.*

It is the production of one of our most useful and energetic teachers, and shows a thorough knowledge of the subject and adaptation to the wants of the country. We recommend our Board of School Trustees, both Grammar and Common, to introduce it into our city schools as soon as practicable.—*Ottawa Citizen.*

We think it is admirably adapted for, and should be speedily introduced into, all our Canadian schools.—*Carleton Place Herald.*

This Arithmetic is not only infinitely better adapted to the wants of this country than any other in use, but the simplicity of its rules and the practical illustrations of the theory and practice of Arithmetic in the many original problems, give it a stamp of nationality highly creditable to the author.—*Markham Economist.*

We hail with much satisfaction the appearance of this work, rendered absolutely necessary by the recent introduction of the Decimal Currency into Canada. From what fame says of Mr. Sangster's capabilities as an excellent teacher and an accomplished mathematician, the volume before us has not exceeded our expectations, though it surpasses every treatise on the subject which has yet come into our hands in three essential requisites, namely: methodical arrangement of matter; conciseness yet comprehensiveness in the demonstration of the various rules; and the immense practical utility which it possesses by the number of examination questions given at the end of each section, to test the knowledge of the student as he progresses.—*Brant County Herald.*

Mr. Sangster's Book is the best going—has no competitor—cannot be matched—positively overflowing with matter. We highly recommend it. No book we have yet seen on this indispensable branch of knowledge can compare with it.—*Cayuga Sentinel.*

From a careful perusal of this very superior book, we can heartily recommend it to the notice of teachers as we find in it much that is valuable and worthy of commendation. The many excellent original suggestions and explanations of principles which it contains must be found useful even by the experienced teacher and skilful mathematician; and the part on vulgar and decimal fractions is particularly full and clear. A great feature of this work, in our opinion, is the numerous and well-selected examples, and examination questions at the end of each section it contains, which must thereby lessen the labors of the master very materially—as we are aware in other treatises on this subject the teacher is obliged to consume much precious time in supplementing and framing just such questions as are within his reach in this manual.—*British Colonist, Halifax, N. S.*

The larger work, the National Arithmetic, is, as it professes to be, an advanced text book on the subject, which, after such an examination as we are in a position to give it, we consider admirably calculated to give a theoretical and practical knowledge of so important a branch of education. Every subject is placed before the teacher and student in the clearest and most appropriate language; and we should be safe in hazarding the opinion that Arithmetic must be well understood by any one thoroughly conversant with this admirable work.—*Journal, Halifax, N. S.*

We hope to see this excellent work uniformly adopted in our provincial schools of all classes, to the exclusion of every other similar book heretofore in use.—*Colonial Farmer, Fredericton, N. B.*

ELEMENTARY ARITHMETIC, IN DECIMAL CURRENCY;

DESIGNED FOR THE USE OF CANADIAN SCHOOLS,
BY JOHN HERBERT SANGSTER, M.A., M.D.

Mathematical Master and Lecturer on Chemistry and
Natural Philosophy in the Normal School for
Upper Canada.

JOHN LOVELL, *Publisher.*

Montreal, August, 1893.

A preparatory work to the "National," by the same author—reputed to be one of Canada's most highly gifted mathematical instructors. In this little book the subject is taught so clearly and simply as to be suited to the comprehension of the most juvenile tyro—while adapted to secure his interested attention. It is truly a model brochure on Arithmetic.—*British Colonist, Halifax, N. S.*

The Elementary Arithmetic is preparatory to the Author's National Arithmetic, and is admirably adapted, from its clearness and progressive arrangement, to make the study of figures more interesting to young minds than the treatises on the subject hitherto in use throughout the Province.—*Journal, Halifax, N. S.*

As a preparatory work to the author's "National Arithmetic," this book is specially and admirably adapted to its professed purpose. We esteem this treatise upon the "Science of Numbers," as first of its class. It embraces all that is essential in an elementary work, and much of the information it contains is more clearly, simply and comprehensively stated than we have seen it in any other book of the same character.—*Colonial Farmer, Fredericton, N. B.*

ELEMENTARY TREATISE ON ALGEBRA,

DESIGNED FOR THE USE OF

CANADIAN GRAMMAR AND COMMON
SCHOOLS.

BY JOHN HERBERT SANGSTER, M.A., M.D.,

Mathematical Master and Lecturer on Chemistry and
Natural Philosophy in the Normal School for
Upper Canada.

JOHN LOVELL, *Publisher.*

Montreal, August, 1893.

To prepare a text book efficiently, a man must not only understand his subject thoroughly, he must also know how to impart his knowledge to others. The first is acquired by study, the other by teaching. Mr. Sangster is possessed of both qualifications, being a thorough student, and a successful teacher. We hail this addition to our national series of school books with much pleasure.—*Canadian Baptist, Toronto.*

CLASSICAL ENGLISH SPELLING BOOK,

In which the hitherto difficult art of Orthography is rendered easy and pleasant, and speedily acquired.

COMPRISING ALL THE IMPORTANT ROOT-WORDS FROM
THE ANGLLO-SAXON, THE LATIN AND THE GREEK:

And Several Hundred Exercises in Derivation
and Verbal Distinctions.

BY GEORGE G. VASEY.

The following is from an eminent Professor in
Montreal:—

I have looked carefully over the "Classical English Spelling Book, by George G. Vasey," and can speak in the highest terms of the plan upon which it is constructed.

To teachers it will be invaluable; and even to those who are not directly engaged in teaching, it will be acceptable on account of the information connected with the origin of the words of our language which it contains. I shall do all I can to recommend it, and trust it may have a wide circulation.

WM. HICKS,
Professor, McGill Normal School.

Opinions of the Press on the Classical English Spelling Book.

It is destined to become the Spelling Book of the province. There is no school book, we believe, extant, which in so little compass contains so great an amount of information.—*Quebec Gazette.*

This is another of Mr. Lovell's Series of School Books, and we think a very good one. It comes recommended very highly by Professor Hicks, whose long experience as a teacher makes his recommendation of great value.—*Montreal Gazette*.

This is one of Lovell's Series of School Books, destined, we hope, to replace the inferior elementary works, now used in Canadian schools.—*Commercial Advertiser, Montreal*.

A most valuable class-book, especially for the instruction of advanced classes in English. It is much more than a spelling book, being a thorough instructor in etymology as well as orthography.—*Montreal Transcript*.

Mr. Vasey is the author of several works, one of the most recent of which is the "Classical English Spelling Book,"—the best Spelling Book, without exception, in the English language.—*Montreal Family Herald*.

This little volume will form a valuable school book, and greatly assist the teacher in his labors. Besides some very useful lessons on orthography, it contains a very ample list of etymological words and their meanings, the derivations and roots of important words, and some very useful rules in regard to composition. Its construction is admirable, and it cannot fail to have an extensive circulation.—*Colonist, Toronto*.

The Spelling Book is really an excellent thing of the kind, with fresh ideas and new modes of obtaining and retaining information. For the boy or girl wishing to know something of his or her native tongue, it is invaluable.—*Daily British Whig, Kingston*.

After carefully examining this little book, we feel justified in speaking in the highest terms of it, and in earnestly recommending it to the attention of our school superintendents and school boards.—*Herald and Advertiser, Kingston*.

This is a skillfully compiled Spelling Book—well calculated to lead to a thorough knowledge of the construction of our language.—*Peterborough Review*.

It contains a most admirable analysis of the English language, presenting the various Saxon, Latin, and Greek roots, and their derivatives, in a manner which sheds the clearest and most abundant light on the construction of our own rich, flexible, comprehensive, and expressive mother-tongue. It ought to be in the hands of every common-school teacher in the Province.—*Colony Star*.

It contains much information, and gives the English scholar a clear insight into the derivation of words. We hope it may be extensively purchased.—*Dumfries Reformer*.

We can cordially recommend it as an excellent book, and think it will be extensively used where a uniformity of text books is desired.—*Brockville Recorder*.

We hope we shall see it speedily introduced into our schools, as it is just the work now wanted, and will save teachers and scholars a vast amount of labor.—*Grand River Sachem*.

This is a very useful little work, and will be peculiarly acceptable to school teachers; while all will find in it a fund of information that will prove very valuable.—*British Standard, Perth*.

This is a book which ought to be in every school, as it is well fitted to succeed the Spelling-Book superseded.—*Stratford Beacon*.

It is a long promised and long needed work, and we recommend it to the attention of the teachers throughout the country.—*Hastings Chronicle, Belleville*.

We have little doubt that this is an excellent work.—*Norfolk Messenger*.

It is one of the most perfect we have seen.—*Woodstock Times*.

When we first took up the little unpretending work, we considered it merely as a common school book, containing, perhaps, some improvements or additions in orthography, suitable for children; but on farther examination, we were agreeably disappointed to find it right well worthy the patronage of the more advanced scholars.—*Kemptville Progressionist*.

From a glance at its various headings, we are favorably impressed with the work.—*Cornwall Freeholder*.

The above is one of Lovell's Series of School Books, and contains much that is of importance to the "rising generation."—*Richmond County Advocate*.

With its intrinsic merits we are most favorably impressed.—*Stantecad Journal*.

It is an excellently got up work, and ought to be introduced into all Canadian schools.—*Quebec Advertiser*.

We have this excellent Spelling Book. It is a work which has only to be seen to be appreciated by those interested in the education of the rising generation.—*Cayuga Sentinel*.

This is the title of another excellent school book, which is destined to supersede all others of the kind now in use. The arrangement is admirable. It begins at the beginning and ends at the end, from words composed of two letters to the most difficult in the language, all arranged in natural order and by regular gradations. We can confidently recommend it to the attention of teachers and trustees, satisfied that it cannot fail to meet with general approbation.—*Perth Courier*.

We have just received the "Classical English Spelling Book," and "English Grammar Made Easy." They are two small works by George G. Vasey, published by John Lovell, Montreal, and well worthy the notice of both parents and teachers. There is a simplicity connected with these works which makes them adapted for the beginner, and, at the same time, they can be used by those farther advanced, with the greatest surety that they will benefit by their contents. We wish them success.—*Dunnville Independent*.

ENGLISH GRAMMAR MADE EASY,

AND ADAPTED TO THE

CAPACITY OF CHILDREN,

In which English Accidence and Etymological Parsing are rendered simple and attractive.

BY GEORGE G. VASEY.

JOHN LOVELL, Publisher.

Montreal, August, 1866.

Opinions of the Press on English Grammar Made Easy.

Well adapted for the use of schools, and students of the English language.—*True Witness, Montreal*.

This is another of Lovell's Series of School Books, several of which have been submitted to the judgment of the public within the past few weeks, and all of them, so far, have received the hearty commendation of those teachers and others who have had them under consideration. This little book, the author tells us, is intended only as an introduction to the grammars in general use, and to this purpose we should consider it well adapted. As an introductory book it will be found of very great advantage, and we have no doubt that it will soon supersede all the elementary grammars now in use amongst us.—*Family Herald, Montreal*.

It is designed for the use of the youngest children, and appears to be very ingeniously and successfully compiled.—*Peterborough Review*.

This little class book seems to be just the thing required for the instruction of children in the principles of English grammar. We think Mr. Vasey has succeeded in producing a work, which, if introduced as a class book in our schools, will vastly facilitate the study of grammar. We recommend the book to the favorable notice of teachers and others interested.—*Brantford Expositor*.

It is admirably adapted to the capacity of children. The work before us is an easy and very interesting elementary introduction to English Grammar.—*Cayuga Sentinel*.

The little book we are now noticing is the simplest of any we have yet seen. If children of tender years can spare any time from ordinary studies to attend to the grammar of their language, this text book is just the one for their purpose.—*Brockville Recorder*.

It is of great importance that an elementary book on English Grammar, at once easy and interesting, should be placed in the hands of our younger pupils, and we are of opinion that this grammar exactly supplies what is wanted. We earnestly recommend it to the attention of parents and school teachers.—*Herald and Advertiser, Kingston*.

We think it admirably adapted to its purpose—the initiation of children of tender age to the mysteries of the construction of their own language.—*Colony Star*.

We should like to see it introduced into all our schools, and would recommend teachers generally to procure a copy and examine for themselves.—*Perth Courier*.

We have no doubt this little work will soon be a favorite in the schools.—*British Standard, Perth.*

This is a highly desirable elementary work on English Grammar, adapted to the capacity of children.—*Hastings Chronicle, Belleville.*

As a first book, we say, unhesitatingly, that it is vastly superior to any with which we are acquainted. The author's plan is a new one, and evidently the result of much care; and we see no reason why teachers, in pursuing his method, should fail in making the subject interesting.—*Waterloo Advertiser.*

The plan upon which this little work is constructed is simple and novel, and we think when its merits become known it will come into general use.—*Belleville Intelligencer.*

It is a valuable work for children—every subject treated of being couched in plain, simple language, such as young minds can easily comprehend.—*Cornwall Freeholder.*

The above is the title of another of Lovell's Series of School Books, and being in a plain, easy style, is admirably adapted to those commencing the study of grammar.—*Notmanville Statesman.*

It is intended for small children, and beginners; and as far as we can judge, it is admirably written and arranged for that purpose. It begins at the root, and in simple language leads the pupil on, almost imperceptibly, from one stage to another, till the fundamental rules and principles are fully mastered, and he is then ready for the more advanced works.—*Gananoque Reporter.*

Whoever succeeds in making grammar "easy," will deserve, and we have no doubt will receive, the thanks of both teachers and scholars; for of all the branches of study taught in the common schools, it is the one which most tries the patience of young learners, and yet the most important to be thoroughly understood. From the cursory perusal which we have been able to give, we are induced to believe that Mr. Vasey has succeeded in giving the public a very valuable elementary work.—*Sherbrooke Gazette.*

FIRST LESSONS IN SCIENTIFIC AGRICULTURE,

FOR SCHOOLS AND PRIVATE INSTRUCTION,

BY J. W. DAWSON, LL.D., F.R.S.,

Principal of McGill University.

Sanctioned by the Council of Public Instruction for Lower Canada.

JOHN LOVELL, Publisher.

Montreal, August, 1866.

Opinions of the Press on First Lessons in Scientific Agriculture.

The many opportunities Dr. Dawson has had of becoming familiar with agricultural operations, place him in an excellent position to communicate knowledge on the subject to others.—*Montreal Herald.*

This is one of Mr. Lovell's excellent Series of School Books. This little book, written in a plain, clear style, will give to the young, particularly in the country, a great amount of useful information.—*Echo, Montreal.*

Cet ouvrage peu volumineux renferme les découvertes récentes que la science a faites au profit de l'agriculture. Il est dû à la plume savante et exerce de M. J. W. Dawson, le principal de l'Université McGill. Ce livre est appelé à jouer un rôle bienfaisant dans l'éducation primaire, car il a un but éminemment pratique, que n'ont pas, malheureusement, tous les livres que l'ont met entre les mains des enfants qui fréquentent nos écoles publiques.—*Le Pays, Montreal.*

The author goes very fully into the subject of Agriculture, showing "The Science of Agriculture and its uses;" "How Scientific Agriculture may be best taught in Schools;" "The Soil, Manures, &c., &c.," with suggestions as to practical applications. It is well worth the perusal of the young farmer.—*Grumbler, Toronto.*

This is a most useful little work, intended as a text book for teachers desirous of introducing the study of scientific agriculture into their schools.—*Quebec Gazette.*

This is one of Mr. Lovell's admirable Series of Canadian School Books. We are glad that Principal Dawson has written such a useful and much wanted work.—*Chronicle, Kingston.*

This valuable work is a recent addition to Lovell's Series of School Books, by the learned Principal of McGill University. While adapted to popular use and popular comprehension, the subject is treated scientifically, and fully enough to answer its purpose. The practical farmer as well as the novice will consult it with advantage.—*Quebec News.*

It is well adapted for use as a school book, and we hope will be readily adopted by schools generally. Such a work was very much needed, and we are glad the desideratum has been supplied.—*Spectator, Hamilton.*

The introduction of such a work into our schools must be productive of much benefit. The author is well known as a gentlemanly conversant with the subject upon which he writes, and to the general public his ideas and hints will be found useful and instructive.—*Prototype, London.*

It is calculated to supply the want hitherto existing in our schools, of a concise and useful text book on Scientific Agriculture. The subject of the book is one of the utmost importance to the rising generation, and we hope to see School Teachers and Trustees avail themselves as largely as possible of this and other aids to a due appreciation of the capabilities of the science of Agriculture.—*Ottawa Gazette.*

It should be in the hands of every farmer and every farmer's son in the province, as well as a standard class book in all our schools.—*Ottawa Union.*

The work will be a valuable addition to the schools, as the application of Chemistry to Agriculture is every day assuming more importance.—*Hastings Chronicle, Belleville.*

This little work ought to be in the hand and in the pocket of every farmer in Canada, for it is not only a text book for study, and a manual for reference, but a practical adviser of inestimable value to all those who wish to make the most out of their land.—*Belleville Independent.*

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From the Montreal Daily Transcript of July 14, 1863.

There are few greater pleasures in these days, than to get hold of a really good book—a book not only thoroughly and conscientiously well done from beginning to end, but distinguished also by some peculiarity of subject, opening a fresh field of interest, and breaking a door for the reader into a realm of outlying knowledge. Such pleasure we have experienced in perusing the volume before us, in reading this Memoir of the active, hard, and energetic life, and struggles to build up the Church of England in this Province, of one who has now passed to his reward—the very beautiful of a Christian Bishop. The work is remarkable in another sense—as giving us an excellent idea of what Canada was half a century ago—what hardships and difficulties its settlers, at that comparatively recent period, had to contend with while building up their home in the great primeval forests, and clearing the land, now rich and fertile, and yielding abundant crops of the trees and bush which then overabounded. But what the volume, beyond anything else, especially shows is, how God has been pleased to bless and prosper this portion of His Catholic Church since 1793, when Dr. Mountain, the first Bishop of Canada, and father of the subject of the present Memoir, was, at the instigation of Mr. Pitt, consecrated and sent to Quebec to take possession of his immense See. One cannot help thinking, while perusing chapter after chapter of the Memoir, on the words of the great missionary apostle, and how appropriately they might be applied, though doubtless in a very much restricted sense—“in much patience, in afflictions, in necessities, in distresses,” “in jeopardy, often, in perils of waters, in perils in the wilderness, in weariness and painfulness, in hunger and thirst.” The first Bishop of Quebec carried on his episcopal labours for twenty-three years, and at the end of that period, on account of his great age, sought to be relieved of them, and proceeded to England for that purpose. But in this object he was unsuccessful; and returning to the sphere of his labours again, continued there until his death, on the 18th June, 1825. Bishop Mountain was succeeded by Dr. Stewart, upon whom the charge of the whole of Canada again devolved. The subject of this Memoir was admitted by his father into priest's orders in 1814, and acted as assistant minister and archdeacon until he was consecrated suffragan to Dr. Stewart, and consecrated at Lambeth Palace in 1836. The letters that passed on this occasion between him and his aged mother and brothers are touchingly beautiful; indeed, the whole domestic correspondence, of which extracts are given, shows that this family must have been truly united in the bonds of a mutual and holy affection, not even severed by death—for their memories and their good works lived after them. The next great grief experienced by Bishop Mountain was the death of his mother; but she was favoured in having around her dying bed her four sons, all of whom partook with her, at the hands of the Bishop, of the Holy Communion, and received her blessing. In July, 1836, His Lordship returned to Canada, and the rest of this volume is devoted to a faithful narrative of his earnest and unwearied exertions to build up the Church over which he had been appointed chief pastor. We have not space to follow him in these constant efforts, nor can we do more than refer to the important solicitations he constantly received for supplying clerical services, or the exertions made by the people in a great number of instances to erect churches, even without any definite prospect of a minister—many examples in which this was done by individuals at their own private expense, showing unequivocal evidence of the attachment to Church principles which, under his gentle, paternal rule, commenced to prevail. It was through his efforts, that the present venerable Bishop of Toronto was elevated to that See; that the Church Society and Bishop's College were founded; that the Bishopric in Rupert's Land was formed; and that most of the Protestant charities in Quebec are attributable to his aid and crowning great works in which Bishop Mountain was engaged, was the preparation for Synodical action, the erection of the See of Montreal, the conference of

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all British North American Bishops at Quebec in 1851, and the ultimate securing of full Synodical action. On Christmas Day, 1862, he preached his last sermon, and celebrated the Holy Communion in the Cathedral. On the feast of Epiphany following, he passed quietly and gently to his rest, surrounded by his weeping family and friends, whom he fervently blessed as they knelt weeping before him. None who have had the privilege of knowing the Bishop personally, will ever forget his tall and slender form, roveoned with meek dignity; his singular modesty and courtesy of demeanour, the gentleness of his voice, his ready and unfeigned hospitality, and the ripe scholarly tone that was apparent in all that he said and all that he wrote. He will never cease to be remembered in Canada as one of the rarest examples of the Christian, the scholar, and the gentleman united, as they always ought to be, in the person of a Bishop. Of the work itself, we may say it is got up in admirably fine style—a distinguishing feature of Mr. Lovell's publications.

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