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### THE RECENT COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

In accordance with the circular from the Chief Superintendent of Education, published in this *Journal* for December, the several County School Conventions have been held, and the result has been most satisfactory and encouraging. The attendance generally was large, including persons from various parts of each County. The greatest interest was felt by those present, at this official visit of the Chief Superintendent, as by this mutual conference and consultation, difficulties were removed, objections answered, and all parties more closely united in the promotion of that great and patriotic object—the education of the youth of Upper Canada.

At each Convention the Chief Superintendent delivered an address, explanatory of the objects of his tour, as well as of the steps which had been taken by the Educational Department, since his last visit, to supply the wants, and to elevate the character and condition, of the Public Schools. The address also contained such practical suggestions and remarks as were deemed appropriate to the occasion. The substance of this address, and other information, we give below.

The resolutions passed at the several meetings will be given in our next number.

#### REASONS FOR HOLDING THESE SCHOOL CONVENTIONS.

In commencing his remarks, Dr. Ryerson said that:

Before submitting to the Government a draft of a bill for the further improvement of the Public Schools, he felt it to be his duty to hold these County Conventions for the purpose of dis-

ussing certain improvements in the machinery of the present law. He had taken a similar course before the passing of the Common School Law in 1850, before the establishment of Public School Libraries, before the passing of the Supplementary Act in 1853, and the School Law Amendment Act of 1860. Before laying the foundation of our present system of Public Instruction, he had visited every country in which there was a regularly established system of education, in search of information. He regretted that the multiplicity of his labours precluded his visiting each portion of the Province more than once in five years, and the present he expected to be his last official visit. But before making any additional improvements in the present Public School Law, he had thought it but fair to consult the country on a matter in which all were so deeply interested, and to embody in a bill the views of the principal educationists, expressed at these conventions, as far as practicable.

#### TOPICS FOR CONSIDERATION AT THE CONVENTIONS.

The chief object of these School Conventions, Dr. Ryerson said, was to consider the expediency of substituting Township Boards of Education for the present system of School Section Trustee Corporations in Upper Canada, and to see how far the School System itself might be further improved. He also proceeded to explain the principles upon which our Common School system was based—each county, township, city, and village having the management of its own schools, irrespective of Governmental interference. The principles and practice of free government were thus brought home to each man's door. He further remarked that there were three subjects which he thought should engage the attention of the present meeting. A fourth has also been suggested during the course of the tour.

The *first* would be, to consider any suggestions which may be made for the amendment of the School Law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize books and public libraries.

The *second* would be, to consider, especially, whether or not it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village in Upper Canada—thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collecting of School Section rates, &c., greatly simplifying the machinery of the School System, leaving

to parents a larger discretion as to the selection of a school for their children, and giving greater permanency to the situation of teachers. In several of the neighbouring States, where the system of Township Boards of School Trustees has been established in the place of School Section Trustees, the advantage is said to be immense. The Township Board would, of course, appoint for each school a Visiting Committee of three, who would visit the school from time to time, and report annually, or oftener, its state and progress to the Board.

The *third* would be, to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or require to work on the roads, parents who do not send their children, between the ages of seven and fifteen years, to some school, at least four months in the year.

The *fourth* subject proposed was the alteration in the constitution of the County Boards of Public Instruction, so as to simplify the present mode of granting certificates to common school teachers.

#### THE EDUCATION OF THE YOUTH OF CANADA THE GREAT OBJECT IN VIEW—GENERAL REMARKS.

The object which the Government, the Legislature, and the Department has in view, is the education of the youth of Canada, and it is one in which every person is concerned. Our system of government is so framed that in proportion to a man's property, so do his interests and burthens of responsibility to it increase, and the greater a man's property, the greater is his personal interest in the training and moral culture of the rising generation. Great pains have been taken in framing and in the administration of the School system of Canada, not only by visiting other countries and inquiring into their system of education, and adopting what was best in them, but also by visiting the various counties of Upper Canada and inquiring into the circumstances and wishes of the respective communities. It had been felt by him that a mere theoretical system was not sufficient, inasmuch as different communities, subject to the constantly changing influences of a progressive country, require changes in their educational institutions. For it must not be forgotten that though the general system of law and government are in many respects essentially the same, they must ever be adapted to the peculiar feelings and interests of the people for whose protection and benefit they are instituted; and the same rule applies to the educational system. In order, therefore, to obtain a full insight into the wants of the people, he had thought it best from time to time to hold meetings similar to this, which was the fourth visit of the kind which he had made.\* It is assumed by all that it is the duty of every country to educate its youth, and it is also assumed that it is the duty of every parent to co-operate in doing so. If a father were to mutilate his child he would be liable to the penal laws of the land, but how far more culpable that man who mutilates the immortal part of his child's nature, who by neglecting to do what lies in his power to provide for his mental training, reduces him almost to the level of a barbarian!

#### EDUCATION OF CHILDREN ONE OF THE FIRST DUTIES OF PARENTS.

Dr. Ryerson next proceeded to urge parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of property that might be left to them, or what they might make themselves by their own industry. He was rather against parents leaving their sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their parents, and had sunk into obscurity, while those that had been brought up to industrious pursuits in agriculture, &c., had made fortunes for themselves, and were among the first men of the country.

#### INFLUENCE OF AN ATTRACTIVE SCHOOL-HOUSE AND A GOOD TEACHER.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the school-house should happen to be the meanest house in the neighbourhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend school. It was requisite that the interior of the school-house should be rendered as clean and comfortable as possible. There was much true philosophy in the erection of a good school-house. Teachers, also, should be the most attractive persons in the estimation of their pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the school children as kindly as possible; for the art of kindness would surely make itself felt, and when teachers had secured

the affection of their pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.

#### RESPECTFUL TREATMENT OF THE TEACHER BY PARENTS.

It is also necessary for parents to speak of the teacher in terms of esteem, and to treat him or her as respectfully as possible. If children heard their parents speak disrespectfully of the teacher, it was not likely that they could receive any good from him. It was frequently the case that parents themselves raised an impediment to the instruction of their children by speaking disrespectfully of the teacher. Even should circumstances arise that would render the teacher's removal from the school desirable, yet that impression should not be given to the children, while the teacher held his situation in the school. Parents should exert every effort to call forth the religious, moral, and intellectual powers of their children. It was of importance that both teacher and parents should combine and use every endeavor for the advancement of the education of youth.

#### MODIFICATIONS AND IMPROVEMENTS IN THE SCHOOL SYSTEM DESIRABLE.

The subject of education has very properly engaged the attention of our Government to a very considerable extent, and has formed a prominent part in their policy. Changing circumstances render constant modifications necessary. What is applicable at one time is not applicable at another, because as before remarked, it was necessary from time to time to introduce alterations which the progress of the country rendered necessary. Wants not originally felt when our School System was first inaugurated, have been felt of late, and those wants have been supplied. We had now advanced another step when it seemed proper once again to pause and inquire whether anything could be done to improve the system and render it more efficient. It was believed that hitherto the system had been on the whole decidedly popular, and the progress so far highly satisfactory.

#### STATISTICAL PROGRESS OF THE UPPER CANADA SCHOOL SYSTEM.

When the school system commenced, 96,756 pupils were taught; now there were no less than 385,800. The amount expended for the payment of teachers during the first year of the present system was \$206,856, last year the salaries of teachers amounted to \$1,080,666. The amount expended for all purposes during the first year was \$295,897. Last year no less a sum than \$1,330,608, was expended for educational purposes. These statistics are highly gratifying, showing that a very great advancement has been made in our educational system. It was to be hoped that the period was not far distant when the beneficial effects of this extended education would be felt throughout the country, and that complaints might no longer be heard of the nature "with which" said Dr. Ryerson, "I have been assailed during the past week," of the inefficiency of persons appointed to municipal offices, and other important offices of public trust. The number of schools in operation when the present system came into force was 2,610, now there are 4,360. There are other matters connected in some degree with our School System, the progress of which was equally gratifying, and as the increase in school house accommodations, the number of maps, &c., which had been procured, and the establishments of libraries. The latter was an institution of comparatively recent date, but no less than 212,423 volumes of instructive reading had been put into circulation in connection therewith.

#### COMPULSORY EDUCATION OF VAGRANT CHILDREN.

One subject which had lately commanded a very great deal of consideration, both from the Government and from the people, was the question as to the course to be adopted in reference to children who were entirely neglected by their parents. The word "compulsory" he knew had not the most agreeable sound in the ears of many individuals. It was thought by some to be an interference with personal liberty and parental right. But the proposal was founded on public expediency and the principles of justice between man and man. The system was carried out with greater rigour in Switzerland, which was even a more democratic country than the United States, than in any other part of Europe or America. The Swiss felt that the general education of the people was so essential to the maintenance of their liberty, that they looked upon man as an enemy to the country, and as liable to the penal laws of the Canton in which he lived, who did not educate his children. The same regulation existed in some of the Eastern States. The principal on which compulsory education was founded was this: The ratepayer justly said,—“If the state compels me to pay taxes for the education of all the youth in the state, I have a right to demand of the state in return that it shall see that all the youth are educated.” If the parent were so inhuman as to deny the child the education which was so necessary for the proper discharge of its future duties, the community had a right to step in between the unnatural parent and the defenceless child, to secure to the child its inherent rights.

\* Viz.: in 18 , 1853, and 1860, see account of the proceedings at these Conventions in the *Journal of Education* for those years.

Many had thought that he did not go far enough in this matter. They thought that Parliament should legislate directly upon the subject, and make it penal to neglect the sending children to school. But his opinion was that as each municipality provided the means of education, so should each municipality have the right to deal with the subject. It was proper, however, to remark that it was not intended to require the parent to send his child to the public Protestant or Roman Catholic school. All that was essential was that the child must be educated, and the education might take place at home, with the mother as the instructor, as was the case with the celebrated John Wesley and his brothers and sisters, who received their early education from their mother. It was asked, how the plan was to be carried out. He replied that he left it to each municipal council to say how it was to be done. If in townships a by-law were past declaring that the parent who did not send his children, from seven to twelve years of age, to any school for four months in the year, such parent should pay a double rate-bill, and they might depend upon it, the neglect to take advantage of the school system would only prevail in solitary instances. In other cases, it had been suggested that it would be well if Municipal Councils were invested with the power of punishing parents, unable to pay fine, by compelling them to work upon the roads. The punishment would act as a sort of pillory; by which they would be held up to public scorn and opprobrium, and thus they might be compelled to do their duty when they could not be got at in any other way. It had also been suggested that this law should apply to the parents of children between seven and twelve or seven and fifteen years of age. All agreed that four months in the year ought to be the minimum time for which a child between those ages ought to be sent to school.

#### TOWNSHIP BOARDS OF EDUCATION.

Another question which was attracting a good deal of interest was, whether it would not be better to have a Board of education for every Township. This subject deserved great attention. The division of Townships into school sections might have been advisable at the commencement of the school system, but was not compatible with the advanced condition of the country. Such a state of affairs prevented combination and harmony, under it the schools as a whole drooped and never rose or progressed. This system of having different Boards for each School Section had been done away with in cities in 1860, and since then the results had been most gratifying. In Toronto there had used to be no less than sixteen school sections, and in the city of Hamilton probably eight or ten with corresponding expenses for teachers, management, &c. It was now proposed to follow the same course in regard to townships. At present there were very generally too many schools in a township. A less number of a more efficient character would be more useful, and might be had without any increased expenditure. At present persons living in a school section were compelled to send their children to the Schools belonging to their section, although it might be much more convenient to them if residents on the boundary of the section to send them to one of the other schools in the township.

#### ILLUSTRATIONS AND ECONOMY OF THE TOWNSHIP SYSTEM.

Both systems had been tried in the States. In the cities of Boston New Haven, Hartford and New York, they had had excellent schools but it had been found that in country places the schools under the sectional system were not progressive. The Americans felt that this was the case and had turned their attention to it, and they had for the most part arrived at the conclusion that these small divisions had been the cause, and the consequence had been that they had commenced gradually to introduce the Township system instead of School Sections or Districts as they were termed in the States. It might be urged that the Eastern States were old settlements, and were thickly peopled, and were, therefore, no criterions for us to go by; but in Indiana, Ohio and other Western States, the same difficulties had been found to exist under the old system, and the Township system was being gradually introduced. Dr. Ryerson was anxious to adopt anything in the educational system of America or any other country that was worthy of imitation and profiting by their experience in the matter he had thought it right to bring in question before the people, as he was not willing to introduce any changes or innovations until he was well assured that the public desired it whatever might be his individual private opinions on the subject. The following was an extract, from the report, of the secretary of the Board of Education, for 186—in the State of Massachusetts, on this subject. The Connecticut Legislature had lately passed a law to do away with the School Districts, and put the control of the schools of a township under one Board of Trustees, the object of the measure being (as stated) to simplify the machinery of the educational system, and to facilitate and bring about a more simple and efficient mode of education. The Superintendent of Education in the State of Pennsylvania in his recent report had said that the "crowning glory" of their school system was the Township system.

The State of Ohio had testified to the same effect, and so had Indiana. Under the present system of sections in this Country the attendance at some of the schools did not average more than ten or twelve, while others were overcrowded. Schools were much more likely to be good and efficient when there was a large attendance. The pupils and teachers were both influenced. From the educational report of the State of Massachusetts it appeared that under the District system there were twenty-five schools where there was an average attendance of only five pupils, 205 schools with an average of ten pupils, 540 schools with 15 pupils, 1,000 schools with twenty pupils, and 1,456 with an average attendance of twenty-five. It was quite clear from this statement that a much smaller number of schools would have accommodated the wants of the population, while the expense would be proportionally decreased.

#### EVILS OF THE PRESENT SCHOOL SECTION SYSTEM.\*

Under the sectional system persons were compelled to send their children to the school belonging to the section, although very often another school might be nearer and more desirable, and hence not unfrequently they were prevented from sending their children to school at all. But so long as arbitrary lines existed they should of course be respected. An anecdote was related by Dr. Ryerson of a gentleman having met with a farmer in the States and asking him the road to the school house belonging to the district in which he resided. The farmer replied that he scarcely knew where the school house was, as it was so far away, and the road was so bad that he derived no benefit from it. On being informed that a new system had been inaugurated and that he could now send his children to any school he pleased, his countenance brightened, and he replied that he "would send them to school tomorrow." Another man came to the County Treasurer to pay his taxes, who stated that he lived in a remote corner of the township, and found it absolutely impossible to send his children to school, although he lived near by the school of an adjoining district, and in consequence for many years been paying his taxes for the support of a school system, from which it was impossible that he should derive any benefit. On hearing of the alteration about to be made in the law he was overjoyed, and said that now his children might have a chance of being educated, and the school be of some use to him and his. These anecdotes were related by Dr. Ryerson as practical evidences of the evils of the system, which though happening in the States were equally liable to occur in Canada. In many instances persons transferred there residences from one district to another, and thus were frequently taxed for the erection of school houses in both. This would be obviated under the new system, and the petty quarrels and jealousies which too often took place between so many Boards of School Trustees would also cease to exist. The subject was one which ought to receive the fullest and most comprehensive consideration, and it was, therefore, introduced to the convention.

#### CONSTITUTION OF THE PROPOSED BOARD—ELECTION OF MEMBERS.

Some theoretical persons had raised objections to the proposed plan, but all practical men, it was believed, thought well of it. The Board would have power to make rates and levy taxes, and nothing more would be necessary. A Board of Education separated from the Township Council should elect one member for each ward in the Township, but not elected at the same time that councillors were elected. Of course there will always be differences of opinion; but it is best to avoid all the asperity and ill-feeling incidental to contested elections as much as possible, and therefore it was thought best that the election of councillors and trustees should not take place at the same time. The election of the Township Board of Education might take place in June or July. This was the result of his later experience and observation on this subject. So far as his experience went, the result of the election of trustees in the towns and cities had been, on the whole, satisfactory.

#### NEW BOARDS OF COUNTY EXAMINERS.

It was intended to supersede the present County Boards of Public Instruction, to whom was delegated the duty of examining and awarding certificates to teachers. It had been complained of that the County Boards as now constituted were attended with considerable expense, and that where there were many grammar schools in a county, the whole of whose members were members of the Board of Public Instruction, the county boards were almost unworkable. Objections had also been made to them by those who received certificates or qualification. It had been said by many teachers—he might say by all with whom he had spoken on the subject (and the principle was just in itself)—that as candidates for the profession of medicine were examined by medical men, and for the legal profes-

\* A copy of the Resolutions, and other information in regard to the recent County School Conventions, will be given in the next number of this Journal.

sion by the benchers of the Law Society, so should teachers no longer be examined by persons who had no experience in teaching. With a view of meeting this objection, and the objection made by the county councils on the score of expense, it was proposed that in future the County Boards of examiners should consist of five persons appointed by the Governor-in-council, on the recommendation of the Department of Public Instruction from a list of twelve names remitted by the County Council; and that they should be selected with a view to special qualifications in respect to the examination of teachers and the granting of certificates of qualification. Further to facilitate the duties of the board, and at the same time to raise the standard of qualification of teachers generally, the questions for the examination would be prepared by practical instructors, because it was well known that however well educated a man might be, he could not prepare questions to test a teacher's qualification for his work, unless he had himself had experience in that work. It was proposed to do away with third class certificates altogether, and that the questions for the examination of teachers throughout Upper Canada should be prepared by a committee or central Provincial Board in Toronto, consisting of practical teachers. The questions would be all printed in confidence, and sent under the seal of the Department to the chairman or secretaries of the several county boards, which would meet all over the Province on the same day, and the seals not to be broken until the boards had assembled. The values would be given, and it would be the duty of the county boards to examine the certificates of character and the answers to the questions proposed. Thus there would be a uniform standard, fair to every teacher, from one end of the country to another. The holder of a first class certificate under this system would not be again required to go before the board to be re-examined probably for five or ten years to come, and the second class certificates would be permanent for a certain time, though the exact period during which they would remain in force was a matter for after consideration. At the same time, these certificates would be perfectly valid in counties other than those in which they were given.

#### VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School system of Upper Canada was entirely a voluntary one with respect to municipalities. They can tax as they please to support schools, and they can refuse to sustain them if they please. The system is thus the work of the people themselves. The Government does not levy a single penny of a school-rate. No country in Europe had such an efficient school establishment as Prussia; but there everything begins and ends with the Government—it was purely a Government institution; it was not founded by the people; it was not managed by them, and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada. Here the system begins and ends with the people. No school-house can be built, and no rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the municipality. Any county, city, town, or village, if it did not approve of the school system, could abolish it to-morrow. The only thing to be done in such a case would be for the municipality to decline to receive the legislative grant and to cease to levy a local rate. As to the question, how far Government should interfere in the management of such a system, he would say, that Government should do nothing that the people could more effectually do for themselves.

#### IMPORTANCE AND INFLUENCE OF PRIZES AND MERIT CARDS IN SCHOOLS.

Another feature in the present system and one which had commanded a great deal of interest, destined as it was to exercise a most salutary influence upon the intelligence and future prosperity of the youth of Canada, was the system of presenting prizes to the meritorious pupils. He attached great importance to the distribution of prizes for the encouragement of pupils. These prizes he was in favour of giving, not only for learning, but for punctuality, diligence, general good conduct and success in recitation. All might not be able to learn with the same degree of speed, but every pupil could be punctual, diligent, and of good conduct. Objections had been made to this practice as formerly carried out, and it had been fairly objected that where the prizes had been presented by the teachers the latter might be actuated by motives of partiality. But this objection had arisen from an improper mode of proceeding. Teachers ought not to be the examiners of their own pupils, for (although it was not believed that many of them would do so) yet they might easily so frame questions as to be satisfactorily answered by some and not by others who were perhaps equally well informed. But the system as lately introduced by the Educational Department,\*

\* A pamphlet containing full information on the new Departmental System of merit cards, has been published, and will be furnished to any one applying for it.

and now generally carried out had been most successful, and the reason why it had been so was that, not only were prizes awarded to those who answered the questions at the examinations in the most satisfactory manner, but also for general good conduct, punctuality in attendance, diligence, and perfect recitation, and this encouragement was given to every pupil without making one pupil the rival of another alike. Under the Departmental System every pupil would obtain a prize according to his own merit and not in consequence of his having obtained a triumph over his less unfortunate fellow pupil. This spirit of emulation formed part of the social life of our people urging them to that industry and activity which constituted the greatness and grandeur of our nation. The competition for prizes gave rise to feelings of the most noble and generous character, not to feelings of a selfish kind in the mind of the scholar. We might imagine the feelings which filled the heart of a pupil when he attained a merit card. He would think of the pleasure with which the announcement of his success would be received at home, and we might easily see how highly noble and generous feelings might thus be created in the minds of parents and child alike. Since the inauguration of the prize system 211,655 volumes had been sent out for prizes. Every one of these volumes, containing as they did a variety of instructive matter, were valued and read not only by the pupil but by the whole family circle, and thus become the means of spreading abroad useful information and instruction throughout the whole community. The desire to excel is a noble quality implanted in our nature, for the best and wisest end. Every man wishes to rise not only for his own individual good, but for that of his country. A large amount of money had been generally provided for the procuring of prizes. Several gentlemen in the different localities had contributed towards it. One member of the Legislative Council, the Hon. Billa Flint, who represented a county which contained no less than twenty-three townships, had contributed \$10 for each township for this purpose, on condition that each Township Council should contribute as much more.\* \$20 had been added to this sum by the Educational Department, so that \$40 was expended annually in each of these respective townships for the purchase of prizes. Thus when a competitive examination of those various schools takes place a spirit of emulation is created not only among the pupils but among the teachers also; all naturally anxious that the school with which they are connected should do the best. Wherever the new merit card system of giving prizes had been introduced great and good results had ensued.

#### NECESSITY FOR A UNIFORM SERIES OF TEXT BOOKS.

The selection of text books was, however, one of those things which could not be left to the municipalities themselves or to teachers, without much injury, as by this means we might soon find ourselves in the same position as in one of the United States, where the late Hon. Horace Mann stated they had three hundred text books; whereas no country needed more than twenty or thirty text books.†

#### REVISION OF THE NATIONAL READERS FOR CANADIAN SCHOOLS.

The first thing which the school authorities of this country did in 1846, was to select these twenty or thirty text books, and then to render them as accessible as possible to the public. The Irish National Series of School Books were adopted as the common school books for Upper Canada, being the most unobjectionable and at the same time the best that could have been introduced. These books were compiled with great care and by some of the most eminent educationists of Ireland, under the direction of the National Board. They were the works of practical school teachers and not of theoretical men. When these books were in type a proof copy was sent to each member of the National Board, consisting of Protestant and Catholic Bishops, and other gentlemen, selected from the different religious persuasions. It was understood that any objection that might be raised by any member relative to the contents of a book, should be settled before the book was published or allowed to be printed. Archbishop Whately told him (Dr. R.) that during the time these books were going through the press no question was raised that was not amicably and unanimously settled without there having been any necessity to expunge or alter any of the sentences of the different authors. These books, then, were unanimously prepared, and thus prepared they came before the public with a prestige above all private authority. They were adopted as text books by Provincial authority, and to render them accessible, two methods were proposed—first, to import them, and next to reproduce them. The importation of these books by Canadian publishers and booksellers had been rendered a matter of free trade by the

\* It is gratifying to know that a township competitive System of prizes has lately been introduced in various counties. A list of these townships and other information on the subject will be found on page 40.

† For the further views of the Educational Department on this subject, see next page.

action of the Educational Department. The Department also granted to every publisher in this country, with the sanction of the Irish Board, the right to re-print these books; and several editions of the National Books, printed upon Canadian paper, and published by our own publishers, were now before the public, which had the effect of reducing their price 25 or 30 per cent. The time has now come for revising these books for our schools; and a competent committee of revision was about being appointed by the Council of Public Instruction, to perform this important duty. When revised the book, as before, would be given gratuitously to any person who would undertake to publish them for sale to the schools. He might also state that for years most of the globes, school maps, and apparatus used in schools have been manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical Powers of a certain quality procured in England or the United States could not be sold for less than \$30, while a similar set, in every respect equal, was produced and sold in Canada for \$20. The same was true of the chief part of the other articles in the Depository. He thought that Canada should not only have her own school laws and her own teachers, but that we should have every article required for our schools manufactured in our own country.

#### NECESSITY FOR A CANADIAN SERIES OF SCHOOL TEXT BOOKS.

It was found, that when the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it was followed by the Elementary Arithmetic, Algebra, Natural Philosophy, Chemistry, two Geographies, and a School History of all the British North American Provinces. Thus the whole series was gradually becoming *Canadianized*, as it were. Speaking of the Canadian Geographies, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their country, in their own geographies, as the greatest people and country in the world; and as many of these geographies were in use in Canadian schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was now done through the spirited enterprise of Mr. John Lovell, of Montreal, who furnished two admirably illustrated geographies at 45 cts. and 65 cts. each. Thus in our endeavours to prepare Canadian Geographies, we have made ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.

#### PUBLIC SCHOOL LIBRARIES, MAPS AND APPARATUS.

Some years since, the Department, in its endeavours to render maps, globes, and school apparatus accessible in this country at the lowest possible rates, had found that in England the government had arranged with several publishers for the production of maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the schools in England, aided by Parliamentary grants. On application, the publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the publishers of books in England and the United States agreed to furnish the books required for the Common School Libraries at greatly reduced rates. As to the necessity for these libraries, he might mention that in one of our towns, a boys' association was formed at school, for the purchase of bad books to the amount of about \$100; when discovered, it was broken up, the books burnt, and a good library substituted. The young will read bad books if they cannot get good ones. There are from 3,000 to 4,000 different works in the Educational Depository, for the formation of libraries in school sections. Most of these books, maps, and apparatus could now be sent to every town in Upper Canada at a cost less than that at which they could be obtained in the cities of Edinburgh, London, New York, Boston, or Philadelphia.

#### DEVELOPMENT OF CANADIAN INDUSTRY IN THE HOME MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining text books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with maps, orreries, tellurians, thermometers, and other apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this country. In the re-engraving of maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the maps which have now been published, great pains had been taken to render, as conspicuous as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea, rendered famous by the Russian war; in China, by Lord Elgin opening up to commerce places which until lately had been unknown; and in the United States by the late great civil war. In the matter of School furniture, selections had been made of models

in New York and Boston, and these models were shown to Cabinet-makers in this country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own country—the manufacture of School furniture. Thus we have gone on encouraging the industry of our own people; first mounting the maps, next reprinting the readers, preparing Canadian text books, making the furniture, and now engraving the maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the system. Not only should our School system and our School architecture be Canadian, but Canadian skill and enterprise should produce or manufacture everything that the country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the country. If the price of every bushel of wheat and every foot of lumber sent to foreign markets was expended in Canada we should be so much the richer. He thought it of the greatest importance for the interest of the country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the country to the foreign producer—for we wanted it all—as possible. He thought it worthy of remark that, so far as we know in history, there was no record of a purely agricultural people ever rising to importance among nations; and that with our forests of timber, and our resources in metals, minerals, raw materials, and natural advantages, it was desirable to encourage a spirit of self-reliance so as to depend upon ourselves for the articles we required. He was aware that it had been insinuated that he had advocated the doctrine called "protection." If any thing could be inferred from his remarks it was the doctrine of Free Trade, for, in fact, he had proved that School Books had been produced in Canada cheaper than they could be imported, and indeed the manufacture of the articles alluded to had commenced long before the present financial system of the Province was inaugurated. Protection was a question of legislation, and he did not interfere with matters of that kind; nor did he think it the business of a true patriot to mix the question of education with any section of party politics. Six or eight different administrations had been in power since the establishment of the present school system, and he had never, so far as the interests of education were concerned, found any difference, no matter to which party the government of the day might belong.

#### 2. DR. RYERSON'S COUNTY SCHOOL CONVENTIONS.

The Rev. Dr. Ryerson returned to this city on Thursday last, having completed his tour and fulfilled all his engagements for holding school conventions for all the counties of Upper Canada. These conventions appear to have been generally very largely attended. The object of them was to explain certain proposed amendments in the school law, and to ascertain the opinion of those present at such conventions after hearing the explanations given and discussing such amendments; also, to receive any further suggestions which might be made for improving the school system. The amendment proposed to the School law were chiefly these:—1. To modify the constitution and duties of County Boards of Public Instruction and provide for the better examination and giving certificates of qualifications to teachers. 2. To provide for enforcing on parents and guardians who refuse to educate their children, the education of such children for about four months in the year, from the ages of seven to fourteen years. 3. To provide for Boards of School Trustees in townships as are now provided for cities and towns.

In the first two of the proposed amendments, we understand, the conventions for all the counties concurred with two exceptions. In the last of the proposed amendments, the conventions for twenty-seven counties concurred, and thirteen dissented. Besides the County Councils for four counties being in session, desiring to be addressed by the Chief Superintendent, expressed their nearly unanimous concurrence in all the suggestions made by him for the improvement of the School Law.—*Leader*.

## II. Papers on Text Books and Libraries.

### 1. THE NATIONAL READERS IN OUR SCHOOLS.

A scheme has been recently set on foot, by interested persons, to supersede the National readers by American and other unauthorised books. Some teachers also having probably unwittingly joined in this movement by unreasonably depreciating the character of the National books, the Chief Superintendent has thus referred to the subject, in a letter published in the *Toronto Globe* of the 27th inst.:

"I know there are parties who are opposed to these readers. Some on religious, some on political, and others, 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 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 interested booksellers succeed in their 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 some in Canada 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.

#### OBSELETE FACTS OF THE READERS PROVIDED FOR.

The Canadian Geographical and Historical parts of those books have been rendered needless by a Geography and History, prepared in Canada, and published by Mr. Lovell, as also the chapters relating to natural philosophy and chemistry, by special Canadian text books, prepared by Dr. Sangster on those subjects. So that the few pages in the advanced readers, on which alone the real objections to these readers have been founded, 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 satisfy the caprice of any individual teacher, or the avarice of any bookseller.

#### 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 basis 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 their use in the Schools during the current year.

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

The public schools are established for public and specific purposes; their interests 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.

#### 2. UNIFORM TEXT BOOKS IN ALL OF OUR SCHOOLS.

An improper attempt having been recently made by certain interested persons to destroy the uniformity of Text Books in our public schools, the Chief Superintendent (in a letter published in the *Toronto Globe* of the 27th inst.) thus expresses the views of the Department on the subject:

#### NECESSITY FOR UNIFORMITY AND CERTAINTY IN SCHOOL BOOKS.

First,—All educationalists 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 recognised 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 State 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.

#### TEACHERS NOT AUTHORIZED TO SELECT TEXT BOOKS.

Certain interested parties in Toronto having endeavored to ignore and supersede the Council of Public Instruction altogether, and even trustees and parents, in the selection of text books, and would fain make each teacher sole judge of the text book to be used in his school, the Chief Superintendent thus exposes this pernicious system:—"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 decry 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 which has been adopted by certain booksellers in Toronto. \* \* \* And this explains the reason of the 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 importunate booksellers.

#### GENERAL REGULATIONS IN REGARD TO THE USE OF THE TEXT BOOKS ON THE AUTHORISED LIST.

A committee having been appointed by the Council of Public Instruction to revise the list of text-books for Grammar and Com-

mon 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 authorised by the Council as provided by law, after the close of the current year (1866.)

#### 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.

#### THE TEACHER A PUBLIC OFFICER—WHAT HIS DUTY IS.

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 any booksellers.

### 3. BOOKS AT HOME.

It is not by books alone or by books chiefly, wrote Carlyle to a young friend, that one is made a man, but by standing in one's lot like a good soldier and bearing the many chagrins of it. Thinking, acting, and enduring, make character. The end of reading is not to store the memory with bare facts, but to afford materials and inspiration for original reflection—a reflection which shall prepare the mind to perceive and to adapt itself to new relations. The results of previous enquiry must be known in order to a proper comprehension and use of the truths which contemporaneous investigation is perpetually envolving.

But, not to speak of this higher function and effect of books, is there nothing in their mere presence to teach ? Have these mute companions, as they look down quietly from their shelves, no power to elevate the thoughts ? It is certainly a presumption of the culture of a family to find it well supplied with standard work in religion, literature and science. One instinctively infers upon entering a house for the first time, that it is the abode of refinement, when he sees around him the classics of our language, done up in neat and solid bindings. On the contrary, if there be no books—whatever the taste otherwise displayed, though the mirrors be of the best French plate glass, the carpets the softest velvet, the tables inlaid with rare woods and stones, and all the appointments in keeping—one cannot but conclude, if he himself be cultivated, that there is a lack in this home of the purest taste. We have been favorably impressed, on going into families remote from city advantages, as to their social position, by observing on the tables or shelves a few choice books. The sequel has seldom altered our judgement.

Every house, if possible, should have its library. However humble the dwelling, let there be one room where the books are collected and systematically arranged. The sight of them will constantly instruct. There is teaching for a child in the title of a book. Will he not soon wish to know what the history is about ; who are the men, what things which the cuts represent ? The first conception he may form of the extent of the race to which he belongs, may be derived from the "History of the World," upon the gilt letters of which he has gazed from infancy. As books upon various subjects come daily under his eye, the different departments of knowledge will open to the mind, and the complex and wonderful character of the universe will provoke questionings. Where persons of ample means are erecting or selecting houses for homes to live in, not merely to exist in, why should not one of the most eligible rooms be set apart for the library ? Why should a contracted room over the hall, or in the fourth story, or down in the basement, be devoted as worthy of the collected wisdom of the sages ? Why put the books where the family never wish, and never should wish, to go ? The folly of devoting parlors three tires deep to the display of rosewood and brocade, to glitter and flash at an occasional party, and pushing the books, the inspirers of thought and virtue, out of sight, is too great to need animadversion. Let the library be where the family gathers most naturally and easily ; let it be in an accessible and cheerful position.

There is a glowing and commendable taste for pictures and sculpture. The best wall and the choicest niche is fittingly appropriated to them. They educate as well as please. But they do not necessarily imply the taste, nor are they as real cultivators as books.

Any man sprung into sudden fortune, may order a picture or a statue from a first-class artist, but will not be apt to buy the best-books unless he have previous culture. Say what we may for a picture, its single æsthetic idea is soon absorbed, and though it may continue insensibly to refine, still it possesses not the ample suggestiveness of a book of equal merit. A book is a multiplex picture. It is the facts, the *book part* of a picture, not its appeal to the artistic sense, which constitutes its greatest charm and instruction for most minds. The professional or amateur artist might not view it so ; simply as the evolutions of a battle, nor its moral results, would be most inviting to a scientific soldier. We claim them for the books, at least equal advantage in position with the productions of the fine arts. Why should not the productions of the pen have equal honor with those of the chisel and the easel ? Give to them as rich and costly array. Let Shakspeare's works be as well set as Shakspeare's head.

Next to the family altar comes, in influence upon the household, the family library. It is a strong bond of union to its members. Seated amid the companionship of the pure, the wise, the good of all ages, with philosophy to instruct, religion to sanctify, and wit to enliven, must not the memories and results of such hours be the most useful and pleasing to the whole life ?—*Exchange.*

### 4. WHAT A BOOK DID.

A member of the British Parliament, Mr. Jackson, recently gave his history to a mechanics' association of young men. When eleven years old he was taken from school and put at hard work at a ship's side from six in the morning till nine at night, with half an hour for breakfast and three quarters of an hour for dinner. At the end of nine months, his master being sick, he was put into the office, where he found an *Encyclopædia Britannica*, which he read from beginning to end. After that he never lost an hour. When he had worked till nine, and gone to bed at ten, he had hung a lamp over his bed, and read a part of the night. He is not only an honored member of Parliament, but is distinguished in commerce. He has commercial relations with almost every port in the world, and all his success he describes to the knowledge derived from books, beginning at the *Encyclopædia*. "Read!" was his exhortation to young men. "Instead of smoking your pipe and drinking beer in a public house, read, and you will find art, science, language, something to entertain, support and instruct you."

### 5. GREAT WESTERN LIBRARY

We are pleased to notice that a library containing 1,675 new books, selected from the works of the best authors, has lately been established in Hamilton, by Thos. Swinyard, Esq., General Manager, for the benefit of the employées of the Great Western Railway. The want of such a library has greatly been felt, and Mr. Swinyard deserves great credit and the special gratitude of the employées for the interest he manifests in their welfare generally. The terms of subscription are most reasonable, being only one dollar per annum, payable quarterly in advance—sufficient simply to remunerate the Librarian for his services, and keep the books in a proper state of repair. To accommodate members at any station along the entire line, arrangements have been made for the distribution of Library Books free of charge, which will be done through the respective station masters.—*Woodstock Times.*

### 6. PUBLIC SCHOOL LIBRARY IN BELLEVILLE.

The Board of Trade in Belleville have nudged the Board of School Trustees in that town and asked them to take steps for obtaining a public library, with the assistance of the Educational Department of Upper Canada. What a reflection on the inertness of the School Board is this application from the Board of Trade. It is really surprising that a town of such enterprise as Belleville should have been so long without a library under the facilities established by our educational system. The resolution is as follows :—Moved by Mr. Rous, seconded by Mr. Elliott, That in the opinion of this Board a Public Library for Belleville is highly desirable, and should be obtained without delay, and that as the Educational Department of Upper Canada furnishes such Libraries, and adds 100 per cent to the sum advanced by any Municipality for the same ; the Board of School Trustees for this Town is earnestly requested to take the needful steps to secure such a grant and to establish a Public Library in the Town.—*Carried.\*—Kingston Chronicle and Belleville Intelligencer.*

\* The Belleville Board of Trustees, at a recent meeting, declined to entertain the proposal of the Board of Trade.



### 7. JAIL LIBRARIES IN UPPER CANADA.

At the suggestion of the Chief Superintendent of Education, the Municipal Council of the County of Oxford have sent to the Educational Department the sum of Fifty dollars, to be applied towards the purchase of an addition to the county jail library. Lists selected by various ministers in Woodstock have been transmitted to the Department, with a "request that the Chief Superintendent may be pleased to make such a selection of books (to the amount of the appropriation) from the list sent to the County Council committee, as he may consider to be most suitable."

Steps are being taken at the suggestion of the Chief Superintendent of Education for Upper Canada to procure a library for the Wentworth jail. The *Hamilton Times* thinks the locality inauspicious for the reception of moral influences. But a proper selection of books might be instrumental, under the Divine blessing, in accomplishing unspeakable good even among the most abandoned and degraded inmates of a prison, whilst those who are not far gone in crime, would unquestionably be benefitted. It is for man to use the means and leave the result with God.

The Standing Committee on Education reported, that they have taken into their consideration the communication from the Chief Superintendent of Education in reference to the establishment of libraries in prisons and gaols, your Committee have made inquiries of some of the prison officials of the county, and find that a few books furnished by the Sheriff are about the only means of mental improvement now available for prisoners confined in the County Gaol. Your Committee are of opinion that the well-being of Society as well as the moral improvement of persons who may be confined in prison, would be beneficially advanced were a library of proper books furnished for that purpose.—Your Committee would therefore recommend that the sum of fifty dollars be appropriated from the funds of the County, on condition that the city of Hamilton furnish the like sum—which said sums would, with the addition of the percentage offered by the Chief Superintendent of Education, furnish a suitable library for the prisoners confined in the County Gaol, and that the Clerk of this Council furnish a copy of this Report to the Municipal authorities of the City of Hamilton.\*—*Spectator*.

### 8. TOWNSHIP COMPETITIVE SCHOOL EXAMINATIONS.

We have already given an interesting account of various municipal competition examinations (among the schools of the township) which were instituted last year through the liberality of the Hon. Billa Flint, (see *Journal* for November, page 174.) The names of the municipalities in which Mr. Flint's examinations were held, are: Hungerford, Huntingdon, Madoc, Rawdon, Elzevir, Tudor, (with the new townships of Wollaston and Limerick) North Fredricksburgh, South Fredricksburgh, Belmont and Methuen, North Monaghan, Smith, Asphodel, Thurlow, Marmora, Adolphustown and Dummer. During 1865-6 the following individual municipalities instituted competitive examinations among the various schools of the township, viz.: Nassagaweya, East Oxford, Gosfield, Bruce, Nelson, Kincardine, Wallace, (new township), Whitby, Minden, (new township), Derby, North Elmsley, Gloucester, Moore, Otonabee, Finch, Puslinch and Osgoode.

In regard to the Puslinch examination the Editor of the *Guelph Herald* remarks:—"Before closing we beg to express our unqualified approval of the action of the township Council, and the several Boards of Trustees in this matter. It evinces a liberal and progressive spirit—in keeping with the age. The interest manifested by the whole community, people, parents, teachers and pupils, proves it was also a popular measure. Competition, we are told, is the life of trade. We believe, too, it is the life of education. Teachers and pupils will both work harder, and be more in earnest, when they know there will be an opportunity given of showing the result of their labor. The effect is magical, and we hope, therefore, that the other townships will copy the good example set them by Puslinch, and have their competitive examinations. We also hope that Puslinch will repeat the experiment the next year, and that it will be even more successful than the last one."

At the Osgoode examination not less than six hundred people attended, and the interest and enthusiasm manifested was very great. The success of the examination was chiefly due to the Rev. Mr. Whyte, local superintendent, Mr. Dow, and R. Bell, Esq., ex-M.P.P. In the course of his remarks in delivering the prizes, Mr. Bell said:—"I am very glad to see that so great an interest has been taken by a very large audience; but there are more competitors from school than in previous years; and this will show that inside the schools the interest in the examinations is increasing. This fact should encourage those who have these meetings in charge,

to go on in their good work. I think that the results of such meetings as this cannot fail to be highly beneficial. We cannot be too diligent in these matters, and I am pleased to observe that the people of this Township appear to understand their duty. Great or highly beneficial results cannot in any case be looked for without diligence—without zealous application, but with perseverance and well directed effort is almost sure of success. To the children I will remark that when they see their parents here, they cannot fail to understand that a great interest is taken in their welfare; and I will ask of them to remember the many kindnesses which they receive from them. The object of education is simply to fit us for the duties of this life and to prepare us for that which is to follow, and with that explanation of the object it seems to me that the parents of children here are doing their duty well. I have observed with some little surprise that the girls have taken most of the prizes to-day, I do not know how this happens. I am not sorry to see the girls ahead, as it has been a fair contest, but I would have been better pleased to see that the boys were not so far behind. To the girls I would say, you have a duty before you for which you are now preparing. The promise is good and we all hope that the happiest benefits will be realized. To the boys I would say do not be discouraged, but let your present defeat prompt you to greater exertions in the preparations for another examination. I think that you have good cause to feel proud of your advancement, although it is not quite as great as it might have been, and I would simply say exert yourselves for further success. I came here to observe how I could make myself useful to you all—how I could advance education among you. As I take deep interest in educational matters you may always rely upon my doing what I can to further these interests. It is a pleasure to me, also, to meet here so many clergymen who are taking a zealous and active part in promoting the interests of education." Mr. Robertson was next called for. This gentleman was formerly engaged as a teacher in the township of Osgoode. He was of opinion that the exhibition on the whole was very creditable, but in some branches they were not up to the mark—as for instance in Canadian History. A few days ago he had attended a similar examination in the Township of Gloucester and the proficiency there when compared to the proficiency shown here to-day was much higher. He was sorry to have to say this. He looked upon Canadian History as one of the most important of School studies. He should be pleased to see some improvement next year in this matter. These examinations, in his opinion, were good for both teacher and scholar, if they had a tendency to raise the standard of education both in teacher and scholar. They would have a good effect upon the parents, upon the clergy and upon members of the Legislature who witnessed them and saw the general ability with which the questions were answered. Rev. Mr. Whyte remarked that this was a proud day for Osgoode. He believed that thanks were due to Mr. Dow to the Committee who had labored night and day in making arrangements—to the gentlemen who had come so far to conduct the examination, and to the seven schools whose pupils had competed for the prizes. The Editor remarks:—"In concluding our notice of this very interesting meeting we would congratulate the parents, the Clergymen, the Reeve and Committee of management upon the great success which has attended their efforts to advance the standard of education, and we trust that they may still labor with zeal to perfect what they have so nobly begun."

### 9. RULES FOR THE GRANTING OF SCHOOL PRIZES.

The Hamilton Board of School Trustees have adopted the following in carrying out the Resolution of the Board in reference to Prizes in our Public Schools:—

The basis on which they shall be awarded shall embrace, care in the preparation of lessons, punctuality and regularity in attendance, correctness in deportment in school, and proficiency in all the studies prescribed in the course.

No pupil shall be eligible to compete for a prize unless he or she has attended school at least one-half the session then closing. The competitors in each Division shall be the twelve pupils who have attained the greatest number of honor cards during the session then closing; but the Principal may select four additional, whom he may consider otherwise worthy. The candidates shall be examined *viva voce*, or otherwise, by examiners appointed by the Board, who, with the the Principal, shall make all awards. The books to be used by the examiners shall be those in use in the Public Schools. The pupils shall be admitted to the competitive examinations on presenting their honor cards to the Principal, and in case any of them have been lost, the Teacher's roll-book in which the honor cards given are regularly recorded will be the authority in deciding the number obtained by each pupil.

No prize shall be awarded unless the minimum number of marks—one-half the number possible in that Division—will be exceeded.

\* No remittance for this library has as yet been received by the Educational Department.

The prizes will be extended to all the Divisions in the Public School and there shall be five prizes for each Division, one prize for each class in French, two prizes for each sub-section of the First Division, and two prizes for each Form in Classical Department or Grammar School.

The Members of the Board will take charge of the Examinations of the Primary Schools in the respective Wards.

The Board shall appoint the time, place for distribution and amount to be expended for prizes, at the meeting in December or sooner should they prefer it.

The Principal shall make all the arrangements necessary in connection with the Examinations.

#### 10. THE BOOK TRADE OF TORONTO.

The tendency of those in the book trade, during the past few years, to deal more extensively in the English market, has been developed in a large degree during the year just closed. The importations have been unusually heavy; it is difficult to make a comparison with previous years by the customs returns at this port, many invoices being entered at Montreal; but they have undoubtedly been considerably in excess of 1864, and the great bulk, we should judge from the date in our hands, nearly 80 per cent. has been from England. The publishers there have found out at length that the Canadian trade is worth cultivating, and they have been willing to make such terms with our buyers as enable them to offer books at, and in some cases below, English published prices. This course, combined with the great increase in the cost of producing American books, has brought about the result just noted, and we have no doubt that the experience of the past year will lead to a continuation and extension of the arrangements at home. This and the yearly increasing number of books published here will certainly keep down the importation of American books for many years to come; it is likely to continue to consist, chiefly, now, of medical and educational books, and cheap reprints of English first-class novels and standard works. We are glad to see that we are gradually being supplied with an educational literature of our own. Canadian school books are displacing American in public institutions, and we hope soon that the pupils in all our schools may be taught from books freer from remarks derogatory to the character and institutions of Canada and England.

The trade has been in a healthy condition during the past year, those engaged in it are for the most part men who know their business; credit has been shortened with advantage to buyer and seller, and if the same care continue to be exercised, on both sides, the heavy losses of previous years will not be repeated.

The periodical trade has experienced a marked change of late. A few years ago, all the English magazines brought into Toronto, each month, would not have filled a good-sized case; now the aggregate is very large. Messrs. Chewett alone tell us that they import about ten thousand a month of the various kinds. Messrs. Irving and Thomson also import largely. It is gratifying to know that not only has the quantity increased so greatly, but the character of the literature is much higher; not only have Sunday Magazine, Good Words, Cornhill, &c., attained an immense circulation, but the older magazines of the same stamp, Leisure Hour, Sunday at Home, Chambers Journal, &c., have increased also. It is to be regretted that the various attempts to establish a Canadian magazine have been uniformly unsuccessful, and have each entailed heavy pecuniary loss on their projectors. The competition of the cheap English magazines which circulated by the hundred thousand, and can therefore be afforded very cheap, is the explanation of this.

In the Stationery trade, the importations have been almost exclusively European, the prices of American goods shutting them out of this market, and with the heavy taxes upon manufacturers on the other side of the lakes, we expect that this will be the experience of the trade for some years to come. For the staple and best book and writing papers none satisfy so well as the English or Scotch mills; for fancy and light papers the German or French makes are preferred, while for ordinary purposes, especially for printing, the demand for Canada-made papers is quite equal to the supply. The immense trade in envelopes (the whole of which were formerly imported from the States) is now transferred to our own makers, with the exception of the finer qualities, which are still supplied from England, and with increased experience and enlarged resources, we have no doubt that soon the great bulk of the paper consumed here will be made in this country. Another result of the high price in the States alike of material and labor, has been that the large trade in diaries has for the past time been completed by ourselves. To Messrs. Brown Brothers, is due the credit of having provided for the wants of the trade and the public in this respect, and they have done it in a way which entitles them to great praise.

While, therefore, the Book and Stationery Trade is one of the last to feel the "good times," as books are often regarded as luxu-

ries and not necessities, yet those engaged in it have reason to congratulate themselves on its appearance and prospects, for they have rarely been better. With diligence and caution they may look to a prosperous future.—*Leader Trade Review of 1864.*

#### 11. CANADIAN BOOKS FOR FOREIGN COUNTRIES.

A large collection of Canadian books has been sent to England to the Trade Commissioners for presentation to the different Governments they will negotiate with.

#### 12. LOVELL'S SERIES OF CANADIAN SCHOOL BOOKS.

The very comprehensive list of school books published in this country—to which we call attention in another column—is one of which Canada may well be proud. They have already received the highest commendation in England and Ireland; and at the International Exhibition held in both countries they have received the rewards appropriate to that class of articles. At the late Dublin Exhibition a silver medal was awarded to them as a cheap and excellent series of books. Their practical adaptation to the wants of the schools in Canada, is best shown by their almost universal use in both grammar and common schools and in our higher academies. The list to which we call attention comprises no less than *thirty-four* excellent works relating to geography, history, grammar, arithmetic, algebra, elementary philosophy and chemistry, &c.; of the *thirty-four* no less than about *thirty* are written and prepared in Canada. The spirited enterprise of Mr. John Lovell of Montreal (who has given so strong an impulse to book publishing in Canada) in thus creating and developing native talent and industry, for the benefit of our schools, deserves the highest commendation and the strongest encouragement. See page 48.—*Toronto Leader.*

### III. Papers on Education in Canada.

#### 1. EDUCATION IN LOWER CANADA.

The last report of the Superintendent of Education for Lower Canada gives us some figures which may be profitably considered, as they mark so clearly the advancement of that section of the Province. The school-rates raised by assessment for the municipalities increased from \$165,843 in 1853 to \$593,264 last year. When it is considered that the Government grant remains at a fixed figure, not increasing in proportion to the increased assessment, this must be considered quite satisfactory. It is doubtful if the plan of keeping the Government grant at a certain fixed sum is a good one. As the municipalities increase in number the grant has to be re-divided, and each necessarily comes in for a smaller share than before. The same amount has to be distributed over a larger field. This necessarily acts as a damper upon the old municipalities. The Superintendent suggests, as a means of getting over this difficulty, the increase of the grant. Whether or not this would be the best way to deal with what is evidently a cause of complaint, the difficulty should be met in some way. One that would act as a spur to the municipalities instead of a drawback would, no doubt, produce the best results.

The amount of education imparted—or we should more correctly say, the number of pupils instructed—bears nothing like an equalized proportion to the assessment. In 1853, when only \$165,843 were spent 108,284 children received instruction. Last year there were 196,739 pupils in the schools, while the amount raised by the municipalities, and of course spent, was \$593,964. That is to say, with an increase of 90 per cent. in the number of pupils in attendance at the schools, the expense—taking the assessment alone into the account—increased about 250 per cent. in the course of eleven years. But the discrepancy may not indicate as much as appears at first sight; for the proportion between the rate of attendance and the expenditure has been somewhat uniform since 1856. It was between '53 and '56 that the great increase in the assessment took place, which perhaps may be accounted for by the erection of substantial buildings during that period. It is satisfactory, at all events, to find that the number of pupils is every succeeding year more than it was the year before. As regards the different branches of education, there is continued progress in all but English grammar, which shows a falling off in the last two years. Most of the children being French, this is not hard to account for. In history, geography, parsing and French grammar there has been considerable progress made.

This will be enough to indicate the progress made in common school education. The only drawback is that which arises from diversity of religious belief. Sectarianism has done much to hinder the cause of education in Lower Canada, and even now there is no satisfactory plan for the distribution of the taxes of non-residents,

and those of corporations and incorporated companies. Mr. Galt, it will be remembered, made some promises to the people of the Eastern Townships upon these subjects, which were easier made than performed. At all events, the proposed changes have not taken place, and there is good ground for the belief that the Protestant portion of the community is not fairly dealt with in the distribution of the Government grant. Protestant and Catholic alike have dissentient schools; the former number 134, with an attendance of 4,629 pupils; the latter 48, with an attendance of 1,830. The superintendent says nothing as to the amount of money expended upon each kind of school. On the financial question generally he remarks:—"The most urgent want of the department is that which I have constantly represented—the regulation, namely, of its financial difficulties. These difficulties existed previous to 1855, before my appointment to office and the passing of the law of superior schools. The Legislature voted an annual grant for superior education, but with a proviso that only a certain portion of the amount should be receivable from the consolidated revenue of the Province, while the residue should be a special charge upon the Jesuits' estates and on the balance of the grant for common schools. Now, the sums voted every year being always in excess of the two last mentioned sources of supply, a considerable deficit was the result. The passing of the law for superior education continued the same state of things. \* \* The portion of Lower Canada in the annual supplementary grant for common schools is exhausted, without the possibility of increasing the allowance to these schools; nay, a deficit remains, which now nearly equals the capital of the fund for superior education. It follows that it is very difficult to increase the different grants which I have, in this as in many previous reports, represented as insufficient."

Passing from the teachers and the common school fund we come to an interesting portion of the report—that which refers to the establishment of normal schools some six or seven years ago. In Upper Canada one central normal school is sufficient, but Lower Canada has three. "In establishing these schools," says M. Chauveau, "the same principle that obtained in the establishment of dissentient schools led to the granting of separate normal schools for the two great religious divisions of the population, the Catholics and the Protestants." But, why, working upon this basis, should there be more than one normal school? The Superintendent explains:—"An almost necessary consequence of this division was the establishment of two Catholic normal schools, and one Protestant normal school; the great mass of the Protestant population of Lower Canada being located in the western section, it followed that the Protestant normal school must be established at Montreal. But as the Catholic population of the Montreal section is numerically, if not relatively, more considerable than that of the Quebec section, it was difficult to avoid placing a Catholic normal school at Montreal; while on the other hand it was evident that the geographical position of that city, by no means a central one as regards the rest of Lower Canada, did not entitle it to enjoy alone the advantage of possessing these institutions." This arrangement may have been necessary, but it is unfortunate that three normal schools should be required to do what one would have done as well but for the irreconcilable differences which religious distinctions create. M. Chauveau, however, defends the system by its results. "There is no doubt, whatever," he says, "but that the three normal schools have attracted a far larger number of pupils and popularized the new systems of teaching much more effectually than a single school would have done." Last year there were 213 pupil teachers attending the three schools,—97 males and 116 females. The Superintendent goes pretty largely into details to show that these schools have answered the fullest expectations, and that the great majority of those who have received diplomas from them have continued teaching. Altogether something like 840 teachers have been turned out of the three schools, of whom over 600 were teaching at the date of the last reports.—*Leader*.

## 2. EDUCATION IN UPPER CANADA.

In the last report of the Chief Superintendent of Education for Upper Canada, we have an abstract of the work done by the Normal, Model, Grammar and Common Schools of the Western Province during the year 1864. It is full of figures, which, though dry reading generally, are in this case of so much general interest that we shall be excused if we give more of them than ordinarily take up much space in these columns. The Chief Superintendent's report, too, is suggestive upon many topics; and if we do not touch upon them to-day, it is because the figures which form the basis of the report are so extensive that it would be impossible to go over the whole ground in one article of reasonable length.

Dr. Ryerson remarks that the satisfaction with which he presents this report to the Governor General exceeds that of any previous year, inasmuch as "though the last year has been one of a series of

depression from the failure of crops, and the derangement of trade and finance of account of the civil war in the United States, now happily terminated, there has been a larger increase in the receipts and expenditure for the support of schools than during any of the preceding four years, and a corresponding progress in other respects." It is but a few days since we gave a summarized sketch of the progress of common school education in Lower Canada, where considerable progress had to be noted. This progress is small compared with that which has been made in the richer Province of the West. The interest taken in common school education in Upper Canada is perhaps best measured by the disparity, so to speak, between the amount raised by municipal assessment and the grant provided by the Legislature. Last year the legislative grant for the common schools was \$177,052.95, whilst the total expenditure upon these schools was \$1,285,318, an increase in the latter amount over the previous year of \$30,871. The legislative grant is paid to each municipality upon the condition that it provides at least an equal sum by local assessment. Last year the municipalities and school trustees provided in all a sum of \$963,762, an increase of \$44,238. In school sections the ratepayers have the power of determining whether their schools shall be free or supported by a school rate; in cities, towns and incorporated villages, the trustees decide this point. The Superintendent notices with satisfaction that the rate-bill system is decreasing. The amount raised by rates—a tax of not more than 25. a month for each pupil—last year was \$59,636—decrease, \$13,043. The receipts from other sources, besides those already named, were as follows:—Clergy Reserves, \$105,296 a slight decrease; balances from 1863 \$178,438.

There is an increase in every item of expenditure, amounting in all to \$30,871. The different items are:—salaries of teachers, \$996,956; maps, apparatus, prizes and libraries, \$23,149; school sites and buildings \$116,056; rents and repairs of school houses \$37,003; school books, stationery, fuel, &c., \$112,151.

The school population of Upper Canada—that is children between the ages of 5 and 16—number 424,565. Of this number 350,925 attended the common schools last year, of which 198,024 were boys. The number of children reported as not attending any school was 40,483—a decrease of 4,492; these figures are not the result of careful inquiry; but with regard to them the Chief Superintendent remarks:—"Making all reasonable allowance on this ground, yet judging from reports of Local Superintendents themselves, the number not attending any school must be considerable, such as to contribute a public blot, disgrace and danger, which every friend of the country and of humanity should endeavor, by all possible means to remove." Out of 4,225 schools reported as open, 3,459, or more than four-fifths, are free. The number partly free is 711 and in which monthly rate-bills are imposed 55. Farther on his report, Dr. Ryerson makes some remarks upon this subject, which may call for consideration at another time.

The table referring to the number of teachers employed shows an average of one for about every 70 pupils. There were, in all 4,625 teachers employed last year, of which 3,011 were males. There is no explanation of the somewhat striking fact that whilst there was a decrease of 83 male there was an increase of 204 female teachers. They are reported to be of the following religious denominations:—Church of England, 854, church of Rome, 544, Presbyterians, 1,397, Methodists, 1,286, Baptists, 227, Congregationalists, 80, Lutherans 17, Quakers 16, Disciples or Christians, 32, reported as Protestants 76, Unitarian 2, other persuasions 17, not reported 77. As to the proficiency of the teachers we must take for a standard the certificates they held which were as follows: First class Normal school 216, second class 358; First class County Board 1,396, second class 2,054; third class 475; unclassified 124. The salaries range from \$84 to \$1,300; the average being, for males \$436—females \$224.

Of the whole number of school houses reported—4,246—529 are brick, 366 stone, and 1,671 log. There is a gratifying increase of substantial structures; the total number of schools built last year was 126, of which 47 were brick and 13 stone.

The average time of keeping open the schools is reported to be, in counties, 11 months; in cities, 12 months; in towns, 11 months, 29 days; in villages, 11 months, 25 days.

In former reports it used to be an argument in favor of permitting the Separate School system to run its course into disuse, that the number of schools of this class was yearly diminishing. This year we find an increase of 27, the total number reported being 147. The amount of the legislative grant appropriated to these schools was \$8,892. The amount towards the support of these schools obtained from self-imposed rates and subscriptions was \$42,150; increase, \$7,341. The number of pupils attending these schools last year was 17,365, an increase of 1,506. The number of teachers employed was 190, of which 107 were females.

With these figures, we leave the common schools. Of grammar schools there are 95 in operation. The amount received by these

schools out of the legislative grant was \$45,604. From local sources there was obtained as follows: municipal grant \$15,913; fees \$19,353. The number of pupils attending these schools was 5,589. With regard to this class of schools we quote the following remarks from the report:—"The increase of the grant and fund has only contributed to afford additional aid to existing schools for one year, as the several County Councils have been induced by local influences to establish additional feeble and next to useless grammar schools the moment it was perceived that the increased grant enabled them to do so. The result is, that increased aid obtained for grammar schools will not advance, as was intended, the "character and efficiency of the grammar schools; but will only multiply the number of feeble schools—grammar schools only in name, but little more than common schools (and some poor ones too) in reality. It is to be hoped the law will be amended so as to prevent the increase of this evil." Among the head masters of grammar schools are found the names of 16 who have graduated at the University of Toronto.

Of the Normal School here there is little to be said. The report is that it continues to do its work of training teachers satisfactorily. Last year 316 persons were admitted to this school. Since the school was established 4,297 persons have been trained in it for the work of educating in Upper Canada. Each of the Model Schools is limited to 150 pupils, who pay 25 cents a week each pupil.

It is not the duty of the Chief Superintendent to collect facts with regard to a higher education; but as we are singularly deficient in statistical information regarding our colleges and private academies, the few brief, and no doubt, imperfect statistics which are given in the report are worth reproducing here. The number of colleges reported is 16, they are attended by 1,820 pupils, and their income—from legislative aid \$150,000, from fees \$44,000. The number of academies and private schools is set down at 225, which are attended by 25,818 pupils, whose fees are \$48,771.—*Leader.*

### 3. EDUCATION IN THE OLD NIAGARA DISTRICT.

It is occasionally interesting to refer to the early history of our country, and more especially to that section of it lying between Lakes-Erie and Ontario, known as the Niagara Peninsula. This part of Canada was one of the earliest settled portions of the country, and possessing great natural facilities for the prosecution of trade and commerce it is somewhat wonderful that the progress in wealth and population and educational institutions did not keep pace with other sections of the country. The reason, we imagine, may be discovered in the fact that its proximity to the frontier made capitalists doubtful of the desirability of investing here, and then there was a large Western portion of the Peninsula covered by a marsh, which was unavailable until within a few years. The Peninsula has, however, advanced, and the foolish idea that the Americans would come over some fine morning and "gobble" us up before breakfast has given place to one more rational. We purpose at present showing the advancement in educational facilities, and for that purpose intend contrasting the years 1847 and 1863. In the former year John Scholfeld, Esq. of Pelham, was Assistant Superintendent of Schools for the Niagara District, composed of the present Counties of Lincoln, Welland and Haldimand, and visited every school section in the three counties, presenting his report to the District Council.—From this report we learn that there were 181 school sections in the 3 counties. 36 of which were unions. The school houses numbered 180, of which 14 were brick, 5 stone, 128 frame, and 36 log erections 73 were held in fee simple, 46 under lease and 62 no title at all. The children of school age numbered 12,963, of which 8,948 attended school, showing an increase over 1846 of 1885. The number of qualified teachers was 252—103 males and 69 females. There were in the schools 51 maps 45 black-boards, 2 clocks and one set mathematical blocks. The government grant for all educational purposes then amounted to \$13,200, and about \$9,500 was paid to teachers.—The average attendance at school was 4,519, there being 1,043 studying Grammar, 977 geography; 183 history; 3,336 writing; 60 book-keeping; 29 mensuration, and 29 algebra.

The only Grammar Schools in the Counties were—one at Niagara, the late Mr. John Whitelaw being Principal, and Mr. George Malcolmson, now of the propeller Magnet, Assistant.—There was no public school house 40 scholars were on the register, and Latin and Greek were taught. "Grantham Academy," at St. Catharines, Mr. Wm. Hubbard, Principal, and the Rev. Wm. Hewson, Assistant. In this school 25 were in the classics, and 55 in the primary department.

The Rev. J. Russell had a small school at Stamford where six pupils were taught classics and mathematics.

During this year the Rev. Dr. Lundy started a school at Niagara, in which Latin, Greek, French and other branches were taught.

There was also during a portion of the year 1847, a school kept open at Beamsville by the Rev. Mr. Close, in which English, Latin and Greek were taught and one at Dunnville by Mr. Jukes, in which the same branches were taught, and which is reported as having been well conducted.

In 1863 the school account for the different Counties shewed the following:

	Lincoln.	Welland.	Haldimand.
Teachers Salaries.....	\$2116	2255	2355
For Apparatus.....	68	75	169
Municipal Assistant.....	2450	2595	3120
Trustees do.....	9710	9847	9106
Rate Bill.....	2032	1706	1130
Clergy Reserve Fund.....	2242	4253	2339
Balance.....	3505	4979	2996
Totals.....	\$22722	\$25710	\$21215

The entire receipts, including the different town and village municipalities, for the three counties having been over \$87337, an increase over 1847 of \$74137, and this was for Common Schools alone.

The total expenditure for Common School purposes in 1863 was \$77,511 in the counties, an increase of \$68,011.

The school population of the counties in 1865 was 21,219, the number at school 18,621, and the average attendance 7,173, or one-third of the population. In that year there were seven Separate Schools in the three counties, and nine Grammar Schools.

It will thus be seen that great progress has been made in the facilities for acquiring education, but unfortunately the same authority from which we gather the information shows also that only one child in every three received the benefit of the munificent provision made for supporting schools, demonstrating beyond doubt that a law making it compulsory in all children of school age to attend school was called for then, and is more necessary now.

## IV. Papers on Agriculture in the Schools.

### 1. NATURAL HISTORY AND AGRICULTURE IN CANADIAN SCHOOLS.

An energetic local superintendent writes to the Educational Department, as follows:—

"I find several of the schools of this township very destitute of proper apparatus, and the people generally sadly in need of encouragement to spend more time, and find more delight, in reading.

"I am offering a number of prizes, to be competed for by all the schools in the township, in order to encourage the teachers to emulate one another in faithfulness and energy; and am, at the same time, endeavouring to induce trustees to furnish prizes for competition in their several schools.

"Will the department give anything, to supplement what I may give, and what may be raised by local effort, for a scholarship in the County Grammar School, to be competed for by candidates from the several Common Schools in this township? This, it appears to me, is one of the simplest and best ways of stimulating pupils, teachers, parents, and trustees, at the same time.\*

"Are Natural History collections legitimate subjects of competition for prizes, 100 per cent. of which are furnished by the Department of Public Instruction? † I am offering a number of Natural History prizes, to be competed for by the several schools, with a view to promote intelligent and accurate observation of the objects in nature, and a more enlightened study of agriculture. For example: (1.) A township prize for the largest and best collection of specimens of *rocks* and *soils*, found in the township, with list, named, described, locality, plants grown on or near, character of land around, large or small quantity where found, of what use is it, to what use applied in the township, in what part of the township does it exist in largest quantities? ‡ (2.) *Insects*, found in township, named and classified; especially those injurious to agriculture. (3.) *Cereals*, grown in township, properly preserved, etc., soils and manures best adapted for each, situations most suitable, most common uses of each, other uses, the value per acre and per bushel, cost of raising per acre and per bushel, profit (average) per acre and bushel, date of sowing and harvesting, probable number of

\* The department already applies the whole of the Grammar School fund in aid of the Grammar Schools, and has nothing left for scholarships.

† These collections are not only legitimate objects for prizes, but the department will be happy to supply them to the cabinets for that purpose. See pages 26—28 of the new prize catalogue.

‡ The department has also, in the columns of this Journal, tried to stimulate parties to collect these interesting specimens, and has inserted a column in the trustees' return for a report of any school collections or museums of them.

acres of each sowed in the township per annum. (4.) *Grasses*. (5.) *General collection of native plants*, found in township, properly prepared.

"I consider that an early love of the study of nature is of inestimable benefit to children, even though their general knowledge is otherwise very defective."

Another local superintendent writes as follows:—

"I have been endeavouring, during the last year, to get some classes formed of young men in our schools, for the study of agriculture, and have been recommending Dr. Dawson's "First Lessons in Scientific Agriculture," published by John Lovell, as a text-book. But some in this enlightened age tell me that it is an unlawful study. That the Council of Public Instruction has not authorized this study in our schools of Upper Canada. You will please inform me whether this study may be lawfully introduced into the schools of an almost entirely agricultural population, and oblige."

The following reply was sent to this communication:

"Agriculture is not only a lawful, but a praiseworthy study in our Common Schools. The fourth and fifth Books treat of subjects akin to it, and the Department has provided an extensive list of Books on the subject for school libraries including Dawson's Work. It was not formally directed that the subject should be taught; that has however arisen from the difficulty experienced in finding persons properly qualified to teach it, but where such persons can be found, the Department will in all cases sanction the teaching of Agriculture in the schools."\*

## 2. CARLYLE ON NATURAL HISTORY AS A BRANCH OF EDUCATION

Mr. Adam White, of Edinburgh, for many years in the natural history department of the British Museum, proposes to introduce the teaching of natural history into boarding-school and private families. On his project, and on the general introduction of that delightful science into the curriculum of ordinary education; Mr. White has been favored by Mr. Thomas Carlyle with a characteristic letter, from which the following is an extract:—"For many years it has been one of my constant regrets, that no school-master of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbours that are continually meeting me, with a salutation which I cannot answer, as things are! Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always over head and which I don't above half know to this day? I love to prophesy that there will come a time, when not in Edinburgh only, but in all Scottish and European towns, and villages, the school-master will be strictly required to possess these two capabilities (neither Greek nor Latin more strict!), and that no ingenuous little denizen of this universe be henceforth debarred from his right of liberty in these two departments and doomed to look on them as if across grated fences all his life. For the rest. I cannot doubt but, one way or other, you will by and by make your valuable indubitable gift available in Edinburgh, either to the young or the older, on such conditions as there are, and I much recommend a zealous and judicious persistence till you do succeed.—Believe me yours very sincerely, T. Carlyle."

## V. Biographical Sketches.

### No. 16.—THE REV. DR. ATKINSON.

On Monday morning the sad news reached here from Toronto of the death of this highly esteemed clergyman, throwing a gloom over society generally. For the space of nearly twenty-five years he had filled the position of Rector of St. George's Church, and every year as it passed away seemed to bind him more closely—with stronger cords of affection—to the hearts of his people. When, through a sense of his failing strength, he determined, two years since, to retire from St. Catharine's, his congregation sought by every means in their power to induce him to remain. But he felt that his strength was departing, and a high, conscientious sense of duty compelled him to retire. Since his removal to Toronto, his health gradually failed, until at length, on Saturday evening last, he fell asleep in Jesus. His death, like his life, was very beautiful. He died full of hope in the merits of his Redeemer, looking forward joyfully to a glorious resurrection.—*St. Catharines Constitutional*.

### No. 17.—REV. MR. GRANET.

On Friday evening the Rev. Mr. Granet, Superior of the House

\* See the article on the "necessity for educated farmers in Canada" and the recommendation of the North Oxford Agricultural Society on this subject, in the *Journal* for last month, page 22.

of St. Sulpice, Montreal, breathed his last, having been sick for several months. He was born on the 24th of August, 1810, in France, at Espalem, in the diocese of Puy, came to this country in 1843, and was professor of Theology in the Seminary until in 1856, he succeeded the Rev. Mr. Billaudelle as Superior of the Seminary.

### No. 18.—F. X. GARNEAU, ESQ.

The death of Mr. F. X. Garneau, an historian of Canada, which has been expected for some time, took place at Quebec, on the 3rd ult. The deceased, who was, without exception, one of the most remarkable literary men British North America has ever produced, was born in this city, in 1809, and was, therefore, in the thirty-seventh year of his age at the time of his death. He was educated in the Seminary of Quebec, and adopted the notarial profession, but never practised. He was for some time employed as clerk of the Legislative Assembly; but afterwards received the appointment of City Clerk, which he held up to May, 1864, when he retired, in consequence of ill health, receiving, at the same time, a handsome retiring pension from the Corporation. He commenced his labors in the field of literature at a very early age, and his contributions to the periodicals of the day gave evidence of great ability. In 1831, '32, and '33, he was in Europe, and his talents soon obtained him admission into the literary society of France and England. While in Paris, he was made a member of the "Society of Friends of Poland"—which was organized immediately after the Polish outbreak of 1830—and enjoyed the friendship of Prince Adam Czartoryski and other distinguished men. The narrative of his travels and residence in Europe was afterwards published in the form of a series of letters. His poetic productions, many of which are to be found in Hudson's *Repertoire National*, are characterized by great beauty and vigor. His fame, however, as a writer, rests entirely upon his history of Canada, which cost him many years of toil and research. The first volume was published, we believe, in 1845. The work ran through several editions; and an English translation by Mr. Bell was afterwards published by Mr. Lovell. It immediately directed the attention of American literary men to the author, and Mr. Garneau was looked upon as an authority in all matters connected with the early history of the continent. He was made an honorary member of all the leading literary societies of the Republic, and enjoyed the personal esteem of many of its most distinguished men. Naturally of a delicate constitution, the labors of writing his greatest work told considerably upon his health, which had been feeble for many years. Personally, Mr. Garneau was a most estimable man. Mild and unassuming in the highest degree, he was in every respect a thorough gentleman. His death will not be regretted by his wide circle of friends alone. It will be looked upon throughout the country as a national loss.—*Quebec Chronicle*.

### No. 18.—JAMES SCOTT HOWARD, ESQ.

We regret to learn that Mr. James Scott Howard, died suddenly of apoplexy, on the 1st inst., at the advanced age of 68 years. It was remarked that he never was in better health or spirits than when he left home for his office in the morning. He was a native of Ireland and emigrated to Canada many years ago. He was formerly Postmaster of this city, but was removed by Sir Francis Bond Head during the crisis of 1837-8. He afterwards, for many years, was treasurer of the Home District, upon the abolishment of which he was appointed treasurer of the United Counties of York and Peel, which office he held till his death, and all the duties of which he most satisfactorily filled. Mr. Howard was an active member of the Council of Public Instruction for Upper Canada since 1846. For many years he was Senior Secretary of the U. C. Bible Society. Both of these bodies have passed resolutions of sympathy with his bereaved family. His loss is deeply deplored.

### No. 19.—JOHN BRUCE, ESQ.

It is with deep regret that we have to announce the death of John Bruce, Esq., Inspector of Schools, who expired suddenly while addressing the pupils at the College of Lachute, on the 19th January. At the time of the painful occurrence he appeared to be in excellent health and spirits, and only a few moments before had been jesting with the children. He was 65 years of age.

Mr. Bruce was born in Scotland and was very respectably connected. While still a young man he came to Canada, adopted the vocation of teacher, and opened a school in Montreal, where his ability and success soon made him known. Many years of his active life were devoted to the exercise of his profession, during which he rendered important services to the cause of education. When the law creating the office of School Inspector was put in force, he was one of those first appointed, and continued to discharge the duties of his official position until death removed him

from the busy scene of his labors. An esteemed contributor to this journal, he has favored us with many articles, one of which will be found in another column. He had also actively contributed to the establishment and success of the Lachute College and the Huntingdon Academy. Twice in each year he visited regularly all the schools in his extensive district of inspection, which comprised the County of Huntingdon, parts of the Counties of Châteauguay and Argenteuil, and the Protestant schools of the City of Montreal; and the reports which he made of these visits were invariably drawn up with the utmost care, and contained statistical and other information of great value. In him the public has lost a faithful and zealous servant, and the Department an able collaborator.—*Lower Canada Journal of Education*.

#### No. 20.—JOHN S. MCCOLL, ESQ.

Died, at his residence, in the Township of Aldborough, on the 17th instant, after a short but painful illness of 18 hours' duration, John S. McColl, aged 37 years. Deceased was quiet, modest and unassuming in his manners; frank, honest, and sincere in his intercourse; warm and ardent in his attachments; constant, faithful, and unflinching in his friendship. In boyhood he contracted a love for learning, and made use of the best of our Common Schools to attain his purpose. He has ever been diligent in acquiring information on educational, literary and political questions. To this end he invested very liberally in books, which he always selected with great care and good judgment. His reading and information was therefore much more extensive than was generally supposed. Whatever he undertook to do, he did heartily; and no good cause ever appealed to his sympathy or his support in vain. The abilities that were bestowed on him were ever exercised for good, and with such a transparent honesty of purpose, as to give him a quiet but extensive influence.—When in April, 1849, A. McLachlin, Esq. resigned the office of Local Superintendent of Schools for the West Riding of the County, deceased was appointed by the County Council his successor, and he continued to discharge the duties of that office with diligence until the day of his death.—*Home Journal*.

#### RECENT DEATHS.

—MR. BARTHELEMI LACHANCE, of Deschambault, one of the leaders in the rebellion of 1837-8, and co-proprietor of the *Liberal* paper of Quebec, died a few days since in Deschambault village, at the age of 84 years. He was imprisoned, and at one time shared the cell of the late Judge A. N. Morin, also a prisoner.

—BISHOP FITZPATRICK, of Boston, whose death occurred recently, from softening of the brain, in the 53rd year of his age, was a native of that city, but was educated in the seminary of St. Sulpice, of Montreal.

—A. D. M. BELL, ESQ., A Quebec paper regrets to record the death of Alexander Davidson McKenzie Bell, Esq., which took place at his residence, Grande Alee, on Sunday evening. The deceased gentleman was the fourth son of the late Hon. Matthew Bell, and was connected with many of the oldest and most noted Quebec families. He had been engaged in mercantile pursuits, and was for many years a member of the firm of Forsyth, Bell, & Co.

—MR. BURSTALL. The Quebec *Cronicle* announces the death, from congestion of the lungs, of Mr. Burstall, at Kirk Ella, near Hull, England, in his 62nd year. He was a resident of Quebec for upwards of 30 years, and among the mercantile as well as with the whole community his loss will be deeply deplored; for as a merchant he was known for his strict honesty of purpose and singleness of heart.

—JAMES DORAS, ESQ., died on the 18th ultimo, at the age of 66 years. Mr. Doras emigrated to this country from the county of Fermanagh, Ireland, about 42 years ago, and settled in the township of Cavan, when that part of the country was almost a howling wilderness. After a residence of ten years amongst the "Blazers," Mr. Doras removed to Otonabee, where he has resided until his decease. He has been prominently mixed up with the municipal affairs of his township, having discharged for a long term the duties of councillor.—*Canadian Freeman*.

—W. H. GRAY, ESQ., died at Picton C. W., of congestion of the lungs, on the 5th of March, 1866, in the 90th year of his age. Mr. Gray was born in 1776, in the County of Louth, Ireland and entered upon his military career at Cornet, in the Yeomanry Cavalry of Ireland in 1796, and served through the Irish Rebellion of 1798. He also served as Lieutenant in the British Army during part of the Peninsular War in Spain, and in the American War in 1812-13. He was appointed in 1816 "Assistant Barrack Master General of Canada" in charge at Chambly, St. John's, Isle Aux Noix and La Prairie; also served at Kingston and Niagara, when he retired on

half-pay and was an active Magistrate at Kingston for several years. During the late Rebellion he was again called into active service as First-class Barrack Master at Montreal, St. Helens and Dependencies, where he served until 1854, when being deprived of his sight, he was, for his long and zealous services, of more than 57 years, permitted by the Lords Commissioners of Her Majesty's Treasury to retire on full pay for life as a Field Officer.—*North American*.

—WILLIAM P. McLAREN, ESQ., came to Hamilton more than a quarter of a century ago, when the city was little more than a village, and commenced business. He was exceedingly successful, more so than has usually fallen to the lot of man, and when, about six years ago he retired from business, he had amassed a most handsome fortune, being probably one of the wealthiest men in Upper Canada. His name is closely identified with the commercial history and progress of the city.

—DR. WOOLLEY, who was drowned in the London, was not Bishop of Sydney, as stated, but Principal of the Sydney Univer, sity, which office he had held since the university was established twelve years ago. He was an Oxford man, and Fellow of University.

—MR. ALLAN STEVENSON, the eldest son of Robert Stevenson, died in England, on the 23rd of December last. Like his late father, he was a celebrated lighthouse engineer, and built no fewer than twenty-three lighthouses. He contributed largely to the knowledge of dioptrics, was a remarkable linguist, and author of many valuable treatises on those spheres of science with which he was most familiar.

—MR. JAMES CARGILL died, at Nassagaweya, County Halton, on the 10th ult., a native of Ireland, at the advanced age of 104 years and some months. This old gentleman was born in the year 1760—that in which George III. ascended the throne of Britain. He thus was a contemporary of all the stirring events of that long reign; was personally cognizant of the rise and fall of Napoleon; bore a part in the suppression of the Rebellion of 1798 in his native land, and might have held conversation with men who existed during the troublous times of the Pretender and his son Charles Edward.—*Hamilton Spectator*.

—JAMES GRANT, ESQ., L.R.C.S., Edinburgh, died at Ottawa, 14th inst. The deceased was born in 1806, in Scotland, and had, consequently, attained his sixtieth year. His father was James Grant, Esq., an advocate of some celebrity, and considerable ability, who in 1819 took the premium of the Highland Society of Scotland, for a History of the Gael—the prize consisted of a large silver cup. In 1829, at the age of twenty-three, he came and settled in Montreal. Shortly afterwards he removed to Martintown, Glengarry, in which place he remained until 1864. Upon one occasion he contested the County of Glengarry in the conservative interest but was defeated. He came to Ottawa, and when among us but a short time, his great professional skill and strong salient points of character had won for him numerous patients and hosts of friends.—*Ottawa Citizen*.

#### 21. JOSEPH WORCESTER, LL.D.

Another eminent scholar has just passed away. Dr. Joseph Emerson Worcester, the renowned lexicographer, died recently at his residence in Cambridge, Massachusetts, at the good old age of 81. He was born in Bedford, New Hampshire, on the 24th of August, 1784. He graduated at Yale College in 1811, and for several years after taught school. In 1819, he moved to Cambridge, and published a number of works on geography and history. In 1827, he issued his first work on lexicography, from which time till now he has devoted the principal portion of his time to this branch of literature. In 1830, his "Comprehensive, Pronouncing and Explanatory Dictionary" appeared, and in 1846, his "Universal and Critical Dictionary of the English Language." In 1860, after more than 30 years mostly spent in lexicographical studies and labours, he gave to the world his chief work, his *opus magnum*, "A Dictionary of the English Language." He also published many other literary and scientific treatises. He received the degree of LL.D. from Brown University and Dartmouth College, was a Fellow of the American Academy of Science, was a corresponding member of the Royal Geographical Society of London, and a member of other learned bodies. His death will cause a noticeable blank in the list of American scholars of eminence.

#### No. 22.—DR. RICHARDSON, THE LEXICOGRAPHER.

The latest English papers announce the death of Dr. Richardson, the lexicographer, at the age of ninety years. Making dictionaries appears to be a healthy business. It was only a few days ago that the death of Dr. Worcester, of Boston, was announced at the age of eighty-one. Walker, too, lived to a "good old age." Dr. Johnson was seventy-five when he died, and the late Noah Webster died

at eighty-five. Though men of many words, they were men of few deeds, and lived free from those excitements which hasten death.

## VI. Miscellaneous.\*

### 1. ALONG THE LINE.

A. D. 1812—1866.

Steady be your beacon's blaze  
 Along the line! along the line!  
 Freely sing dear Freedom's praise  
 Along the line! along the line!  
 Let the only sword you draw  
 Bear the legend of the law,  
 Wield it less to strike than awe,  
 Along the line! along the line!

Let them rail against the land  
 Beyond the line! beyond the line!  
 When its heroes forth it sends,  
 Along the line! along the line!  
 On the field or in the camp  
 They shall tremble at your tramp,  
 Men of the old Norman stamp,  
 Along the line! along the line!

Wealth and pride may rear their crests,  
 Beyond the line! beyond the line!  
 They bring no terror to our breasts,  
 Along the line! along the line!  
 We have never bought or sold  
 Africa's sons with cruel gold,  
 Conscience arms the free and bold,  
 Along the line! along the line!

Steadfast stand, and sleepless ward,  
 Along the line! along the line!  
 Great the treasures that you guard  
 Along the line! along the line!  
 By the babes whose sons shall be  
 Crowned in far futurity,  
 With the laurels of the free,  
 Stand your guard along the line!

—Hon. T. D. McGee.

### 2. THE OPENING OF PARLIAMENT.

It is so long since Her Majesty took part in this grand ceremonial that we think it will be gratifying to our readers, especially in the schools, to give the graphic account of the recent opening of the great Council of the Nation, from the *London Times*. We have, however, very greatly to abridge the elaborate description of the august ceremony from the *Times*.

The opening of Parliament by the Queen in person is always an event of deep interest to the British people. The affection and respect in which Her Majesty is held by all classes of her subjects adds a tenderer grace to the ceremonial than ever adorned it in former periods of English history. The last time that Her Majesty appeared in the House of Lords in all the paraphernalia of her regal office was now five years ago. On that occasion the Prince Consort stood by her side, and, as it then seemed to the eyes of the people, in the full maturity and strength of his manhood and of his mild and mellowed wisdom, the visible embodiment of the private happiness of her home and the public felicity of her reign. Since that day a generation of schoolboys and students has grown into manhood. But the sixth Parliament of Victoria saw the Queen's face no more. The saddest bereavement that can befall a woman fell upon the loftiest and most beloved head in the realm, and drove Her Majesty into seclusion, and almost into solitude, and when it was publicly made known that the Parliament of 1866, the seventh of Her Majesty's reign, would be opened by the Queen in person, a feeling of satisfaction concentrated upon the proceedings of yesterday a far greater amount of affectionate interest than any of her previous appearances in public had elicited.

It was no wonder that under such circumstances—rendered still more auspicious by bright skies and balmy airs, more like those of

\* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL. Our chief motive in maintaining the "Miscellaneous" department of the Journal is to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

May than of February—crowds filled the line of procession through which the Queen was to make her way, and that housetop and balcony, as well as pavement, swarmed with loyal multitudes anxious not alone to see their Sovereign, but to welcome her back to the performance of that dignified part in the great drama of Government, which she had consented to forego under the pressure of a grief with which every one sympathised.

Yesterday afternoon the business of the new Parliament was commenced by a speech from the Queen, who, for the first time since the death of the Prince Consort, visited Westminster for the purpose of addressing the members of the House of Lords and Commons. Her Majesty left Windsor and drove from the Castle to the Great Western terminus, where a special train had been provided in readiness for the trip to town. The royal party left the station at 10.35 a. m., amid the royal salutation of the crowd, and arrived at Paddington at 11.20, after a splendid journey of about 35 minutes.

As the Queen was about to step into the royal equipage a perfect ovation ensued, and the vaulted iron roof of the immense station rang again as the mass of spectators repeatedly and enthusiastically gave vent to their satisfaction in British cheers. In a few moments the royal *cortege* swept from the station, the Queen's carriage being escorted by a guard of honour composed of a squadron of carbiniers on its way to Buckingham Palace.

As early as ten o'clock immense crowds were wending their way in the direction of Westminster, and many had already stationed themselves near the several approaches to the house. That a cordial welcome was intended was manifest in every part by the preparations for the accomodation of the lovers of sight-seeing. In Parliament-street most of the balconies in front of the houses were dressed with crimson and green cloth, the seats provided for the visitors being covered with the former. A spacious gallery was erected outside the Chapel Royal, and not a yard was lost in the Privy-gardens where a view of the procession could be obtained. In the New Palace-yard the crowd was immense, the enclosure there adjoining the cab-rank being literally filled with stands and substantial galleries of every description. In several places flags were hoisted. The assemblage in the park perhaps was greater than on any former occasion, the scene from the Horse Guards to Buckingham Palace presenting one mass of human beings. In anticipation of the arrival of her Majesty the railings outside the palace were besieged with spectators; and when at half-past eleven a cry was heard of "The Queen is coming," a general shout was heard from the multitude. The procession soon after reached the gate, and the cheering, then renewed with even more vigor, continued till the royal *cortege* had passed inside. The procession, which was very simple, was headed with one of her Majesty's outriders, followed by the Queen in a private carriage, drawn by two horses; then came two more private carriages containing members of the royal family, and a brougham; the whole being accompanied by an escort of the Royal Blues. The scene along the whole line of route was very animated. When the time arrived for the procession to leave Buckingham Palace the anxiety of the people became intense; and during its progress through the park there was a universal display of loyal affection towards her Majesty.

At noon a long line of carriages extended from Pall Mall to the Peers' entrance of the Palace of Westminster, most, if not all, of which were occupied by ladies in full evening costume. The only peculiarity in the appearance of the House was the Throne, which was covered, and had all its ornaments concealed, by something thrown loosely over it. It was no ordinary covering, but Her Majesty's robe of state, which she usually wore on all great occasions of ceremonial, but which she could not be persuaded to wear on this. The robe was there, but the heart to put it on was wanting. The kindly instincts of the British people will but see in this little incident a new proof of gentle womanliness on the part of the chief lady of the land.

The House filled very slowly, both floor and galleries, with fair visitors, and converted for the time being the most solemn seat of legislative wisdom in the world, into a *parterre* of human beauty. A few Peers escorted their wives or daughters to seats, and then retired to the robing-room, whence they speedily emerged, engirt with the scarlet robes and the white cross-bands which indicate their rank in the aristocratic hierarchy. Every now and then a newcomer into the seats reserved for the *corps diplomatique* excited a little burst of attention, to be succeeded by a new sensation of curiosity among the ladies. Soon the Judges, preceded by the venerable Lord Chief Baron of the Exchequer, entered and took their seats opposite to the woolsack, introducing by their presence a new element of colour into the mosaic which presented itself to the eyes of visitors in the gallery. Scarcely had the Judges seated themselves when the Lord High Chancellor of England, preceded by the Mace-bearer, entered by the door to the left of the Throne and took his seat on the woolsack, with his face towards the House and his back to the Throne. His Lordship's appearance was the signal for

the formal commencement of the business of the day, the offering up of prayer by the Bishop of Ely. There was a rustling of silks and satins as the Peereses stood up, followed by a deep silence, which allowed every syllable of the prayers to be distinctly heard in all parts of the House. After prayers there was another fluttering of silks in the dove-cotes and a renewal of the hum of conversation which had prevailed among the ladies since they had been congregated in numbers sufficient to form themselves into coteries. Another batch of Judges, robed and wigged, speedily entered, followed by His Royal Highness the Duke of Cambridge. The Heir to the Throne was not long after his Royal cousin in making his appearance; and at a signal from the Usher of the Black Rod the whole assembly rose *en masse*, Peereses, Peers, Bishops, Judges, and the foreign Ministers, to receive the new-comers. The Prince and Princess of Wales, the Prince in the full uniform of a general officer, and the Princess tastefully attired in a dress of white tulle, trimmed with black lace, wearing a tiara of diamonds and a long flowing veil of white gauze, entered side by side. The Princess was escorted to the place of honour on the woosack, immediately fronting the Throne. At length, at 2 o'clock precisely, the Usher of the Black Rod made a signal to the Lord Chancellor, at which the whole assembly rose, with the same pleasant rustling of silks and satins as before. In a few minutes the door to the right of the Throne was flung open, and preceded by a long train of halberdiers, buffetiers, and other officials, entered the Majesty of England—the Monarch of an Empire, in which, to use the eloquent words of Daniel Webster, "There is no hour of the twenty-four which in one or other of the two hemispheres does not see her ancient banner flung to the morning breeze, or hear the drum beat or the bugle call of her soldiers sounding the reveillé." Her Majesty was attired in half mourning, and walked with slow steps to the Throne, followed by the great officers of State,—the Marquis of Lansdowne, bearing the Crown upon a cushion; the Duke of Argyll, holding the Sword of State; the Marquis of Winchester, supporting the Cap of Maintenance, and several other nobles performing their appointed functions. Her Majesty stopped for an instant at the foot of the steps to shake hands with the Princess of Wales, who, in common with the whole assemblage, had risen on her entrance. The Queen wore a deep purple velvet robe trimmed with white miniver, and a white lace cap *à la Marie Stuart*, to the portraits of which unfortunate lady she bore in this attire a remarkable similitude. Around her neck she wore a collar of brilliants, and over her breast the blue riband of the Order of the Garter. Other ornaments she had none, and looked in this simple and highly becoming costume "every inch a Queen," and far more picturesque and regal than if she had worn the royal robes. Her Majesty was accompanied by the Princesses Helena and Louise, and by Prince Christian of Denmark, who stood at the right of the Throne; the two Princesses attired in half-mourning, like their illustrious mother.

The Lord Chancellor having notified the Queen's desire that the company should resume their seats, a message was sent by the Usher of the Black Rod, desiring the attendance of the Speaker and the House of Commons at the bar of the Lords. During the interval that elapsed between the summons of the Commons and the reply, the Queen sat silent and motionless, with her eyes fixed upon the ground. She seemed to take no heed of the brilliant assemblage around her, but to be wholly absorbed in melancholy meditation. Even when the Commons rushed helter-skelter, like a mob of schoolboys, to the bar, Her Majesty took no notice of the interruption, and never once lifted her gaze from the ground. When silence had been restored—when the real Parliament of the British people, the governing power that holds the purse, and with the purse the sword—the rough and noisy commons (never rough and noisy except on this occasion) had adjusted themselves as well as they could to the scanty accommodation afforded them, the Lord Chancellor, standing to the right on the second step from the Throne, announced that Her Majesty had been graciously pleased to command him to read the Royal Speech, which he should proceed to do in Her Majesty's own words. His Lordship then read the Speech amid the all but breathless silence of the assembly, in part of which occurs the following passages:—

"I watch with interest the proceedings which are still in progress in British North America with a view to a closer union among the Provinces, and I continue to attach great importance to that object.

"In these and in all other deliberations I fervently pray that the blessing of Almighty God may guide your counsels to the promotion of the happiness of my people."

The reading concluded, the Lord Chancellor bowed his obeisance to the Queen, who slightly, but courteously, returned the salute. Then rising from the Throne, the whole of the brilliant assemblage rising from their seats at the same time, Her Majesty stepped slowly down, kissed the Princess of Wales, who sat almost at her feet, shook hands with Prince Christian, and, handed out by his Royal Highness the Prince of Wales, followed by the Princess of Wales

and the Duke of Cambridge, retired by the door at which she had entered, with the usual flourish and following, in which heralds and Garter Kings of Arms delight.

Thus ended the opening of the seventh Parliament of Queen Victoria. The Peers and Judges laid aside their scarlet robes and ermine; and the Peereses hastened home, to hear the faint echo in the streets of the hearty applause that was showered upon the Sovereign, by a people delighted to see her once again among them; to cherish the hope that many years of health and happiness were yet in store for her.

## VII. Short Critical Notices of Books.

— THE STUDENT'S ILLUSTRATED ENGLISH DICTIONARY.—Etymological, Pronouncing and Explanatory; by John Ogilvie, LL.D., author of the "Imperial" and the "Comprehensive" Dictionaries. Small 4to; triple columns. pp. 814.\*—This convenient sized Comprehensive Dictionary is all that we could desire for the student or for the general reader. Whatever the diversity of opinion may exist in regard to the merits of the great Americanized English Dictionaries of Worcester and Webster, we think there will be none in regard to the general excellence of this work and the system or mode of spelling which has been adopted in it. The pronunciation of each word has been "adapted to the best modern usage, by Richard Cull, Fellow of the Society of Antiquarians." The words themselves (which are printed in large plain type) "have been traced to their ultimate sources, the root or primary meaning inserted, and the other meanings given fully, according to the best usage." The work is illustrated with about three hundred excellent engravings and add greatly to the value of the text. The size, too, is a most convenient one; while the various styles of binding in which it can be furnished, will render easily accessible to all. We have great pleasure in recommending it for general use in our schools.

— WEBSTER'S UNABRIDGED AND PICTORIAL ROYAL QUARTO DICTIONARY.—We have had this admirable Dictionary on our table for some months, but have prevented until now from giving it the notice in our *Journal* which we had desired to do. In its new and revised state, we conceive it to be one of the most important and valuable Dictionaries ever published. The present edition extends to 1,840 royal quarto pages, and is illustrated with over 3,000 appropriate wood engravings. In addition to other features of this great work (to which we will presently refer) we are much pleased to notice two important improvements in it as compared with the former edition. The first is that each word in the Dictionary is printed in large bold letters, so as to catch the eye at once, without wearying the sight in distinguishing it from the rest of the text. The other feature is the insertion of the various spellings of each word—including the English and Websterian—method. Our objection to Webster's Dictionary was chiefly based upon our decided aversion to the attempt to make the Websterian mode of spelling disputed words the standard in Canada. On this ground, we were not prepared to recommend Webster's Dictionary for use in our public schools. In the present edition this objection has been removed, and we now cordially recommend it to teachers and others concerned. We will now proceed to notice the various features of this admirable Dictionary.

1. *Etymology.* Dr. Webster in his great work, made many important and original contributions to the science of English etymology; but in the thirty years which have elapsed since he essentially completed his labors, very great progress has been made in this department of human knowledge—especially in Germany. The Publishers, therefore, secured the services of Dr. C. A. F. Mahn, of Berlin. As the result of these labors, the etymological portion of the present edition, we believe, will be found to be a most important contribution to English philology.

2. *A brief history of the English languages*, by Professor Hadley of Yale College. This will be found to be an excellent summary, and, will be of great value to all who have occasion to teach or study the structure and growth of our mother-tongue.

3. *The Vocabulary.* Dr. Webster's original work, as stated in his Preface, embraced a vocabulary of from 70,000 to 80,000. The "Pictorial Edition" of 1859, increased that number to 99,798 words, while this present revision of Webster contains upwards of 114,000 words.

4. *Definitions.* In this, Dr. Webster's aim was to give a thorough knowledge of the root meaning of every word.

5. *Special departments.* Definitions of words relating to special subjects have been revised by eminent men in the several professions. Among

\* Blackie & Son, London and Glasgow; Arch. Ferrie & Co., Montreal.



these are (a) Captain Craighill, lately a Professor in the United States Military Academy at West Point, by whom the *Military Words and Terms* have been carefully revised and perfected, with the addition of many new terms. Captain Craighill also furnished over fifty drawings or copies for the Pictorial Illustrations of Military terms. (b) Hon. J. C. Perkins, recently of the Massachusetts Bench, and a well-known editor of various law books, by whom the *Legal Terms* have been revised with great care. (c) Prof. J. D. Dana, of Yale College, who has treated of the terms in *Geology Mineralogy, Natural History, &c.*, and whose name, it will be allowed, is hardly second to any other in those departments. (d) Professor R. Cresson Stiles, having charge of the *Medical* department. (e) A. L. Holley, Esq., of New York, a distinguished civil engineer, *Mechanics and Engineering* (f) Dr. Lowell Mason and John L. Dwight, Esq., who have revised the definitions of words or terms in *Music*. Others might be mentioned.

6. *Orthography*. A valuable Table is furnished in the Introduction, presenting several hundred important words in regard to which a differing orthography is sometimes employed; and, where current usage recognizes more than one, the various forms are usually given in their appropriate places in the Vocabulary, with the necessary cross-references.

7. *Pronunciation*. Special attention has been given in the present revision to this department. In this edition the *pronunciation of the words of the English language*, as used in this country, Great Britain, and her colonies, is more correctly and fully given than in former editions. Several new diacritical marks have been employed, as will be seen by an inspection of the Key, recognizing some distinctions not before marked by Dr. Webster and others. Another distinguishing and important feature is the marking of the secondary accent, where it occurs, with a lighter stroke, and thus indicating the distinction from the primary. The "Synopsis of Words differently Pronounced" exhibits at one view the pronunciation of a particular word as given by eight of the most eminent modern orthoëpists. The list embraces upwards of thirteen hundred important words, in regard to which there has been diversity of opinion and usage.

8. *Synonyms*. The valuable feature of Synonyms, occupying 72 pages by themselves in the "Pictorial Edition," is here incorporated into the body of the work, each article under its appropriate word. In addition to this, the present edition furnishes, preceding each of the articles, a list of synonymous words, without explanation. Like lists are presented under several hundred other words through the Dictionary.

9. *Pictorial Illustrations*. These illustrations, over 3,000 in number, have been selected and engraved with great care.

10. *Tables*. These are, (a) *The Explanatory and Pronouncing Vocabulary of the Names of noted Pictitious Persons, Places, &c.* (b) *Pronouncing Vocabulary of Scripture Proper Names.* (c) *Pronouncing Vocabulary of Greek and Latin Proper Names.* (d) *Etymological Vocabulary of Modern Geographical Names.* (e) *Pronouncing Vocabulary of Modern Geographical and Biographical Names.* (f) *Pronouncing Vocabulary of Common English Christian Names of Men and Women*, with their signification &c. (g) *Quotations, Words, Phrases, Proverbs, &c., from the Greek, the Latin, and Modern Foreign Languages.* (h) *Abbreviations and Contractions used in Writing and Printing.* (i) *Arbitrary Signs used in Writing and Printing.* (j) *Ancient, Foreign, and Remarkable Alphabets.*

We have now given a summary of the chief features of this most valuable Dictionary, and would strongly recommend it to our readers.

— THE ARGOSY. †—We have received the January and February numbers of this excellent periodical. The *Standard*, a first class English Newspaper, says:—"The Argosy" is the best first number of a Sixpenny Magazine that ever has been published in this country. We take the new magazine at its word, and shall expect from it the fulfilment of its best promise. Meanwhile, it needs the cordial support that alone can make such a magazine permanent at such a price, and enable it to hold to the high purpose with which it seems to have been started."

— GOOD AND CHEAP LITTLE PAPERS.—We desire to refer to *The British Workman, Sabbath School Messenger, and Band of Hope Review*, published by Mr. F. E. Grafton, Bookseller, Montreal. These little papers are all well known, are undenominational in their character, and well filled with the choicest reading matter for young and old. The cheapness must recommend them to all. The *Workman* is but 30 cents a year; the *Review*, 15 cents, and the *Messenger*, 15 cents, for single copies. Small clubs get a considerable reduction. The postage on the *Messenger* is but one cent a month for ten copies. Specimen copies will be sent on application to Mr. F. E. Grafton, Montreal.

† A. Strachan & Co., London, and 50 St. Peter Street, Montreal.

— WENTWORTH TEACHERS ASSOCIATION.—The annual meeting of the teachers' association was held in the central school house to-day. The attendance was very good. Much business of interest connected with the schools was transacted, and the following were elected officers of the association for the current year:—President, Rev. Dr. Ormiston; 1st Vice President, Mr. A. McCallum; 2nd Vice President, Mr. Miller; Secretary and Treasurer, Mr. J. B. Gray; Assistant Secretary, Mr. Moore; Executive Committee, Messrs. King, Granfield and B. Smith.

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### Use of American Geographies Illegal.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any schools are worn out) to use either Morse's or any other American geography in the Grammar or Common Schools of Upper Canada. A violation of this order, in any case, will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School Grant, as the case may be.—*Journal of Education for Upper Canada.*

### Lovell's Books at the London and Dublin Exhibitions.

LONDON EXHIBITION, 1862.—The Jury of the International Exhibition held in London, in 1862, 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 fullness of its illustrative and statistical contents."

DUBLIN EXHIBITION, 1865.—A Silver Medal was awarded to Mr. John Lovell, at the Dublin Exhibition of 1865, for his cheap and excellent series of School Books.

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JOHN LOVELL, Publisher.

Lovell's General Geography is now sold for 65 cents, and for Sale by

ADAM MILLER, 62 King Street East, Toronto.

March 28, 1866.

[3 in. m.a.m., n.p.]

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