

Building the Educational Museum—Japan’s encounter with Canada at the 1876 EXPO

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1. The 11th Educational Museum in the World

“The Educational Museum in Toronto” was selected as a model when the Japanese Department of Education planned a new museum in Tokyo in 1877. This “new” museum in Tokyo, named the 11th Educational Museum in the World,¹ was the predecessor of the present National Science Museum and “The Educational Museum in Toronto” was the predecessor of the present Royal Ontario Museum (ROM).

However, what the Educational Museum in Toronto was, and why the Japanese Government was interested in Canada at that time, has not been discussed in Japan. Tanaka Fujimaro, in charge of education administration in the 1870’s, decided on “The Educational Museum in Toronto”. He attended the International Exhibition at Philadelphia held in 1876 and studied the American educational system. He later wrote that he happened to meet with Canadian education administrators in Philadelphia and that they recommended him to visit The Educational Museum in Toronto² which he subsequently chose as a model for the museum to be created in Japan. In fact, Shiina Sentaku, who analyzed the early history of the Educational Museum in Tokyo, said that Tanaka Fujimaro made a final decision after visiting the Educational Museum in Toronto by quoting from Tanaka’s essay³.

Many Japanese researchers quoted Shiina’s research and the book *A Centennial History of the National Science Museum*, which was based on Shiina’s research, without, however, mentioning Tanaka’s essay. Possibly because Canadian museums are less familiar to the Japanese than are the Smithsonian Institution’s museums in the USA and the British Museum in the UK, Japanese historians have not studied the Educational Museum in Toronto as it existed in the 1870’s. Few writers even mentioned that “The Educational Museum in Toronto” was the official name, nor did they address its management.

This paper discusses the reasons for Tanaka Fujimaro's interest in Canada’s museum and for his selecting The Educational Museum in Toronto as a model. First, I will present a brief overview of the history of the educational museum before its opening in Tokyo as well as an analysis of what led to Tanaka's interest in the Canadian museum.

2 Museum Planning by the Department of Education in the Early Meiji

Era

Modern museums in Japan came into existence after the Meiji Restoration. At the end of the Tokugawa era, some Japanese visitors of Western countries considered modern museums as “institutions to spread knowledge and information” and they introduced these notions upon their return to Japan.

In Japan, the Department of Education was established in July 1871. In September 1871 it acquired oversight over the Bureau of Museum whose name was changed to “The Museum of the Department of Education” on October 1, 1871, and its designated display site was the *Taiseiden* of the *Yushima-Seido*. As the Japanese government officially decided to attend the 1873 International Exhibition in Vienna, The Department of Education began to collect many exhibits, some of which were available for public viewing at the *Taiseiden* for 20 days after March 10, 1872.⁴ As this temporary exhibition proved very popular with the citizens of Tokyo, the closing date was postponed until the end of April. After close of the exhibit, it was hoped that some of the deposited materials would remain available for viewing by the public and the Department of Education decided to open a permanent exhibition at the *Yushima-seido* on the 1st, 6th, 11th, 16th, 21st, and 26th day of each month. This then was the first museum in Japan; it later became the present Tokyo National Museum.

The first museum plan in Japan was described in the approved document for building a museum by the Bureau of Museum, Department of Education in April 1872. It states that 1) a museum studies and displays zoological, botanical and mineralogical materials, 2) books and articles in these 3 areas are edited, translated, and exhibited to the public, and the history of artifacts is explained, and 3) the library offers rare books for public perusal. This plan, however, did not include provisions for the preservation cultural assets. The roles of a museum, botanical garden, library, and the Bureau of Museum were also cited in this approved document.⁵ The first museum plan for Japan appears to have been influenced by the British Museum.

On March 19, 1873, the Museum, the Library, the Bureau of Museum, and the *Koishikawa* Herb Garden under the Department of Education were merged with the Secretary of the Vienna Exhibition of the *Dajoin-Seiin*, the Grand Council. Charge of all materials was also transferred to this Secretary.⁶

Initially, the Department of Education claimed that the Secretary was a temporary institution, created to attend the Vienna World Exhibition, and the artifacts submitted by officials of the Department of Education, the Museum, the Library, the Bureau of Museum, and the *Koishikawa* Herb Garden would be returned to the Department upon closure of the International Exhibition.⁷ On

May 2, 1873, the name was changed from “the Secretary of the Vienna World Exhibition” to “the Secretary of the Exhibition”,⁸ and its role was expanded to include the opening the In-Country Exhibition in Japan to promote Japanese industries. Members of the Department of Education suspected that the power and size of the Secretary of the Exhibition would continue to increase and that the Bureau of Museum might not be returned to the Department. Therefore, on May 8, 1873, the Department of Education began to submit requests that the Grand Council cancel the merger of the 2 organizations. This date was within 50 days of the point at which the Grand Council decided to proceed with the merger. The stated reason for the cancellation request was that the Department of Education needed a museum for the education of children and that the exhibition role of the museum was fundamentally different from the an educational role, although both types of museum could be open to the public.⁹ Tanaka Fujimaro was a central figure in the cancellation submission.

Following his repeated requests, the Government decided to cancel the merger on February 9, 1875, and the museum was returned to the Department of Education without, however, return of the exhibits. These were incorporated into the collection of the Secretary of Exhibition, making it necessary for the Department of Education to design a new museum plan.

3 Beginning of the Educational Museum

As a scientific museum, the Tokyo Museum, a new museum of the Department of Education, began to collect materials throughout Japan. The collected artifacts were “primarily related to natural science and included animals, plants, and minerals; ancient art and cultural artifacts were very few.”¹⁰ However, the Tokyo Museum had not yet opened to the public because its staff was dedicated to collecting the exhibit materials.

In March 1876, before his visit to the USA, Tanaka Fujimaro submitted a proposal for building a new scientific museum in Ueno. The purpose of the new museum was to facilitate academic studies.¹¹ However, after his return to Tokyo, he officially changed the name and purpose of the museum. It was to be “The Educational Museum to Collect Educational Materials”.¹² Regarding this change, some researchers postulated that, after visiting the Museum of Education in Toronto, Tanaka considered it more beneficial for Japan to have an educational museum related to primary and secondary education than to academics, since Japan had just started its modern school system.¹³ They imagined that the displays at the Museum of Education in Toronto were primarily targeted at school education. However, in

fact, the Museum of Education in Toronto primarily exhibited European arts and constituted an excellent museum. I assume that Tanaka decided to change his museum from an academic- to an educational museum because he was interested in the function of the Museum of Education in Toronto and the Depository. His primary interest was in the function of the Museum of Education rather than the content of its displays.

Since the new Educational Museum lacked educational materials, on April 10, 1877, the Department of Education ordered the local government to acquire educational materials for shipment to the museum. The date of this order was just 4 months before its scheduled opening to the public.¹⁴ About 6,000 items were counted, for example, educational statistics, school regulations, school house photographs/paintings, textbooks, chairs and tables, educational apparatus, children's drawings and answer sheets, and children's handiwork. In his opening address of August 18, 1877 at the Educational Museum, Tanaka Fujimaro stated that the purpose of the Educational Museum was to collect all educational apparatus, to compare their merits and demerits, and to make these items available for inspection to the the public.¹⁵

Four years later, this museum was renamed the Tokyo Educational Museum. It was moved again to *Yushima* from *Ueno* as the Normal Higher School Museum when a new Minister of Education, Mori Arinori, decided to close the former site for practical reasons. In the Taisho era, after the Great Kanto Earthquake of 1923, it was rebuilt as a natural science museum and now it is the National Museum of Science in *Ueno*.

Next I would like to explore Tanaka's trip to North America upon which he chose the Museum of Education in Toronto to be the model for the Japanese museum.

4 Tanaka 's Travel to North America

a. International Exhibition of 1876 and the International Conference on Education

In 1871 and 1872, Tanaka Fujimaro visited the USA and European countries as a member of the Iwakura Mission. He became vice minister of education in 1874, a position that made him the top person at the Department at that time. A new modern school system, *Gakusei*, was introduced in 1872 by the Meiji Government; it incorporated a school system modeled on the French system with the educational content modeled on the American system. Since the Japanese were not familiar with the modern school system, only a few students attended school, indicating that the school system and its educational content required further reform. Tanaka decided to re-visit North

America to further study the school system and its educational content when Japan officially attended the International Exhibition of 1876 and he was put in charge of the educational section of this exhibition.

The International Exhibition of 1876 in Philadelphia was to celebrate the earlier Centennial Exposition of May 10, 1876. Over 250 pavilions built at the site were divided into 7 categories, i.e. country, ceramics and antiques, education, artifacts created by women, science, machines, and art.¹⁶

The large, 1.86 meter-high incense burner and other copper artifacts on view at the Japan Pavillion were very popular. In its exhibit guide, the New York Tribune recommended that a visitor with only 3 available days should visit the Japan Pavilion to view the copper-, porcelain-, and lacquer artifacts and the needle work. It also recommended viewing the Soroban, a Japanese abacus, at the education display.¹⁷ Interestingly, it claimed that there was nothing of special interest at the Canada Pavilion, although the educational displays of Ontario were much applauded.¹⁸

Based on the book entitled *Educational Report on the Centennial Exhibition of the United States of America (Educational Report)* which Tanaka published after his travels,¹⁹ I would like to present an overview of Tanaka's activities. His travel companions, besides his wife Suma, were Hatakeyama Yoshinari, Abe Taizo, Tejima Seiichi, and Ideura Rikio. They arrived in San Francisco aboard ship from Yokohama and after a sojourn of several days, they traveled by train to Philadelphia via New York.²⁰

The *Educational Report* explained the displays at the exhibition and the educational features of each country and of some states of the USA that officially participated in the International Exhibition. The countries included the UK, France, Italy, Austria, Germany, Switzerland, Belgium, Holland, Denmark, Sweden, Norway, Russia, and Canada (Ontario and Quebec provinces). Moreover, the report also discussed individual display items, for example, from the kindergarten, handicapped education, library, museum, teacher training, and educational meetings.

The Japanese government published *An Outline History of Japanese Education*²¹ in English; the number of Japanese display items was the fourth-largest.²² Mekata Tanetaro contended that "we should not display Western machines copied by the Japanese, nor photographs of school houses that combine Japanese- and Western styles, but should pay attention to students' answer sheets."²³ As stated above, the New York Tribune writer showed an interest in the Soroban and many visitors to the exhibit paid more attention to original artifacts from Japan than to Japanese imitations of Western items.

In recalling his visit to Philadelphia, Tanaka recounted that when he

attended the International Educational Meeting held in July, 1876, he met the educational representative of the Canadian government. They talked about the issue of the educational museum and “the Canadian man strongly recommended my visiting the museum in Toronto which he managed.”²⁴ Subsequently, Tanaka suddenly changed his schedule and went there.

While the *Educational Report* failed to mention some museums in the USA such as the American Museum of National History established in 1869, it did cite the Metropolitan Museum of Art established in 1870 and the Smithsonian Institution established in 1846. It introduced an educational museum in the museum section, but did not address the Museum of Education in Toronto at all. Most Japanese museum historians believed Tanaka’s memory to be correct, indicating that he coincidentally met the individual from the Canadian government who strongly recommended that he visit the educational museum in Toronto.

According to Canadian and American documents, the Ontario Educational Exhibit at the International Exhibition at Philadelphia was highly praised not only by the Committee of the International Exhibition but also by foreign governments, and Tanaka Fujimaro visited the exhibit many times. In the above documents I found evidence that he asked representatives of the Department of Education in Ontario to gift the educational materials contained in the display to the Japanese government. Tanaka Fujimaro was highly interested in Ontario’s education even before his visit. Next I would like to assess his activities during the International Exhibition of 1876 based on my perusal of Canadian and American documents.

According to Tanaka, the International Educational Meeting held in July 1876 was a meeting of foreign educators who attended the Centennial Exhibition; it was held for 8 weeks starting on July 5, 1876.²⁵ Due to hot weather, attendance was low. However, Tanaka attended each session and was glad to listened to perspectives offered by other attendees and to offer a presentation of Japanese culture and educational methods.²⁶

According to the *American Report of the Commissioner of Education for the Year 1876*, this International Educational Meeting was hosted by the Centennial Normal Institute, a temporary organization established in connection with the International Exhibition. It featured about 70 lectures during a 6- rather than an 8-week period starting on July 5. Tanaka Fujimaro gave a presentation entitled “Education in Japan”; its date is unknown.²⁷

However, this was not an official conference sponsored by the American government. The official meeting was the International Conference on Education held by the U.S. Bureau of Education on July 17 and 18, 1876 at the site of the exhibition. The Ontario government, on the one hand, mentioned

International Conference on Education in its official report without mentioning the International Educational Meeting. On the other hand, Tanaka and the *Educational Report* of Japan failed to refer to the International Conference although Tanaka had been chosen to be its vice chairman and Murray gave an official talk.

What was the International Conference on Education? Sir Redmond Barry of Australia was chosen to be its chairman and 9 others, including Tanaka and Hodgins of Ontario, were selected to be vice chairmen. Since Sir Barry could not attend this conference, the Honorable William F. Phelps, President of the National Educational Association, became its chairman (see Table 1).²⁸

Table 1 Members of the International Conference on Education of 1876

Name	Country/State
Sir Redmond Barry	Australia
Hon. William F. Phelps	President, National Educational Association
Hon. J.P. Wickersham	State superintendent of education for Pennsylvania
Dr. Philip da Motta	Brazil
Hon. J. George Hodgins	Canada
Hon. Fujimaro Tanaka	Japan
Sir William Thompson	England
Mr. G. Videla Dorna	Argentine Republic
Hon. H.R. Hitchcock	The Hawaii Islands
Prof. C.J.Meyerberg	Sweden
Dr. Charles Warren	Bureau of Education
Prof. C.H. Pluggé	Translator, Bureau of Education
Mr. C.A. Spofford	Bureau of Education

Source : Department of the Interior, Bureau of Education, *The International Conference on Education held at Philadelphia, July 17 and 18, in connection with the International Exhibition of 1876*, Government Printing Office, 1877, p.11.

At 3:00 pm on July 17, 1876, the conference started in the Judges' Pavilion at the site of the exhibition. The topics of that day's sessions were "Courses of Study" and "The Teacher in Different Countries; preparation, status, salary, and tenure of office". On the following day, the sessions were held at the Pennsylvania Educational Hall; they started at 10:00 am and the themes were "Pedagogical museums" and "Industrial education". Each session was comprised of a 30-minute-long main presentation, an additional 5-minute short

presentation, and time for questions and answers and for an exchange of opinions. The Conference had 119 participants, 17 attendees came from 12 countries and 102 came from 22 states of the USA and from Washington, DC.²⁹ The Japanese representatives were Tanaka Fujimaro, Mekata Tanetaro, and David Murray. However, only Murray's opinions were recognized; those of the other 2 Japanese participants were not. Murray introduced the present situation with respect to education in Japan and mentioned his plan in the courses-of-study- and the teachers-from-different-countries session. However, his opinion was of an introductory nature and I postulate that he was not talking at cross-purposes at the session. Upon hearing the opinion of other participants with respect to religious- and natural science education, the other Japanese participants may have felt the need for, and importance of, school education in Japan, since they were unable to participate in an exchange of opinions with the other attendees.

The Ontario government reported that only George Hodgins, Deputy-Superintendent, was granted the honor of making a presentation as a foreigner at the International Conference on Education.³⁰ While he did give the keynote speech at two sessions, "The teacher in different countries" and "Pedagogical museums", other foreign participants gave small talks at each session except the one on industrial education. It must be noted that the "pedagogical museum" was one of the key themes at the official conference held at the International Exhibition of 1876 and that Tanaka was present when Hodgins presented the keynote speech, indicating that he and the members of other Japanese delegations actively approached the government of Ontario. Moreover, Tanaka was highly interested in the educational display offered by Ontario, of which Hodgins was in charge. Next I would like to explore this point.

b. Educational Display of the Ontario Government

In November 1875, Egerton Ryerson, Superintendent of Ontario, decided to attend the International Exhibition of 1876 at Philadelphia; this was his last "big" decision.³¹ By this time, with the Education Act of 1871, the Ontario government had established the free compulsory education system at the primary school level. It wanted to display this excellent school system at the International exhibition to encourage educators to further popularize and implement this system. George Hodgins and Samuel P. May, Depository of Department of Education in Ontario, were appointed to be in charge of this task.³²

The educational display of the Ontario Government was located in the 2,750 ft² main building of the Canada-British Pavilion. It contained more than 2,000 display items and the catalogue describing these was 64 pages. They

were educational reports, photographs and models of school buildings, school furniture, student work, entrance examinations, textbooks, teachers' books, library books, language materials, visual educational materials, and educational materials for the blind.³³ While other countries focused on displaying the work of students, the choice of Hodgins and May to place educational materials at the center of the exhibition proved highly successful.³⁴

Both Canadian and American newspapers praised the Ontario educational display,³⁵ as did French and Australian educators. The Centennial Commission of the International Exhibition of 1876 awarded the bronze medal to the Education Department; the Dominion of Canada honored it with the gold medal.³⁶

Without doubt, Tanaka and Tejima Seiichi, who was in charge of managing the museum after their return to Japan, had visited such a popular display. Since the *Educational Report* in Japan stated that the educational display had won "the first prize"³⁷, they were aware of its excellence. Incidentally, Canada has not had a federal ministry of education since 1867, a fact mentioned by the Japanese delegation in the *Educational Report* of 1877.³⁸ Therefore, the Canadian education representatives with whom Tanaka corresponded later were in fact "the educational representatives of the Ontario government". Tanaka held discussions with Hodgins, the keynote speaker of the above conference, and May, the representative who explained the educational display.³⁹

Tanaka was particularly interested in 79 large (2 ft x 6 in x 2 ft) photographs of universities, schools, and educational institutes and he requested that copies be made for the Japanese Department of Education.⁴⁰ The Ontario record states that while many visitors expressed interest in those photographs, only the Japanese vice-minister requested copies. This record further indicates that the majority of approximately 350 books, such as in the field of teacher guidance, home education, kindergarten education, and object teaching, were given to the Japanese vice-minister.⁴¹

During his stay in Philadelphia, Hodgins occasionally met with the Japanese delegation and agreed to an exchange of school materials between the Japanese and Ontario Education Departments. He stated that the result of this exchange was most satisfactory.⁴² In a letter dated August 12, 1876, Tanaka offered to Hodgins books and charts used in Japanese primary schools, and the book entitled *Riji-kotei*, based on an investigation Tanaka carried out 4 years earlier on the subject of European and American education.⁴³

In a letter dated August 19, 1876, Tanaka wrote "We intend to come to Canada in the early part of next month, and it is our desire to visit the Schools [sic] there, when I hope we shall have the pleasure of seeing you there. We

expect to leave here (Philadelphia) on the 25th instant for Toronto, via Niagara Falls".⁴⁴ Hodgins replied with a telegram dated August 24 that he would be happy to see Tanaka and his party in Canada. After arriving at Queen's Hotel, Toronto in September, 1876, Tanaka expressed his gratitude "for the two packages of the reports, journals, and other educational documents, which I (Tanaka) received just now"⁴⁵

Incidentally, Tanaka Fujimaro was listed as one of the distinguished visitors to the US Bureau of Education in 1876, and the *Report of the Commissioner of Education* stated that Tanaka was eager to collect materials for the Japan Educational Museum during his visit to America and Canada and that he presented the Bureau of Education most of the Japanese educational materials displayed at the International Exhibition of 1876.⁴⁶

Tanaka and Hodgins agreed to exchange school materials between their two departments.⁴⁷ The content of subsequent exchanges is not clear; while Hodgins prepared a record of gifted Japanese items, Japanese documents apparently do not contain a list of items received from Hodgins. Table 2 lists the items presented by the Ontario department.

Table 2. Articles presented to Ontario by the Vice Minister of Japan

Articles	Num	Articles	Num
Picture of Old Japanese school-house	1	Set of printed pictures for children	1
Pictures of the interior of old and new school-houses	10	Compass	1
Pictures in framed, made out of silk cloth	7	Box of solids	1
Pictures painted in lacquer in framed	5	Model of steam engine	1
Painted pictures of plants	12	Gyroscope	1
Set of Abacus	1	Glass cutting machine	1
Set of scales, weights and measures	1	Globes	2
Specimen of Japanese old clock	1	Model of school-house	1
Specimen of certificate paper	1	?	?

Source : J. George Hodgins, *Special Report to the Hon. The Minister of Education on the Ontario Educational Exhibit and the Educational Features of the International Exhibition at Philadelphia, 1876,1877*, pp.284-285

Compared to the above list, the number of items presented by the

Education Department of Ontario was enormous (See Table 3 and 4). The total value of the listed school materials was \$1,767.50 in Canadian currency.

Table 3 Articles presented to Japan by the Education Department of Ontario

Articles	Num.	Articles	Num
Prints of Scripture sites (large)	12	Map stand	1
Prints of Scripture sites (small)	30	Departmental maps of Europe, Asia, Africa, and America	1
Prints of Scripture manners and customs	30	Original model of school house building in 2 sections	1
Reynolds' Chemical Charts	6	Photographs of school buildings in Ontario	11
Johnston's Natural Philosophy Charts	7	Flementaay [sic] set chemicals	1
Johnston's Astronomy Charts	3	Boy's Own Chemical Wonders	1
Johnston's Botany Charts	4	A set each of chemicals (Roscoe), blocks, animals, fishes, anatomical models	1
Brown's Geometrical Chart	1	Books	122
Coloured lithographed zones of the earth	10	Total	\$874.75

Source : J. George Hodgins, *ibid.*, 1877, pp.285-286

Table 4 Articles presented to Japan by the Education Department in Ontario (supplement)

Photograph of University of Toronto	Alphabet of Animals
Model of Gymnasium	The Birds on coloured blocks
Map Stand	The Fishes on ditto
Blackboard Dividers	Small busts of Homer, Demosthenes, Aristotle, Cicero and Galen
Allegorical Bust of Europe, Asia, Africa, and America	Set of Models of crystals in glass
Photograph of the Original Magna Charts	Reprint of Wait's Point Primer for the blind
All models of flowers from 214 to 242 inclusive	Dissected Map of the United States

Set of Botanical Plates	All object Lesson Cards
Patterson's Zoological Diagrams	Johnstone's illustrated of Natural History
Set of 24 Plates of Scripture Natural History	View of nature on ascending mountains
The Zones of the Earth	Anatomical Model
Set of Oliver and Boyd's Object Lesson Cards	Set of Anatomical Model
Cabinet of Vegetable Kingdom	Model of Human Eye
Chemical Chart	Chemical Laboratory
Chemistry of Geology	Total \$892.75

Source : J. George Hodgins, *ibid.*, 1877, p.287

Later on, Tanaka gifted a pair of bronze vases valued at US\$ 408 to the Department of Education in Ontario,⁴⁸ apparently in an effort to express his gratitude to the Ontarians by presenting them with an artifact that had been highly popular at the International Exhibition of 1876.

With respect to the above items, I was unable to find any records in the *Centennial History of the National Science Museum* describing a detailed history of the Educational Museum in Japan. According to records dated 1877, however, the museum collected Japanese plants for shipment, together with zoological and mineral specimens, to the International Exhibition at Paris as educational materials. The Department of Education commissioned the museum to collect and ready specimens of fish and shellfish for shipment to the Minister of Education in Canada. As a result, a total of 199 specimens was sent to Canada,⁴⁹ indicating a lively exchange of educational materials. Where these materials ended up remains an open question. While Ontario prepared the above list, there is no record of their final destination because for all practical purposes, the Museum of Education closed soon after the Centennial Exhibition and its collection became scattered and lost.⁵⁰

In Japan, on the other hand, I could find some records in the *Classified Catalogue of the Books of the Library of Educational Museum* published in 1881. Some of the 122 books listed in Table 3 are enumerated in this catalogue. Of the 122 books, 109 in the catalogue bore the same title as shown in the list, the titles of 10 books were misspelled, and the remaining 3 could not be found. On the other hand, the list of items in Table 3 prepared by Hodgins was not adequate for a bibliography because it does not provide the full title of most books and because it contained numerous misspellings.

In this catalogue, there were 25 books in the section on "Self

Education and Self-Help”, 13 in “Kindergarten and Object Teaching”, 13 in “Teachers’ Aid”, 11 in “Physical Education”, 10 in “Aids to Female Teaching and Household”, 8 in “Educational History and Biography”, and 7 in “Education in Foreign Countries”. Based on the titles and number of items, “Johnston’s Natural Philosophy Charts”, “Johnston’s Astronomy Charts” and “Johnston’s Botany Charts” in Table 3 were found in the section on “School Charts, Geographical Maps, and Scientific Diagrams” of this catalogue; based on only the title, “Patterson’s Zoological Diagrams” were also found in the same section.⁵¹

The *Educational Museum Guide* published in 1881 stated that there were American and Canadian school house models in the section on Models and Photographs of Schools in room 2 on the first floor of the museum; this may be the “Original model of school house building in 2 sections” listed in Table 3.⁵²

The exchange of display materials was very popular at the International Exhibition. One could consider the International Exhibition as an early international trade fair of industrial products from each exhibiting country, held for the promotion and marketing of these products. Not only industrial products but also educational materials were on the market. At this time, the Ontario government bought some educational materials for C\$ 192.80 from Russia,⁵³ sold items for C\$ 176.57 to New South Wales, Australia, for C\$ 144.53 to Melbourne, Australia, and for C\$ 217.00 to the National History Museum of Japan, possibly the National Museum in Tokyo of today. The total amount of the sales was C\$ 538.10.⁵⁴ The Ontario Government received materials valued at C\$ 874.75 from Japan and C\$ 908.25 from the US; it presented items valued at C\$ 2,000 to Japan and C\$ 3,783 to the US.⁵⁵ These comparisons show that Tanaka and the Japanese Department of Education were given exceptionally fine treatment by the Department of Education of Ontario.

After returning from Toronto, Tanaka Fujimaro decided to introduce some ideas gleaned from the Educational Museum in Toronto to the Educational Museum in Tokyo.

5 World Expo, Museum and School

The 19th century was called the Century of Exhibition. Many museums were established and developed to commemorate the International Exhibition. This exhibition was the place to display the development level of one’s own industry and it played the role later acquired by trade fairs in the marketing of industrial products.

On the other hand, the 19th century was also a period during which many

countries built their compulsory education systems and the educational displays that appeared at the International Exhibition showed the educational levels. As industry developed, people began to pay attention to educational objects such as school-houses, educational installations, and school materials. At the International Exhibition, exhibitors exchanged items and started to build educational collections and it can be said that the international exchange at the International Exhibition led to the building of educational museum and the establishment of educational collections at the museums of the 19th century.⁵⁶

Tanaka Fujimaro was typical of individuals to start such a process. He felt the need to promote the modern school system in Japan and he was in charge of establishing a new museum concept at the Department of Education. He acquired the perfect idea for a new museum during his visit of the International Exhibition of 1876.

However, it is very difficult to examine the precise effect of the Museum of Education in Toronto on the Educational Museum in Tokyo, since, for practical purposes, both of these institutions closed in the 1880's and most of their collections were scattered and lost. In addition, the Educational Museum in Tokyo was seriously damaged by the Great Kanto Earthquake of 1923 and few artifacts from its exhibits remain.

This paper examined the educational exchange between Japan and Canada in the 19th century. Although it represents a small historical facet, the exchange was very warm. In the future, I plan to study the historical exchanges that took place in the early 20th century between Canadian and Japanese museums because to date, insufficient attention has been paid to these exchanges.

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¹ 国立科学博物館 (1977) 『国立科学博物館百年史』 国立科学博物館, pp. 61-62.

² 田中不二麿 (1907) 「教育瑣談」 『開国五十年史』 上巻, p. 738.

³ 椎名仙卓 (1988) 『日本博物館発達史』 雄山閣, pp. 48-49.

⁴ 椎名仙卓 (1989) 『明治博物館事始め』 思文閣出版, pp. 57-58.

⁵ 東京国立博物館 (1973) 「博物館, 博物館, 博物館, 書籍館建設の議決裁」 『東京国立博物館百年史』 『東京国立博物館百年史: 資料編』 第一法規出版, pp. 3-4.

⁶ 東京国立博物館 (1973) 「博物館, 書籍館, 博物館, 小石川薬園を博覧会事務局に合併」 『東京国立博物館百年史: 資料編』 第一法規出版, p. 4.

⁷ 関秀夫 (2005) 『博物館の誕生: 町田久成と東京帝室博物館』 岩波書店, pp. 39-41.

⁸ 東京国立博物館 (1973) 「博覧会事務局を太政官外史所管とす」 『東京国立博物館百年史: 資料編』 第一法規出版, p. 5.

⁹ 東京国立博物館 (1973) 「文部省出仕田中不二麿, 博物館, 書籍館の合併取止めを正院に上申」 『東京国立博物館百年史: 資料編』 第一法規出版, p. 6.

¹⁰ 椎名仙卓 (1989) *ibid.*, p. 125.

¹¹ 椎名仙卓 (1989) *ibid.*, p. 154.

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- 12 国立科学博物館 (1977) *ibid.*, pp.62-63.
- 13 椎名仙卓 (1989) *ibid.*, p.157.
- 14 国立科学博物館 (1977) *ibid.*, p.84.
- 15 田中不二麿 (1877) 『教育雑誌』第45号,文部省,pp.30-31
- 16 New York Tribune (1876) *Guide to the Exhibition*, Extra No.35, 1876, Front page and
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