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EDUCATIONAL DEPOSITORY AND ITS ASSAILANTS.

So much has been written and said by interested parties against our Educational Depository, that we deem it desirable to give some space to the subject, with a view to consider the various objections which have been urged against it.

POSITION AND OBJECTS OF THE DEPOSITORY.

Previously to doing so, it is proper to state what is the position which the Depository occupies in connection with our system of public instruction, and what are its objects. It forms a necessary, though subordinate, feature in that system, and cannot, and should not, be viewed apart from it,—as its existence depends entirely upon that of the school system itself. It is the only source of supply to the schools of maps, charts, apparatus, prize and library books. It, or some equally efficient instrumentality for its special object, is as essential to the growth and prosperity of our schools, as is the Normal School for the training of teachers. The one provides effective workmen for instructing and training our youth, the other furnishes these workers with the necessary tools and appliances of their profession, and furnishes them of the best material and *at the lowest price*. This is all the Depository professes to do. For this (and all the more for the fact last stated), the Department is incessantly attacked, not by the public, or those most competent to judge, but by interested booksellers, or those prompted by them, or who derive advantage from them. And yet no one attempts to deny that the duty itself of supplying the schools with these requisites is a necessary one, and is essential to the completeness of our system, and the thorough efficiency of our schools. The only question is, "who shall do it?" Interested parties, for the sole purposes of gain,—or a disinterested and efficient agency, whose responsibilities to the Government

and Legislature are commensurate with its obligations to make the schools entrusted to its care the source and centre of light and knowledge throughout the country? This question we now propose to answer in full.

THE PROMPTERS OF, AND MOTIVES FOR, THESE ATTACKS.

With this view we shall now take up in detail the objections which have been urged against the Depository. Before doing so, however, we may again premise.

1st. That none but interested booksellers, or those prompted by them, or who derive advantage, or gain, from them, have urged any objections against the Depository. [See note, page 71.]

2nd. The real reasons which prompt these objections are invariably kept in the back ground, and the ostensible reasons only are put forward to the public. Sometimes a pretence of their ability to do better for the Public Schools than the Department itself is faintly put forth for effect, but generally it resolves itself in the end into a complaint. With these ostensible complaints we now propose to deal.

FIRST OBJECTION—ALLEGED INTERFERENCE OF THE DEPOSITORY WITH THE "BOOK TRADE."

And first, it is objected that the operations of the Depository interfere with the book trade. This objection has been frequently discussed and refuted, and probably by none more effectively than by one of the most experienced members of the book trade itself in Canada, who, in 1858, with other booksellers, addressed a memorial to the Legislature on the subject, from which we make the following extract:—

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

These returns (compiled from the time when the Depository went into operation down to the present), are as follows. They speak conclusively as to the groundlessness of the charge which is in effect that \$15,000 or \$20,000 worth of books imported by the Department, as against \$300,000 to \$350,000 worth imported by the booksellers of Ontario alone, is an interference with "the trade!" The tables are as follows:—

BOOK IMPORTS INTO ONTARIO AND QUEBEC, 1850—1869.

The following statistical table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or school apparatus) imported into Ontario and Quebec.

YEAR OF IMPORT.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
1850.....	\$101,880	\$141,700	\$243,580	\$84
1851.....	120,700	171,732	292,432	3,296
1852.....	141,176	159,268	300,444	1,288
1853.....	153,700	254,280	412,980	22,764
1854.....	171,452	307,808	479,260	44,060
1855.....	194,356	338,792	533,148	25,624
1856.....	208,636	427,992	636,628	10,208
1857.....	224,400	309,172	533,572	16,028
1858.....	171,255	191,942	363,197	10,692
1859.....	139,057	184,304	323,361	5,308
1860.....	155,604	252,504	408,108	8,846
1861.....	185,612	344,621	530,233	7,782
1862.....	183,987	249,234	433,221	7,800
1863.....	184,632	276,673	461,325	4,085
½ of 1864.....	93,308	127,233	220,541	4,668
1864-5.....	189,336	200,304	389,690	9,522
1865-6.....	222,559	247,749	470,308	14,749
1866-7.....	233,837	273,615	507,452	20,743
1867-8.....	224,582	254,048	478,630	12,374
1868-9.....	278,914	373,758	652,672	11,874

Up to 1854, the "Trade and Navigation Returns" give the value of books entered at every port in the two Provinces separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Quebec was within a fraction of the third part of the whole, and, accordingly, in compiling this table for the years 1855-69, the value entered in "Other Ports" is divided between Ontario and Quebec, in the proportion of two-thirds to the former, and one-third to the latter.

The memorial then proceeds:—"Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of literature would be destroyed, and the advantage lost that public schools have enjoyed of forming the nucleus of public libraries at an easy and reasonable rate."

PROOFS OF PROSPERITY—TORONTO "GLOBE'S" COMMERCIAL REPORTS OF THE BOOK TRADE, 1860-1870.

From the "Annual Reviews of Trade," published yearly in the Toronto *Globe* newspaper, we make the following extracts to show how groundless has been the charge of "interference" by the Department with the "book trade." Indeed, so little was the so-called "interference" felt that the operations of the Depository have never been once mentioned in the yearly "Trade Reviews."

The remarks of the *Globe*, in the "Review" of 1867, are highly significant, and only go to prove the statement often made, that the "book trade" has profited largely by the existence of the Depository. The *Globe* says: "Looking about us, and casting over the classes that are likely to produce the demand for books, we fail to account for the great strides in the book trade of the Province." We, however, can most satisfactorily account for them. The operations of the Depository extend to every part of the Province, and into township after township where not a single book can be purchased from "the trade." The names even of many of these townships are so new that few in the community know them, for instance: Matawatchesan,

Griffith, Bexley, Dysart, Harvey, Minden, Morrison, Kippel, etc., etc. And yet to the schools in these, as well as in most of the other townships, the Department is constantly sending hundreds of volumes of the choicest prize and library books. The very first knowledge which the people have of the existence of many of the books sold by "the trade" is from the packages sent out by the Department. The Annual Review for 1862 reveals the character of the books circulated by "the trade" before the present system of sending out prize books by the Department had time to develop itself. The *Globe* "Review" says:—"For years the country has been flooded with the lowest and most trashy class of literature from the American press." The whole effort of the Department has been to counteract this deplorable effect of the operations of the "book trade" when in possession of the field, and the result of its efforts fully accounts for the "great strides in the book trade of the Province" in 1867, which the *Globe* review failed to understand or appreciate. We now give from the *Globe* the following extracts from its annual reviews of trade: -

1860.—"This branch of trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city."

1861.—"No change of material importance has taken place in this trade during the year. Sales have not been so large as were anticipated, yet they do not fall short of those of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash, leavened with a very little of really sound literature.

* * * Notwithstanding this, however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. * * * The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving."

1862.—"The year's business in this branch of trade has been quite satisfactory. Though perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years. * * * A gratifying fact is found in the improved character of the works introduced into general circulation. For years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant peddlers."

1863.—"The improvement which we from time to time have noticed in this branch of business, has, during the year just closed, been fully maintained. The trade has been healthy and profitable, and in extent it exceeds that of previous years. * * * We are glad this year to report a still greater improvement in the character of the books and periodicals most generally read and circulated in the Province. English books, as a rule, are having a much increased sale. * * * In all points of view there is much room for congratulation as to the improved condition of the book trade in Canada."

1866.—"The book trade of the Province is year by year assuming larger proportions, and it is a matter of no little congratulation that each year this important branch of commerce is rapidly extending itself."

1867.—"Looking about us, and casting over the classes that are likely to produce the demand for books, we fail to account for the great strides in the book trade of the Province. * * * There is a large importation of books in miscellaneous literature, and in pro-

fessional and other high classes, which evinces the great growth of the trade, and speaks well for the reading predilections of the people."

1869.—"The houses in this department of trade report a large increase of business during the year, especially in books. British publications continue to take the lead in the market."

SECOND OBJECTION—IF BOOKS AND MAPS ARE SUPPLIED, THE GOVERNMENT OUGHT ALSO TO SUPPLY OTHER ARTICLES,—IN FACT—EVERYTHING TO EVERYBODY!

The second objection is that if the Government, through the Education Department, supplies its schools with maps, charts and library books, it ought also, to show its consistency, supply the public, through other departments organized for that purpose, with boots and shoes, bottles and brooms, etc., etc.,—in fact, that it should supply everybody with everything! This is the climax of all the objections. And it is usually urged, in a spirit of lofty contempt for the Department. And yet these very objectors, from the height of their commercial dignity, quite overlook the fact, that in almost every public interest or enterprize of the kind in which the Government embarks, it is invariably its own machinist, its own producer; and—worse than all in their estimation—its own purveyor, or the source of supply for those very wants which it has created or developed, or which have grown up under its superintendence.

INSTANCES OF GOVERNMENTAL INTERFERENCE WITH "THE TRADE" WITHOUT OBJECTION.

Look, for instance, at the army and navy, the militia, the post office, the public departments, and the various other public institutions or interests which the Government of the country specially undertakes to manage, or develop. Look even at the latest application of this principle in England, under the sanction of Parliament, by which the very telegraphs, which were formerly managed by "the trade" in England, have all been absorbed by the Government, because the public interests will in the end be better served by it than by private companies or individuals.

We find also, in our own Province, that the very coats, trowsers, caps, etc., worn by the volunteers and militia, are all supplied by the Government. In England, the Admiralty build their own ships, and sell those not required; and here, and in England, and elsewhere, the public officers are supplied by the Government with all the stationery they require, bought and distributed as the Depository buys books. The Post Office Department is another instance of the Government doing what private enterprize, through the express companies, might readily accomplish. In fact, turn where we will, we find instance after instance of Governmental interference with "the trade" without the slightest let or hindrance, and without a word being said to them by a single individual in "the trades" concerned. The wants and necessities of the country, and the interests of the public are the only standards of duty which the Government acknowledges, or by which it is guided in these matters. It must be sole judge in the case. It would be unreasonable if it were otherwise.

THE OBJECTION FURTHER ANSWERED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In a recent letter to the editor of the *Globe*, the Chief Superintendent thus replies to these objections, as follows:—

"The Government provides its own stationery, and its military uniforms and equipments for those requiring them, without leaving it to private stationers, tailors or gunsmiths to do these things. The Government aids in supporting public schools, but

only in support of teachers publicly qualified and according to public regulations; so it aids the school and municipal authorities with school apparatus, and prize and library books, but for such only as are proposed or examined and sanctioned by public authority, as a guarantee of public interests. Individuals collectively or alone in any locality have the right, of course, to buy and read such books as they please, as well as buy and wear such clothes, and buy and use such guns as they please, but national money and national authority should be employed only on what is guaranteed to be for the public good by some national authority. When the Government and Legislature choose to abdicate the functions they have exercised in these respects, and abandon school interests with their appurtenances of teachers, apparatus and libraries to private caprice and speculation, then the principles on which the attacks upon the Depository branch of this Department will be fully carried out, and all public agencies of education and knowledge, will be abolished."

FURTHER ILLUSTRATIONS—THE PUBLIC SCHOOLS VS. PRIVATE SCHOOLS, TEACHERS, TUTORS.

In his report for 1854, the Chief Superintendent further illustrates this point as follows:—

"The objection is based upon the acknowledged fact, that school requisites and books are supplied to local municipalities much more economically and advantageously for the latter by the aid of government than by private traders. It is then a question whether the interest of public schools and municipalities are first to be consulted or those of private individuals?

"It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of public schools whatever, as they interfere with the gain of the private teacher; for in proportion to the excellence of public schools, and the degree in which they are aided by the legislative grants and local assessments, and education to individuals thus cheapened, will private schools decline, and the interests of private teachers be affected? The same objection lies equally against all endowments or public aid of colleges, as the trade of the private tutor is thereby injured, and for the most part extinguished in regard to the whole business of collegiate teaching. The interests of a class of private teachers are as much entitled to protection against the competition of public schools, as are the interests of a class of private booksellers to protection against the competition of Government in supplying the public schools with the requisite maps, apparatus and libraries. If the interests of an individual, or a class, are to be placed before those of the community at large, then there can be no system of public instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the government and legislation of any enlightened country.

"The ground on which the public schools and municipalities are provided with school requisites and libraries, through the medium of a public department, and by means of public grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having public schools, for if a people determine through their legislature that they will have public schools at all, it is clear that those schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the legislature to promote the education of the people by the establishment of public schools, it is equally its duty to provide all possible facilities and means for supplying those schools with the maps, apparatus and libraries, which render them most instrumental in educating and instructing the people.

"The objection, too, is founded upon a false view of the legitimate

sphere of government duty and private enterprise. It is as much the duty of government to adopt the most economical and effective means to furnish the public schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own departments. The extent and manner in which it does so, must depend on circumstances, and it is a matter for the exercise of its own discretion, irrespective of any pretensions of private against public interests. The private bookseller has a right to sell his books as he pleases; and each school section and municipality, and each public body of every description, as well as each private individual, and not less the government, has a right to purchase books where and of whom they please. Each municipality, as well as the Legislative Assembly itself, may have its own library procured and imported by a public agent, and not by a private trader, to whom large additional prices must be paid for his risks and profits.

"Besides, nearly all the maps and other articles of school apparatus, and most of the books for the libraries, were unknown in the country, and would have been unknown, had they not been introduced by the agency of a public department. I believe that private booksellers have largely profited by what I have done in this respect; * that they have found demand for many books which no doubt have first been made known in the official catalogue, and through the medium of the public school libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the public schools and municipalities with books and school apparatus.

THE LATE EARL OF ELGIN'S OPINION OF THE IMPORTANCE OF THIS FEATURE OF OUR WORK.

"The magnitude and importance of this noblest feature of our public school system was deeply felt by Lord Elgin, who, in one of his valedictory addresses, delivered on leaving the Province, referred to the *"township and county libraries as the crown and glory of the institutions of the Province!"* This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. *The youth attending our schools are taught to read, and read they will, either for good or evil.* It therefore becomes an important and momentous question in all systems of public instruction, how shall this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there have been put into circulation in Upper Canada [nearly 700,000] volumes of choice and excellent works, [up to the end of 1869,] relating to almost every department of literature and science."

APPRECIATION OF THE DEPOSITORY BY THE SCHOOLS AND THE PUBLIC.

As evidence how entirely the sympathies of the country are with the Department in this matter, it is proper to remark that no complaint is heard, except from about half a dozen interested parties. The increase in the operations of the Depository since 1851 have been remarkable, not only for the amount of money voluntarily sent in for books, maps, and apparatus, but also in regard to the number of these requisites sent out. These facts, the following table will abundantly show:—

OPERATIONS OF THE EDUCATIONAL DEPOSITORY FROM 1851 TO 1869.

YEAR OF OPERATION.	Money sent in to the Depository by Trustees and others.	Value of articles sent to the schools, including the 100 per cent. allowed on Trustees' remittances only.	Number of volumes of Library and Prize Books sent out.
1853	\$4,233	\$4,233	22,800
1855	11,690	22,251	27,320
1860	16,476	27,537	32,370
1865	15,130	26,442	48,483
1869	20,243	34,808	61,085

The grand total of moneys received by the Department, from Trustees and others for school requisites up to the end of 1869, was \$291,612; the value of the articles sent out was \$489,915 (or nearly \$500,000 worth); and the total number of books despatched during the same time was 691,561, (or nearly 700,000 volumes.)

OPINIONS OF SCHOOL TRUSTEES AND OTHERS AS TO THE REQUISITES SENT OUT.

As to the satisfaction felt by the School Trustees and others, to whom these requisites were sent, we make the following extracts from letters received at the Department, viz. :—

Lindsay.—"Please accept my best thanks for the choice selection you have made me for our library. Also, for the beautiful township prize. Everyone is delighted with it. We have enquired at some book stores as to the price of our library books, and find your terms such as you state them to be. The best thing Doctor Ryerson can do is to publish his prices with those of the booksellers. It will be the best possible advertisement. What I have seen stated somewhere is perfectly true as to the advantage to booksellers derived from your establishment. The more libraries established through the country, the greater the taste for reading, and the larger the trade to gratify that taste. *'L'appetit vient en mangeant,'* is as true of reading as of eating."

Hullett.—"The books you sent us last year gave satisfaction."

Euphemia.—"Your selection of prize books, last December, was very suitable."

Emily.—"The prizes sent gave the greatest satisfaction, and we hope to send for similar favours once or twice a year."

Raleigh.—"We got a No. 1 package of prize books last year, which was very satisfactory."

Usborne Township.—"The books (\$40 worth) which we received last year from the Department for a Township competitive examination gave entire satisfaction, and the Council begs you will make the selection for this year also of \$80 worth."

Blundford.—"You made a selection for us last year, and the selection suited us very well. Will you have the kindness to make one again."

Pakenham Township.—"Permit me to thank you for your courtesy in sending the prizes at the time you did for the Township competitive examination. The 61 volumes were excellent books."

Kincardine.—"Your selection last year suited admirably well."

Dawn.—"The prize books for this school section were duly received, and gave excellent satisfaction."

Dorchester South.—"We ordered prize books last year, leaving you to make the selection, and as you pleased us so well, we leave it with you this time also, believing you will send us a good selection."

Minto.—"The books you sent last year pleased very well. You are better qualified to make the selection than we are, and by doing so you will much oblige."

* This they acknowledge in the memorial to the Legislature, already quoted in this article, and it is proved by the extracts given from the *Globe* "Reviews" of the "Book Trade," on page 66.

Marmora.—"We got a lot of prize books last year, and the year before, which gave good satisfaction."

Renfrew Union School.—"You have favoured us by making an excellent selection of such books for some years already, and I trust that I may rely on your kind promise of continuing to do so."

Brighton and Murray Union Section.—"We have received, and are pleased with the books for prizes."

Woodhouse.—"I find the merit cards you sent a useful incentive to study."

Camden East.—"Having just received a lot of prize books for our day school, with which we were well pleased; we think we cannot do better than to send to the Department for a Sabbath School library."

Clinton.—"We were very much pleased with your selection."

Hastings Co., N.R.—"I have great pleasure in stating that the prize books selected by the Department gave general satisfaction."

Dumfries South.—"Your own selection is preferred to ours."

Brockville.—"We prefer your selection to our own."

Hullet.—"In previous years, we have had every reason to be pleased with the assortment sent from your Department, and merely forward you the above information for your guidance in selecting."

Kincardine Township.—"I might state that the effect produced by these fine [merit] cards is charming. I consider them far superior to prize books."

Moore.—"The selection of books by the Department last year was excellent, and we intend to leave the choice to you again."

Flamboro' West.—"I find that the merit cards are a great assistance to the teacher."

Nelson.—"The selection of prize books, made by the Department last year, gave great satisfaction; we therefore leave the selection on this occasion with it also."

Admaston.—"Trustees and Teachers are beginning to see the benefits resulting from the merit and prize system, and to adopt it in their schools."

Normanby.—"I should likewise take this opportunity of remarking that the Department, in the different selections which it has made for the Trustees requiring prizes, with whom I have been employed, has always given the greatest satisfaction."

Keppel.—"At the annual meeting of our School Section, held last Wednesday, we passed a resolution appropriating a portion of the school fund to the purchase of some books for a section library from the Education Department. It was well expressed by one man at the meeting—"when we learn our youth to read, if we do not give good books into their hands, they will find bad ones."

St. Thomas Union School.—"And have great pleasure in stating the selection by the Department of prize books is very satisfactory."

Farmersville Grammar School.—"During the year, \$30 worth of new prizes were distributed with pleasing results, as far as can be judged. I deem it no inconsiderable thing to have the pleasure of distributing such an amount of sterling English reading among the youth of the country. The effects cannot be estimated, but are in the hand of Providence. With every prospect of increased success during the year, and every wish to advance the prosperity of the Educational system of the Province of Ontario."

THIRD OBJECTION—THAT THE MONEYS RECEIVED ARE NOT DULY ACCOUNTED FOR.

On this point, we need only quote two authorities: 1st, the Chief Superintendent's letter to the Editor of the *Globe* on the 13th April, 1866; and 2nd, the Report of the Committee of the House of Assembly on the Depository, dated January, 1869.

First Proof.—In Dr. Ryerson's letter to the Editor of the *Globe*, he

says:—*Mr. Brown has more than once learned by examination, in his capacity as a chairman of Parliamentary Committees on the subject, that every farthing received at the Depository, "difference" and all, is transferred directly to the "public chest," by being deposited in the Bank to the credit of the Receiver-General: that every single purchase made at the Depository is and has been, for the last fifteen years, vouched for by the signature of the purchaser, (a precaution not taken by any bookseller or mercantile establishment); that for every payment made to any person out of proceeds of Depository sales, a voucher is lodged every month with the Auditor of Public Accounts.*

Second Proof.—The Report of the Committee of the House of Assembly (with the Hon. John McMurrich as its Chairman), thus speaks:—

"Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can by any possibility be received without being checked by proper officers, whose several duties require them to make entries in various books, through which every item can readily be traced.

"They find that all moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the institution [Trustees' School seals merely], and that all expenditures are made by cheque, properly countersigned by the different heads of the department to which they respectively belong.

"They find that a perfect system of registration of every communication received by the department is maintained, by means of which the several officers to whose department the communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

"Your Committee find that the amount yearly received by the Department from the Municipalities for books, maps, &c., is very considerable, amounting in 1868 to \$20,004 ²⁰/₁₀₀, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department."

FOURTH OBJECTION—THAT THE DEPOSITORY IS A COST TO THE PROVINCE.

On this point, we will quote the two authorities just cited, viz.: The Chief Superintendent of Education, and the Committee of the House of Assembly, merely premising that the entire cost of salaries, freight, shipping expenses, duty, insurance, fuel, printing and other contingencies in the cost of management is defrayed out of the small profits of the Depository itself, and not by the Province.

First Proof.—The Chief Superintendent, in the letter to the *Globe*, quoted above, says:—"Mr. Brown has more than once learned by examination, in his capacity as a chairman of Parliamentary Committees on the subject * * * that the expense of the Depository and its management is included in the cost of articles furnished by it for the public schools; that the Depository causes not a farthing's expense to the Government in any way whatever; and that every penny of the "difference" arising from the cost and sale of any book or maps goes into the "public chest," to the credit of the Province."

Second Proof.—The Committee of the House of Assembly demonstrate the fact itself in the following statement:—

"In connexion with this subject, your Committee submit the following statement, showing the cost of books, maps, &c., and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof, viz:—

The total amount paid for books, maps, &c., imported	
from 1850 to 1867, was.....	\$271,869 52
Purchases in Montreal.....	3,990 06
Articles manufactured or purchased in Toronto.....	93,146 88
	<u>\$369,006 46</u>

Freight, agency, packing, printing, insurance, salaries, and expenses.....	73,600 19
	\$442,606 65
Value of Books dispatched, Libraries, including the 100 per cent. granted.....	\$123,298 97
Maps, prizes, &c.....	213,993 78
Do sold, without grant, (text books), &c.....	82,182 59
	\$419,475 34
Grants received from Government on this account, from 1850-67.....	253,518 48
Less remitted Receiver-General.....	66,378 69
	\$187,139 79
If we deduct half of the above mentioned amounts.....	\$123,298 97
	213,993 78
	337,292 75
Which is.....	\$168,646 37
We get the amount of goods dispatched over and above what was paid for.	
Taking then the grants.....	\$187,139 79
And deducting the above proportion of goods.....	168,646 37
	\$18,493 42
Leaves a balance of.....	\$18,493 42
Which amount is fully covered by the stock on hand.	
The above is exclusive of the transactions of 1868."	

FOUR REASONS WHY "THE TRADE" IS INCOMPETENT TO TAKE THE PLACE OF THE DEPOSITORY IN SUPPLYING OUR SCHOOLS.

To the statement that private booksellers can supply the library wants of the schools, as well, or nearly as well, as the Education Department, our reply is four-fold :-

1st. That a Department, specially charged with the care and oversight of the schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of educationists on this subject in the United States is, that booksellers, through their agents and travellers throughout the rural parts, have, with some good books, disposed of immense quantities of pernicious and worthless books. See the illustrations on this subject quoted on pages 71 and 72.

3rd. That, if the right of supply is thrown open to booksellers indiscriminately, the bad as well as the good will take advantage of the facilities thus offered for flooding the country with their own publications without check or restraint. Indeed, that restraint is openly and strongly repudiated by the *Globe* and other interested papers. To restrict the right of supply to one or more publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all vendors alike full permission to circulate such books as they please—bad and good—or, what would be preferable, *withdraw the grant altogether*.

4th. No private publishing house, even in the cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of books, maps, charts and apparatus, which would be necessary for circulation in our 5,000 schools. Nor could it supply them at anything like the low prices at which they are now furnished to the trustees.

REAL REASONS WHY THE BOOKSELLERS MAKE OR PROMPT THESE ATTACKS UPON THE DEPARTMENT—THE FORTHCOMING DEPOSITORY CATALOGUE.

We have now, we trust, amply met the four principal objections

which the booksellers ostensibly urge against the Depository. We shall now refer to the real reason, which is carefully kept out of sight, but which prompts them to their unceasing hostility to the Department. *It is, however, well understood.* The Depository so far "interferes" with the gains of the booksellers that, in the interests of the schools, it keeps down the prices of books*—it excludes the "trash" spoken of in the *Globe's* "Trade Reviews," and the pernicious or doubtful literature of which the *Globe* is the champion—while it provides a far more extensive variety of books, maps and apparatus, than any bookseller can do.

We are aware that when pressed the booksellers deny these things in general terms; but their denials are of no value in the face of their own published list of prices. This we hope fully to demonstrate in the forthcoming Depository Catalogue, when a corresponding list of their prices will be published in a column parallel to our own. It will then be for the public to judge of the sincerity of the motives which prompt the objections which they put forth.

In the meantime, we give the following examples of books supplied by the Depository and the booksellers, with the prices charged by each:—

Name of books from Toronto Booksellers' Catalogues, and those of the Depository (chiefly Nelson's and Routledge's publications).	From the Toronto publishers' catalogue.	Price actually paid to the Depository by School Trustees. a	Nominal price on the Prize Catalogue of 1866. b
Collier's History of England	\$2 00	\$0 77½	\$1 55
Cassell's Natural History, 2 vols	8 00	3 12½	6 25
Cassell's Illustrated Bunyan, Crusoe, &c..... each	2 00	0 80	1 60
Beauties of Poetry, &c.....	2 00	0 80	1 60
Favourite Poems by Gifted Bards	2 00	0 80	1 60
Eliza Cook's Poetical Works (illustrated).	5 00	2 00	4 00
Wordsworth's Poems by Willmott	5 00	2 00	4 00
Willmott's Sacred Poetry.....	5 00	2 00	4 00
Precepts in Practice	0 80	0 29	0 58
Anna Lee.....	0 75	0 27½	0 55
Faithful and True.....	0 75	0 26	0 52
Ruined Cities of the East	0 75	0 27½	0 55
Flower of the Family	0 50	0 20	0 40
Robert and Harold	0 50	0 20	0 40
Hester and I	0 50	0 20	0 40
Bundle of Sticks	0 50	0 20	0 40
First of June	0 50	0 20	0 40
Kane's Arctic Expedition	2 00	0 77½	1 55
Scott, Cowper, Beauties of Modern Sacred Poetry, &c., &c..... each	1 00	0 37½	0 75
Chaucer, Tasso, Eliza Cook, &c..... "Wisdom, Wit and Allegory, Epoch Men, Annals of C. and Romantic Lives, Merchant Enterprise, Sunset in Provence, &c..... each	1 25	0 45	0 90
Evenings with the Poets	1 00	0 36½	0 73
Scottish Chiefs	1 25	0 37½	0 75
Scottish Chiefs	0 50	0 20	0 40
Exiles in Babylon	1 00	0 37	0 74
Shepherd of Bethlehem	1 00	0 36½	0 73
Burning and Shining Lights	1 00	0 37½	0 75
Christian Character, a Book for Young Ladies	1 00	0 36	0 72
Thomson's Land and the Book	2 00	0 80	1 60
Lives made Sublime	1 00	0 37½	0 75
Living in Earnest	1 00	0 37½	0 75

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

b The estimated expenses of the Depository, and the entire cost of its management, are of course included in these catalogue prices. They are on an average about currency for sterling.

PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO SUCH A DEPOSITORY.

The Commissioner of Public Schools, in the State of Rhode Island, in discussing the whole question of school libraries, thus remarks:—

* This is evident from the fact stated in the *Globe's Trade Review* for 1867, "that the Booksellers in general sell English books at 25 cents for the shilling sterling." "This," the review states, "is more than can be said of any other class of importers, whose goods pay no duty," &c., &c.

"The plan of providing such district school libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts and articles of apparatus for schools and school libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any school district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the Depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In regard to the State of New York, the Chief Superintendent (Dr. Ryerson) in his *Special Report* to the Legislature in 1858, says:—

"The unsatisfactory working and declining state of the public school library system in the State of New York, as detailed in a preceding page, is a sufficient illustration of the fruits of what is demanded by the bookselling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing public libraries, as well as maps, globes, and other school apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says:—"The President made some remarks on the difficulty in the United States of procuring proper libraries for schools, keeping out bad books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West."

Examples of the practice in other States, and in Nova Scotia, Australia, etc., (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

AMERICAN REASONS FOR PREFERRED OUR DEPOSITORY SYSTEM TO LEAVING THE MATTER IN THE HANDS OF "THE TRADE."

Previously to quoting the reasons and warnings of the American Educationists, we desire to refer briefly to an incident of the Perth library case (which case has given rise to the recent discussions on this subject.) The Board of Trustees at Perth had ordered several of Lever's novels, which the Council of Public Instruction and the Department had refused to sanction for introduction into our schools. The *Perth Courier* and *Toronto Globe** both assailed the

* It is worthy of note that the editors of two of the papers which have attacked the Depository are book-sellers, while a third is closely allied to a prominent publisher. The other two could not, of course, take sides against those who are constantly sending advertisements to their paper.

Department for refusing to send the books asked for by the Perth Trustees, on the ground that they were quite as competent as the Department to decide what kind of books should be placed in the school library. To this, Dr. Ryerson replied as follows:—

"Among the most serious charges made by one of the principal complaining parties is this:—That the Department has refused to supply them with Lever's novels, including stories of such rollicking, drunken heroes as 'Harry Lorrequer,' 'Charles O'Malley,' 'Jack Hinton,' &c. The Council of Public Instruction, believing that there are too many of such characters in the country already, without increasing their number, refused to sanction the spending of public money to buy and circulate books to eulogize and applaud them, and to place such books in the hands of our youth."

As to the evils, even in our own Province, of placing works of a doubtful kind in the hands of youth, we refer to the painful cases on this subject mentioned in the *Journal of Education* for April, 1831, and the further illustrative papers on the subject in the *Journal* for November, 1865.

The *Globe* of the 30th March says:—

"The complaining parties have dared to question the propriety of that *index librorum prohibitorum* which this Canadian Pope has instituted. Some rebellious spirit has asked for Lever's novels, and the soul of Dr. Ryerson revolts at the idea of supplying stories of such 'rollicking, drunken heroes' as Harry Lorrequer, Charles O'Malley and Jack Hinton. * * * *

"The absurdity of this literary dictatorship is too gross to escape ridicule, and the sooner it is done away with the better."

And now what is this "literary dictatorship," thus denounced by the *Globe*? Why, it is that "The Council of Public Instruction regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries."

CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia, and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their library system):—

"But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy, and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change."

These "wealthy" and other "booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered by State authority, and their next course of action in the interests of "the trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

"CAUTION.—School Officers are especially cautioned against travel-

ling book peddlers, who, pretending to be agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the libraries inferior and cheap editions of the work selected, or of worthless books in their places, and in common and frail bindings. Every book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is a much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No book peddler can furnish these books in equally good editions, and in equal binding, for the prices given in this circular.

* * * * *

"It is hoped that this simple and easy method of supplying the libraries with books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large book store home to each district. A large list of good books—more than twice as large as any book store in the State can show—has been carefully selected, with the aid of some of the best men in the State.

* * * * *

"All orders for books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same," etc.

In the State of New York, the library system has, under the pernicious efforts of itinerant vendors, as just pointed out, greatly declined. The *New York Teacher* thus give some of the reasons for this decline:—

"The trustees refuse to be troubled with the care of the library, thus consigning it to an unfavorable location in the section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry, uninteresting matter of some cheap old book, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of teachers' wages, and that, too, when the section is destitute of many useful items of apparatus; sometimes even of a globe and blackboard."

STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS WITH CHEAP AND USEFUL BOOKS, MAPS, AND APPARATUS, ETC.

It now remains for us to state what are the steps which have been taken by the Ontario Department to supply the schools with prize and library books, maps and apparatus. In 1850 and 1851, the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, etc., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject. From his Report to the Chief Superintendent on the result of his mission, we make the following extracts. He says: "Upon enquiry, I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some

years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of 2½, 5, 7½ or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz.:—7 as 6½, 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the schools with a very greatly increased variety of books at the old rates, viz.:—on an average currency for sterling pieces (*i.e.*, 20 cents for the shilling sterling)."

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the schools, the Committee reported to the House upon the facts as follows:—

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the books is equally satisfactory."

REGULATIONS OF THE DEPARTMENT FOR SELECTING LIBRARY AND PRIZE BOOKS FOR THE SCHOOLS—LORD ELGIN'S OPINION OF THEM.

In his *Special Report* in 1853, the Chief Superintendent thus refers to the regulations for selecting Library and Prize Books for the Schools:—

"If anything could add force to the official documents referred to [detailing the establishment of our library system], it would be the personal testimony of the Earl of Elgin, who was Governor-General of Canada during the whole period of the establishment and maturing of the Normal and Library branches of the school system, who familiarized himself with its working, and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School 'the seed-plot of the whole system;' on another occasion, with no less force than heart, he designated 'Township and County Libraries as the crown and glory of the institutions of the Province.' On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate report of his Canadian administration.

In that report, dated December, 1854, he devotes several pages to a comprehensive view of our school system, including a minute account of the system of public library, and the general machinery and administration of the school law and its results. * * * After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:—

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first volume issued from the Educational Department to the public school libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the

Province ; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term school libraries does not imply that the libraries in question are specially designed for the benefit of common school pupils. They are, in point of fact, public libraries intended for the use of the general population ; and they are entitled school libraries, because their establishment has been provided for in the School Acts, and their management confided to the school authorities.

"Public school libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian system have been borrowed from them. In most of the States, however, which have appropriated funds for library purposes, the selection of books has been left to the trustees appointed by the different districts, many of whom are ill qualified for the task, and the consequence has been that the travelling peddlers, who offer the most showy books at the lowest prices, have had the principal share in furnishing the libraries. In introducing the system into Canada, precautions have been taken, which, I trust, will have the effect of obviating this great evil.

"In the School Act of 1850, which first set apart a sum of money for the establishment and support of school libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the legislature under the following condition : 'That no aid should be given towards the establishment and support of any school library, unless an equal amount be contributed or expended from local sources for the same object ;' and the Council of Public Instruction is required to examine, and at its discretion to recommend or disapprove of text books for the use of schools, or books for school libraries. 'Provided that no portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Council, and public notice given of such disapproval.'

"The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the general regulations for the establishment and management of public school libraries in Upper Canada, the following rule :—'In order to prevent the introduction of improper books into libraries, it is required that no book shall be admitted into any public school library established under these regulations, which is not included in the catalogue of public school library books prepared according to law ;' and the principles by which it has been guided in performing the task of selecting books for these libraries, are stated in the following extract from the minutes of its proceedings :

"The Council regards it as imperative that no work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries*

"2. Nor is it in the opinion of the Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy ; although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed, and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

"3. In regard to works on ecclesiastical history, the Council agree on a selection of the most approved works on each side.

*The first and part of the second of these paragraphs have been adopted verbatim in the new School Law and Regulations of New Brunswick relating to public libraries.

"4. With these exceptions and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading in the various departments of human knowledge ; leaving each municipality to consult its own taste, and exercise its own discretion in selecting such books from the general catalogue.

"5. A want having been felt by Local Superintendents, and other local school authorities, of a judicious selection of standard works of fiction for the public libraries, it has been represented to the Council of Public Instruction that such a selection would, to a great extent, supersede the use of pernicious literature in the country, and would conduce to the elevation of literary taste, while the strong desire that is felt for light literature for the leisure hour could thus be innocently gratified. The Council acceded to the wish thus expressed in 1868, and have authorized a selection of works of fiction to be placed on the catalogue.]

"6. The including of any books in the general catalogue is not to be understood as the expression of any opinion by the Council in regard to any sentiments inculcated or combated in such books ; but merely as an acquiescence on the part of the Council in the purchase of such by any municipality, should it think proper to do so.

"7. The general catalogue of books for public school libraries may be modified and enlarged from year to year as circumstances may suggest, and as suitable new works of value may appear.'

"The catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes, that in the case of the libraries established up to the present time, the local authorities have, in a large number of instances, assigned the task of selecting books to the Chief Superintendent ; that in some they have, by a committee of one or more of themselves, chosen all the books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the library grant. The Chief Superintendent recommends the last as a preferable mode. The total number of volumes issued from the Educational Department to public libraries in Upper Canada, from November, 1853, when the issue commenced, to the end of August last, was 62,866. [And to the end of 1860, 237,648—or, including those sent out as prizes, &c., &c., 691,561, or nearly 700,000 volumes—nearly ten times the number sent out in Lord Elgin's time.]

REGULATIONS FOR THE SUPPLY OF LIBRARY AND PRIZE BOOKS, MAPS AND APPARATUS, TO THE PUBLIC SCHOOLS.

These regulations are as follows :—

"1. The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Grammar and Common Schools ; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any person, acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

"2. Catalogues and forms of Application will be furnished to School authorities on their application.

"3. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be necessary for the Trustees to send not less than five dollars additional for each class of books, &c., with the proper forms of application for each class.

"4. The one hundred per cent. will not be allowed on any sum less than five dollars, for each of the three classes of articles, viz. : (1) maps, and apparatus, (2) library and (3) prize books. Text books cannot be furnished on the terms mentioned above : they must be paid for at the net catalogue prices.

"5. In cases where the Books ordered are not in stock, the Department selects and sends others of a like character, subject, however, to the approval of the Trustees, &c. If any errors be discovered, they should be notified at once, and the invoice returned, in order that the errors may be rectified. Should additional Books be required, directions should be given as to the mode of their transmission.

"6. In order to prevent the introduction of improper books into the Libraries, it is required that no book shall be admitted into any Public School Library established under these regulations which is not included in the authorized list of Public School Library Books.

"7. In transmitting an order for any of the articles on sale at the Depository, it should be accompanied with a remittance—and directions should also be given as to the parties to whom the parcel should be sent. When the article ordered is not in stock, the nearest selection to it is made, subject, however, to the approval of the Trustees, &c. Nearly all the Apparatus sent out is of Canadian Manufacture. In making out orders the titles of Books need not be given, the number and page on catalogue are all that is necessary."

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

"The Public School Libraries are becoming the crown and glory of the institutions of the Province."—Lord Elgin.
"Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed."—Horace Mann.

Under the regulations of the Department, each County Council can establish four classes of libraries in their Municipality as follows : City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first or third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and ratepayers.

2. A *General Public Lending Library*, available to all the ratepayers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A *Library* in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail*, for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

1. In this catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

2. Text-books must be paid for at the full catalogue price. Colleges, private and Sunday schools, will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local Super-

intendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

SUNDAY SCHOOL BOOKS, MAPS AND REQUISITES.

Books, Maps, and other requisites suitable for Sunday Schools, or for Library, or other Literary Associations, can, on receipt of the necessary amount, be supplied from the Depository, at the net prices, that is, about twenty-five or thirty per cent. less than the usual current retail prices.

ROUTINE IN THE DEPARTMENT IN REGARD TO THE DEPOSITORY.

From the Report of the Committee of the House of Assembly, and from the Memorandum of the Deputy Superintendent laid before the House of Assembly in 1869, with the Chief Superintendent's Return on the subject, we select the following passages relative to the routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows :—
[NOTE.—The Extract from this Report will be found on page 69.]

2. The memorandum of the Deputy Superintendent states that all orders for England or the United States for books and requisites are prepared by him for approval by the Chief Superintendent. Requisitions for articles to be manufactured in the city are supervised by him for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisitions to the Stationery Office, and all orders for printing to the Queen's Printer from the Department and Normal School, are made in the same manner.]

All contracts, agreements, bills and invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the sales paper, and approved by him before being sent off by post.

The selling prices of all library and prize books, and all other school requisites received from England and elsewhere, are, under the general scale approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of books for local school libraries and prizes, after revisal by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of library and prize books entirely to the Department. In such cases, regard is had to the condition of the school, the number and ages of the scholars, the character of the neighbourhood, whether old or new settlement, and the attainments of the pupils, the nature of the population, whether Protestant or Roman Catholic, or mixed nationality—whether Irish, Scotch, or German, &c., or any other peculiarity suggested by the parties sending the order, or incident to the case.

NOTE.—Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each clerk having anything to do with an order affixes his initials to it, indicating that part of it for which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect or omission is readily traced. In a year's transactions, involving the sending out about \$35,000 worth of material to the schools, not more than from six to eight such cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the parties themselves.

I. Monthly Report on Meteorology of the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations, for MARCH, 1870. OBSERVERS:—Pembroke—J. W. Connor, Esq., B.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Table with columns: STATION, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

REMARKS. Solar halo on 14th, 12th and 13th, remarkable for its completeness and brilliancy; a complete circle of 22° surrounded the sun, which stood on the circumference of another complete circle of about 60° diameter; portions of an arc of 46° were seen concentric with the circle of 22°, and a tangent arc of 46° concave towards the sun, extended about 30° in both directions from the upper edge of the same circle; parhelia, or mock suns, of great brilliancy appeared on the circumference of the arc of 60°, at a distance of about 12° from the sun. Lunar halo on 12th. Wind storms, 1st, 2nd, 16th, 22nd, 23rd. Fog, 21st. Snow, 1st, 2nd, 4th, 5th, 8th, 17th, 22nd, 23rd, 28th. Rain, 21st, 22nd, 29th. Robin first heard on 28th. CORNWALL.—Much less snow than during the corresponding month of 1869. 3rd, violent hail storm with high winds during the night. 4th, bank of magnificent auroral clouds in NW up to midnight. On 23rd, 24th, 25th, brilliant streamers all over NH. On 30th, the sky one blaze of light with crimson auroral arches, capped by a corona of dazzling intensity, lasting until after midnight.

PETERBOROUGH.—9th, smoke in horizontal strata about 60 feet from ground. 10th, large distinct lunar halo. 19th, fog and smoke lying close on surface of ground; large distinct solar halo at 2 P.M. 25th, light fog; smoke in low strata; atmosphere hazy. 30th, about 8.25 P.M., light low arch of auroral light at NH; at 9, arch disappeared and NH and NZ covered with undefined auroral light; soon after, 9 streamers appeared, and a large mass of crimson light at NWZ; between 10 and 11.15, NH and NZ full of light streamers, and auroral light violently undulating and flashing, the movement always from N to S, each undulation commencing at NH and pressing frequently so far S as 7° or 8° S of Z. Wind storm, 13th. Snow, 10th, 12th, 13th, 16th, 17th, 27th, 28th. Rain, 20th, 21st, 28th. The snow storm of 27th very heavy, 22 inches. Snow fall for month unusually heavy, and reported deeper in backwoods than ever known before; depth variously reported. Aurora more than ordinarily frequent; movement of barometer during month generally very gradual.

BELLEVILLE.—Wind storm on 16th. Snow, 7th, 10th, 13th, 16th, 17th, 26th, 27th, 28th. Rain, 20th, 21st, 26th. The great depth of snow is remarkable; the heaviest falls occurred 13th, 16th and 17th, 27th and 28th, which rendered the roads nearly impassable; drifts of 15 feet reported on the railroad between Belleville and Napanee.

GODERICH.—On 10th, large lunar halo at 8 P.M. Wind storms, 13th, 15th, 27th. Fogs, 8th, 21st, 29th. Snow, 1st, 2nd, 4th—13th, 15th, 16th, 17th, 21st, 28th. Rain, 20th, 21st, 26th, 27th, 28th. Mails by rail prevented from arriving from 15th to 17th by the snow. Ice driven out several miles by the heavy gale from E on 27th. Ice still in harbour. Sleighing lasted in town till about 26th; sleighing still in the country at end of month. Thaw during the last week of March; streets now dry and every symptom of spring appearing. Air saturated with moisture, 29th. The snow storm of 27th not felt here, but a heavy day's rain; the railway was, however, partially blocked with snow between Goderich and Stratford.

STRATFORD.—On 10th, large lunar halo. 16th, crows seen. 19th, large solar circle. 20th, lightning. 28th, sparrows first seen. 30th, robins first seen. Wind storms, 2nd, 12th, 13th, 15th, 16th, 26th, 27th. Snow, 2nd, 4th, 6th, 7th, 10th, 12th, 13th, 15th, 16th, 17th, 26th, 27th, 28th. Rain, 20th, 26th.

HAMILTON.—On 13th, hail. 14th, solar halo, in which the colors of the rainbow were visible at 11 A.M. 17th, crows first observed. 20th, lightning, thunder and rain. 29th, robins observed. Wind storms, 12th and 16th. Fog, 30th. Snow, 1st, 2nd, 4th, 7th, 9th—13th, 15th—18th, 27th, 28th. Rain, 20th, 26th, 27th. Three great snow storms during month: the first began 9 A.M. 11th, and ceased 7 P.M. 13th, 21 inches; the second began 8.30 P.M. 15th, and ceased noon 17th, 18 inches; the third began 6 A.M., 27th, and ceased noon, 23th, 20 inches. The last storm gave very large flakes.

SIMCOE.—Violent thunder storm on Sunday, 20th. Wind storms, 12th, 15th. Snow, 1st, 4th, 7th, 12th, 13th, 14th, 15th, 17th, 18th. Rain, 20th, 21st, 26th, 27th, 28th. This has been the most wintry month of the year; more snow, more boisterous weather and more sleighing than during either January or February. This was also the case last year. The lumbering interests much relieved by the good sleighing.

WINDSOR.—On 8th, lunar halo; meteor in W towards S. Lunar halo, 9th, 11th, 14th. Hail, 12th. Windstorms, 10th, 11th, 12th, 13th, 15th, 16th, 26th. Snow, 1st, 2nd, 4th—8th, 11th, 12th, 13th, 15th, 17th, 27th. Rain, 20th, 26th, 27th, 28th, 29th, 30th.

2. METEOROLOGY TURNED TO NATIONAL ACCOUNT.

Washington, March 16.—General Order No. 29, from the headquarters of the Army, publishes the joint resolution, approved February 9, authorizing the Secretary of War to provide for taking meteorological observations at the different stations and other points in the interior of the Continent, and for giving notice on the northern lakes and seaboard of the approach and force of storms, and says: "The chief signal officer of the Army is charged, subject to the direction of the Secretary of War, with the special duties of the observation, and giving notice by telegraph and signal of the approach and force of storms, under the provisions of this resolution. The undertaking thus imposed upon the Secretary of War is for the benefit of the commerce of the United States. It is therefore expected that all commanding officers will afford every facility for its successful discharge, and all scientific establishments, commercial associations, and others, are requested to aid by their co-operation in its accomplishment."

II. Intercommunication and the Press.

1. TEACHING IS TROUBLESOME.

To the Editor of the Journal of Education:—

"Good morning, Mr. —. How is your school prospering?"

"Tolerably fair; but I tell you what, I'm glad when Friday night comes."

"Yes, on Saturdays we have splendid opportunities to improve

our minds, and so be enabled to conduct our charge with ever increasing efficiency."

"Oh, my school is not very far advanced, so I have no necessity for studying. I have reasons far more potent for hailing Friday night with the extremest silent exultation."

"I cannot say that my school is advanced in any inordinate degree. Nevertheless, I invariably find it a very beneficial thing to improve myself betimes. Yes, the more I study, the greater is my aptitude to teach, and the more accuracy I have in any branch of knowledge, just so much the more is the task of imparting that knowledge to my pupils facilitated. But, as those are none of the motives that induce you to look forward to Friday night with such an intensity of joy, will you favour me with a recital of your reasons?"

"Why, simply because teaching is troublesome."

"In a general sense, I admit the assertion to be just, but some teachers make to themselves special troubles."

"Bless my heart, sir, are we not all on a common level? What pre-eminence has one beyond another while plying the weary task?"

"Well, if you please, adduce some of the causes that produce—to you—such repugnant effects?"

"The very least trouble is going through the same monotonous routine, day after day, week after week, year in and year out, on and on forever."

"Undoubtedly, it is troublesome, but to you it will be especially irksome and dull, because, inferring from what you have already insinuated, it will be indeed the same monotonous routine."

"Well, I might mention a great many more things that render teaching troublesome, but I will content myself at present by just referring to order."

"The most important part, the very main spring to the working of a school."

"Exactly so; but upon my word, the very confusion of order is enough to set a man distracted; and the trouble of keeping order."

"Is not so great if the teacher takes the proper way."

"The proper way—at any rate my way is to force order by the edge of the ferule."

"Yes, yes, I see, you appeal to the feelings; but how do you succeed?"

"Well, sir, as true as preaching I have hard work, and really sometimes they get on at such a rate that I have to get my back right up, and have a thorough wholesale flogging match before perfect calm is restored. I'll bet you I make them come up to the scratch. Yes, sir, I make them bounce, fly round and twist their faces into a thousand contortions, if things don't come right and bright the very first go."

"Dear me, sir, how irrational you talk. Evidently your passion predominates over your judgment. Do you never feel sorry after giving vent to such a violent outburst of anger?"

"Sorry! well, sometimes I would rather I had not been quite so severe; but good conscience what is a man to do? Goodness, what a job it is to keep down the big boys. As for the girls and the little boys, they tremble from head to foot if I just look at them or step off my platform. That's one consolation, anyhow."

"You speak of the big boys, I suppose they are very troublesome. How do you manage to get along with them?"

"Manage! tough managing, sometimes. Only last Monday fortnight, Bill Jones, after his class was over, violated one of the rules, which so enraged me that I went straight down to where he was, and struck him a sounder of a box on the ear, when the young scamp drew up and gave me a blow on the right eye, which knocked me as flat as a pan-cake, and at the same time blackened my eye. As soon as I got up—it was a good while—I made at him again, when we clinched, came down plump on the floor. Scrambled about like fury, till at last the young villain got me under. Then the fun commenced in earnest. One of the boys, I think, took my part—all the rest went in for Jones. Some were boxing and some kicking me—some had me by the legs and some by the arms—some were pulling me this way and some jerking me that—and actually Susie Grimes was pulling my hair like vengeance. At last I cried murder, and got free. But zounds what a picture! Benches tumbled, slates broken, my clothes all torn, and my face literally besmeared with gore. That ain't the last of it, mind you, any more than it wasn't the first rumpus I had with the incorrigible scamps. I'll bet my boots I'll bring them to their senses yet. I won't be bossed, I guess. No, sir."

"Comparatively speaking, I have had a detailed account of how you keep order and its attending troubles. You have ticklish work sometimes to keep them up to the standard. But how do you get along with the people?"

"Not so well, perhaps, as I'd wish, but I'm just as independent as a pig on ice, if I can't walk I can slide."

"Quite a consideration, ain't it? but all through you are taking

a very imprudent course. You force order by the edge of the ferule. You make the girls and smaller boys tremble from head to foot by your very look, and the simple sound of your footsteps. You go into a violent passion, and strike a big boy on the ear. He retaliates, and you are left sprawling on the floor with a black eye. Demon like, you renew the combat, and thereby practically ascertain the feeling of your scholars towards you. This was not the first scuffle of the kind you have had, nor yet do you intend it to be the last. The respect of your employers you undervalue, and express yourself towards them in such a manner that should it reach their ears, you would, in all probability, be discharged. Let me contrast your school with mine. I never force order by the edge of the ferule; yet very possibly—yea, judging from your relation—very truly, I have better order than you. I never make children tremble from head to foot with fear; on the contrary, I join them in their innocent sports, and encourage them to be free with me. In the morning, I meet them with smiling faces, throughout the day everything goes on harmoniously; and in the evening we part with a happy 'Good-bye.' I never box big boys on the ear, nor use them harshly. We mutually understand each other, and, as it were, aid each other on. I'm a loser by this. By no means. I escape all the troubles consequent upon your method, and gain their esteem instead of their hatred. I can instruct, and they can learn peaceably and with good will. I am not a tyrant, neither are they slaves. If they need punishment they get it, not cruelly in a fit of passion, but in kindness, circumspectly and as a means of correction. I never have reason to speak disparagingly of my employers, and I endeavour to serve them as well as I can. From their deportment towards me, I gather that my labours are appreciated. In a word—upon the whole we get along pretty well. To be sure, the very best of order is not always maintained, but it is easily secured when the best of good feeling prevails. I suppose I have wearied you. Well, I'll stop. Don't you find teaching very troublesome? Of course you do."

R. HENDERSON,
Teacher.

West Gwillimbury, Feb. 5, 1870.

2. LETTER WRITING IN SCHOOLS.

To the Editor of the Journal of Education.

It is much to be regretted that Common School teachers generally, are so indifferent about their pupils cultivating this particular exercise.

I was much surprised, when visiting the District School a few days ago, to find so many of the scholars who could write a good plain school hand, quite unable to tell me how I should commence a common business letter. I think it would be well if in each school the pupils were to write short composition and letters, say for three-quarters of an hour each day, and let the teacher write a form on the blackboard and show the different methods and styles of writing letters.

I also frequently observe how few, comparatively, even of grown up persons, have any knowledge about writing out an account, or bill of any sort: this I think, (with letter writing,) would be a good slate exercise.

Hoping to draw your attention to this subject, and confer a benefit upon others, who, like myself, must be content with a Common School training.

I am, yours respectfully,

PENETANGUISHENE,
March 18th, 1870.

E. A. SAUNDERS,

3. THE EDUCATION DEPARTMENT AND SEPARATE SCHOOLS.

A correspondent of the Lindsay Post mentions the following case, illustrating in a marked manner the impartial management, as between Protestants and Catholics, of the Educational Department. He says:—

"In a certain school in the County of Victoria, the master a Roman Catholic, and about one half of the children Roman Catholics, and the majority of the trustees the same, a catechism of the History of England was used as a school book, to which some took objection. The author of the catechism has not given his name. The publisher is Adam Miller, 62 King street East, Toronto. The catechism has seen its seventh edition in the year 1864.

"At page 43, chapter xxxii, under the head 'Reformation' occurs the following question and answer:—

"Question—'What is meant by the Reformation?'

"Answer—'By the Reformation is meant the reforming of the Christian religion from the errors of Popery, and reducing it nearer to its primitive purity.'

"A copy of this History was sent to the Department, and attention directed to the objectionable passages, when the following decision was immediately given by Dr. Ryerson:—'I have received the catechism of which you complain. It is not authorized to be used in the schools. I never saw it before. It is very objectionable in the matters to which you refer, and very likely in other matters. I will thank you to show this letter or a copy of it to the trustees of the school in which the catechism in question is used, and to inform them that if the use of it is continued they will forfeit their share of the school fund, and become personally responsible to the ratepayers of this school division for the amount of it on the complaint of any individual ratepayer.'

"I think it may do good to publish this decision, so the Roman Catholic parents may know what their rights are in matters of this kind in the common schools of Ontario. That no history or other book containing matter offensive to their religion is authorized to be used; that masters have no right to introduce such books; and that trustees allowing their use become personally responsible to the ratepayers for the amount of government grant withheld. A common school in which such books are used is not recognized, loses its existence in the eyes of the law, and the gentlemen at the head of the department do not confine themselves to a bare condemnation of such books, but go farther, and indicate the penalty and the means of redress. I think I can safely challenge the Educational Department of Quebec, with its well and widely known love of justice and even indulgence to the minority of that province, to show on its records anything more just, more liberal, or prompted by a higher or a fairer sense of equity, or showing a more honest and honourable love of fair play."

III. Boys and Farm Life.

1. FARM LIFE.

The following beautiful lines from Mrs. Sigourney, give a lively and truthful picture of life upon a farm:—

Saw ye the farmer at his plough,
As ye were riding by!
Or wearied 'neath the noon-day toil,
When the summer suns were high?
And thought you that his lot was hard,
And did you thank your God
That you and yours were not condemned
Thus like a slave to plod?

Come and see him at his harvest home,
When garden, field, and tree,
Conspire with flowing store to fill
His barn and granary.
His healthful children gaily sport
Amid the new mown hay,
Or proudly aid with vigorous arm
His tasks as best they may.

The harvest giver is his friend,
The maker of the soil,
And earth, the mother, gives them bread
And cheers their patient toil;
Come join them round their wintry hearth,
The heartfelt pleasure see;
And you can better judge how blest
The farmer's life may be.

2. WHY DON'T THE BOYS STAY ON THE FARM?

One answer is that farmers are too apt to treat their boys more as servants than as sons. There is an independent spirit in a true man that will crop out even in early youth, and a spirit, too, which, if rightly trained, gives that bearing to a man which makes the common crowd look up and respect him. If not trained aright, but left to grow to itself, it becomes at last utter dependence and imbecility. We have talked with many farmers' boys, and we hear the same story from one, "Farming will do very well for the owner of a farm, but it takes a lifetime of hard work to obtain one."

This is too true, but can it not be remedied? Let the boy feel that he has something of his own, and it will foster in him a manly ambition. Give him a little patch of ground, and time to cultivate it; teach him how to do it; give him the proceeds for his own use, and see that he spends it for some good. Let him have a lamb, a colt, a calf or a pig to raise. Make the son a partner in the business, and there will be less of uneasiness at home, less leaning upon the hoe handle and dreaming of city life.

Again, farmers allow their children less time for recreation, less spending money, than the children of others, less able, have, and

when money is granted, it is too apt to come with a grudging that dampens the child's enthusiasm. Do not consider that *lost* which is expended for rational amusement, for adorning the house, the garden, and the general aspect of the spot you call home. Provide the children with books and papers, pictures for the walls; study to make the "farmer's cot" the romantic spot our poets picture it, and we shall hear less about the boys leaving home.—*Standard Bearer.*

3. CITY LIFE AND FARM LIFE.

The present age is the beginning of a mighty progress in agriculture, and we may therefore look forward with confidence to better cultivation, larger crops, improved stock, and more perfect implements of husbandry. The intelligence and skilled industry of the country are to be largely involved in this movement, and it is important for us to know and understand how best to promote this great object. The question naturally arises, then, what can be done to make farming more popular with our young men, so as to induce them to become farmers and help forward this work? We must first make them feel that the pursuit of the farmer is a dignified and honorable one; that it is as honorable to be a farmer as a lawyer, doctor or merchant. We must create an enthusiasm among our boys, and teach them that the labor of the hand is not incompatible with the brain. With the mind to help the hand, labour becomes light. We must require an earnest love for the calling. How can one enjoy greater independence and freedom than as a tiller of the soil? Think of the folly of exchanging the independent life of a farmer to the narrow life of a clerk in one of our cities, doomed for a lifetime to measure tape and grow effeminate behind a counter earning hardly enough to pay for one's board and clothes. Boys, stick to the farm; educate yourselves for the work; cultivate the mind and so add intelligence to manual toil. Make your home the centre of taste, refinement, beauty, honesty, frugality and industry, and out of these will spring the purest life and the holiest example. There is no object that gives more pleasure and delight to the farmer's home, when surrounded by these adornments which are dictated by native simplicity and a natural love of beauty. It is the stuff out of which states and empires are built. It is the summit of civilization.—*Address of Hon. Eliphalet Stone.*

4. COUNTRY BOYS IN THE CITY.

It is the common ambition of country boys to quit the farm and make for themselves a home in the city. And it is true that a majority of the great business firms in our large cities are recruited from the ranks of the country boys. It is also true that the majority of those who come to the cities to seek fortunes are swallowed up in the great maelstrom of dissipation, and go to the bottom in a dozen years or so. Now, who are the successful ones, and what made them so? They are not the young men who came to the city in order to throw off the restraints of home, and "see life," and "have a chance to enjoy themselves." They are the young men who come with sound principles and a determination to work hard to make themselves a position, with a willingness to do any honest work, and shun, like a viper, bad company.—No other boys need come to the city with the hope of advancing themselves in the world. Boys who "shirk" never get the fine situations here. Boys who smoke and drink are not in demand among keen-sighted merchants. Sabbath breaking and theatre-going boys are not advanced to high positions even by worldly employers. The boy who wishes to rise, who hopes some day to build his palace, must learn a great deal outside of his daily routine. He should paste up over his room table, or some place where he could see it—"Knowledge is power." The carpenter who can draw his plans, make out his estimates, understands the legal form necessary in putting up his buildings, can tell what materials are best to use, where they can be purchased best, what is the most economical means of transport, and a hundred other things that arise in building, will be the one to grow rich and influential in his business, while the man who can only handle his saw and hammer must be content to drudge on in grinding poverty. The difference comes almost wholly from the different way in which leisure minutes and hours are passed. Your evenings, young men, will generally decide whether your future is to be one of cheerful prosperity or one of harrowing privation.

5. DESTRUCTION OF SMALL BIRDS BY BOYS.

As many boys are at present extensively engaged in the wanton destruction of small birds, we would call their attention to the following extract from a recent statute, specially enacted for the protection of all insectivorous birds. We trust the hint will not be lost

on those who feel anxious to put a stop to this barbarous and senseless "sport":—

"It is unlawful to kill, wound, or injure any bird (except eagles, falcons, hawks, and other birds of the eagle kind—wild pigeons, rice birds, king-fishers, crows and ravens), between the 1st of March and the 1st of August; it is unlawful to take, capture, buy or sell, or expose for sale, or set traps for any birds, excepting those excepted above, between the same dates; during the same period it is unlawful to take the eggs of any of these birds. This act does not apply to domesticated fowls, but the proof of domestication must lie with the accused. The penalty for breaking this Act is a fine of not less than one dollar, and not more than ten dollars; or, in default, from two to twenty days. Any person may seize and liberate such birds; and market clerks and magistrates may confiscate all such exposed for sale."

IV. Biographical Sketches.

1. THOS. KIRKPATRICK, ESQ., M. P.

No more high-minded and honorable man ever sat in our Legislature than the late Thos. Kirkpatrick. He came to this country about the year 1830, when his uncle, Col. Lyons Colley Foster, was Adjutant General. He resided almost continuously in Canada since that period, occasionally visiting his old home in Ireland. As a lawyer, Mr. Kirkpatrick was remarkable for the rigid conscientious discharge of his duties. He died in the 65th year of his age. Mr. Kirkpatrick for several years occupied the position of the senior of the Kingston bar, and was appointed Queen's Counsel. His conservative views in political matters were well known, but it was not until 1858 that he prominently appeared before the public. In that year, under the law for electing members to the Legislative Council, an election was ordered for Catarqui Division, and Mr. Kirkpatrick was one of the candidates along with Mr. Campbell and Mr. Gildersleeve. Hon. Mr. Campbell gained the election; and Mr. Kirkpatrick did not further appear in politics until after Confederation. He became a candidate in the ministerial interest after Confederation for the representation of the County of Frontenac in the House of Commons, and was returned in August, 1867, along with Sir Henry Smith, as member of the Local Legislature.

2. THE REV. DR. COONEY,

Was born in Dublin, in the year 1801. His parents were Roman Catholics, and he was strictly educated in the tenets of that faith. He came to New Brunswick in 1824, and was employed there as a clerk in a mercantile house in Miramichi. Shortly afterwards he became a Protestant, and in 1831 he joined the Wesleyan Church as a probationer, having received his first ticket from Dr. Wood, of Toronto, who was then stationed at Miramichi. He afterwards laboured in Prince Edward Island, and was ordained in 1837. From that time until failing health compelled his retirement, he continued to labour earnestly in the work of the ministry. After being stationed in many places in New Brunswick and Nova Scotia, he came to Canada, and at different periods was stationed at Montreal, Toronto, London, St. Catharines, Guelph &c. Dr. Cooney, says the *Guardian*, "was a man of more than ordinary talents.—As a preacher he was marked by great fluency and correctness of language, a lively imagination, that realized vividly the scenes he described, and had a close and intimate acquaintance with the oracles of God. He possessed a well furnished and scholarly mind, as well as high attainments as a classical scholar, which secured the recognition of two universities.

3. THE HON. M. H. FOLEY.

Mr. Foley was a prominent member of the Reform party, and, though lately absent from public life, his decease will be regretted by all who knew him. He was born in Sligo, Ireland, in 1819, and came to Canada with his father in 1832, where the family settled at Port Colborne. His brother, Bernard Foley, became Judge of the County of Haldimand. Michael, after teaching school in the township of Louth, became editor, in 1845, of the *Simcoe Advocate*, a Reform paper, and in its columns, as well as afterwards in the *Norfolk Messenger* and the *Brantford Herald*, rendered good service to Liberal principles. During this time also, he studied law and became an attorney, and at a later period, barrister-at-law, practising with very considerable success in the Counties of Waterloo and Brant, and for some time also in Wellington. Mr. Foley was first returned to Parliament for the North Riding of Waterloo, at the general election of 1854. He was returned for both that Riding and Perth at the general election of 1861; but continued to sit for

his old County. He accepted the office of Postmaster-General in the short-lived Brown-Dorion administration of 1858, and afterwards was appointed to the same office in the Macdonald-Scotte Administration of 1862. He was left out of the Cabinet in the Macdonald-Dorion arrangement, and smarting under what he considered an act of injustice, he took office in a Conservative Administration. Going to his constituents for re-election, he was rejected by his old supporters in North Waterloo. At the last general election, he was a candidate for the House of Commons in North Wellington, and for the Assembly in North Norfolk. He was defeated in both counties, but in the latter by only a few votes. Mr. Foley possessed great natural abilities; he had strong reasoning powers, great command of language, and a thorough knowledge of political affairs; he had a strong sense of honour, and was personally a favourite wherever he went.—*Globe*.

4. DANIEL MORRISON, ESQ.

Deceased was a native of Inverness, in Scotland, and was the son of the late Rev. Mr. Morrison of that town, and was educated at Aberdeen. When quite a youth he emigrated to Canada, and for a time engaged in agricultural pursuits, occupying a farm in the County of Wentworth. Subsequently he gave up farming, and engaged in school keeping; but before long he gave up that un congenial profession, and connected himself with the Dundas *Warder*, as Parliamentary correspondent. After remaining a comparatively brief period on the *Warder*, he joined the *Examiner*, and then joined the *Toronto Leader*. Leaving the *Leader*, he connected himself with the *Colonist*, and in 1859 he retired temporarily from newspaper life to take a contract on the Grand Trunk Railway. He afterwards went to New York, and contributed to the *Scottish American* and the *Daily Times*. For the last year or two, he has been connected with the *Telegraph* here. Deceased was a strong powerful looking man, and in his manner was, to the superficial observer, not of a very communicative or companionable turn; but to those who knew him intimately, he was a warm-hearted, kindly, considerate friend.—*Globe*.

V. Educational Intelligence.

—TORONTO GRAMMAR SCHOOL.—The trustees of the Toronto Grammar School have made arrangements to have a school-house erected during the ensuing summer. The main building is to be 70 feet long by 42 feet 6 inches wide; the two wings on each side are 16 x 22 feet; the two wings to the front and rear each 16 x 20 feet. The basement will stand about eight feet out of ground at an average. The main building will form one room 66 x 38 feet six inches, with two retiring rooms under the front and rear wing 14 x 16 feet each. These rooms will be 14 feet high—the ceiling being supported by a few cast-iron columns, well adapted for a prayer or lecture room. The ground floor of the main building will be divided into four class rooms of equal size, each room being 18 x 33 feet and 14 feet high, connected by large folding doors. In the wings north and south of this are main entrances for the girls and boys and to the basement; also, to the staircases, cloak rooms, &c., to the upper story and the basement. The front wing will be intended for the master's room or committee room when the folding doors are opened. The upper story will be 16 feet high, and not divided for the present. The style of the building will be between Romanesque and Mediæval; the windows and doors are to have stone sills and labels; gable walls and wings stone copings; the roof over main building will be a gable roof and the wings, south and north, are covered with high roofs over the one story wing. On front there will be a balcony. The roofs are to be covered with slate and galvanized iron eaves and flashings. The outside walls will be constructed of white brick, with some little mixture of red brick.

—A SCHOOL VISIT took place on the 22nd inst., in School Section Nos. 18 and 21, Westminster, conducted by Mr. A. Black. The visitors were Mr. Curtiss and twenty-five of his larger scholars, from School Section No. 11, North Dorchester. About fifty pupils were present, and were examined in astronomy, geography, grammar, arithmetic, algebra, geometry and dictation. The major part answered the questions put by their teachers very readily, and the minors sustained

themselves well. Addresses were afterwards delivered by Mr. Curtiss, Mr. Thompson and Mr. Aylsworth, on education.—*Prototype*.

—UNDERGRADUATES' EXHIBITION, ALBERT COLLEGE.—The Fourth Annual Exhibition of the Gownsmen of Albert College, was this year held in Ontario Hall, Belleville. Mr. Macintyre finely intoned his Hebrew version of the *Te Deum*. In the opinion of competent judges Messrs. Cook and Carman reflected credit on themselves and their lectures in their Greek and Latin Verse. Mr. McMahon's rendering of his Latin Prose was excellent, and all the English Essays were of a high order of merit in their spirit, thought and expression. The essays of Friday evening were specially loyal, and the thoughts uttered and spirit manifested on such subjects as "U. E. Loyalist," "Chrysaler's Farm," "The Monument at Queenston," "The Maple Leaf," "The great Britanic Confederation," &c., prove that the young men are attached to our British Connection, that they hold to the integrity of our Dominion and advocate the union of all the British kingdoms and colonies of the globe. Mr. Wild's success in paying off the College debts, and these vigorous internal workings are a pledge of great future success.—*Belleville Intelligencer*.

—CONVOCATION AT QUEEN'S UNIVERSITY.—On the 31st ult., a meeting of the Convocation of Queen's University was held, at which the following gentlemen received the diploma of the University as Doctors of Medicine:—Samuel Bridgland, Newmarket; William C. Dumble, Peterborough; George Hodge, Kendall; Murdoch Mathieson, Crinan; Vincent H. Moore, Whitehurst; Levi Potter, Enniskillen; James Ruthford, Kirby; Alexander Sayers, Picton; James A. Sievwright, Chatham; Thomas A. Thornton, Rockwood, Ill. The Principal delivered an impressive valedictory address to the class after the gentlemen had received the congratulations of the Professors.—*Globe*.

—THE ENGLISH UNIVERSITIES BOAT RACES.—The following is a complete record of the various contests of the two Universities since the organization of the clubs:—

Year.	Winner.	Course.	Time. M. S.
1829.....	Oxford.....	Henley.....	14 30
1836.....	Cambridge.....	Westminster to Putney.....	36 00
1839.....	Cambridge.....	Westminster to Putney.....	31 00
1840.....	Cambridge.....	Westminster to Putney.....	29 30
1841.....	Cambridge.....	Westminster to Putney.....	32 20
1842.....	Oxford.....	Westminster to Putney.....	30 45
1845.....	Cambridge.....	Putney to Mortlake.....	23 30
1846.....	Cambridge.....	Mortlake to Putney.....	21 05
1849.....	Cambridge.....	Putney to Mortlake.....	22 00
1851.....	Oxford.....	Putney to Mortlake.....	A foul.
1852.....	Oxford.....	Putney to Mortlake.....	21 30
1854.....	Oxford.....	Putney to Mortlake.....	25 29
1856.....	Cambridge.....	Mortlake to Putney.....	25 50
1857.....	Oxford.....	Putney to Mortlake.....	22 35
1858.....	Cambridge.....	Putney to Mortlake.....	21 23
1859.....	Oxford.....	Putney to Mortlake.....	24 40
1860.....	Cambridge.....	Putney to Mortlake.....	26 05
1861.....	Oxford.....	Putney to Mortlake.....	23 26
1862.....	Oxford.....	Putney to Mortlake.....	24 40
1863.....	Oxford.....	Mortlake to Putney.....	23 05
1864.....	Oxford.....	Putney to Mortlake.....	21 48
1865.....	Oxford.....	Putney to Mortlake.....	21 23
1866.....	Oxford.....	Putney to Mortlake.....	25 48
1867.....	Oxford.....	Putney to Mortlake.....	22 39
1868.....	Oxford.....	Putney to Mortlake.....	20 56
1869.....	Oxford.....	Putney to Mortlake.....	20 06½
1870.....	Cambridge.....	Putney to Mortlake.....	22 34

—REACH AND SCUGOG SCHOOL TEACHERS' ASSOCIATION held its first meeting, for 1870, in the School House, Manchester, on Saturday, 2nd inst. The Local Superintendent has been appointed Chairman, and other business transacted, a Committee which had been appointed, brought in their report as follows:—1st. The teacher of No. 6 is appointed to lead off the discussion on the best method of teaching the Roots, Prefixes, &c., and to exemplify his method. 2nd. The teacher of No. 7, to illustrate the method of disposing of the Infinitives and Participles found in Milman's "Belshazzar;" also to give a reading—subject to criticism. To dwell on the importance of such an Association will doubtless appear to many as altogether unnecessary. The chief, if

not the only business of the Association, is to bring all the teachers in Reach and Scugog together once a month, if possible, in order to consult together on the best modes of conducting school, and the most approved methods of teaching the various subjects embraced in the programme for Common Schools. Or in other words, the Association may be termed a Teachers' Mutual Improvement Association; the benefits of which, however, are not to be confined to the teacher, but extend to every pupil coming under his care, and through the pupils again to seek a wider circle. And, as we view it, every child in the townships, it matters not where they may chance to be located, has a perfect right to participate in the benefits derivable from such meetings, in consequence of their teachers taking part in them. We anticipate a large meeting next time.—*Ontario Observer*.

—**BROCK COMPETITIVE EXAMINATION.**—The competitive examination of the Common Schools of the township of Brock was held at the Schoolhouse, Vroomanton, on Tuesday, 5th inst. The attendance was such that the large and commodious school house could scarcely contain all that were present. Many came from a considerable distance. There were about twenty teachers present and forty competitors. The Reeve, M. Gillespie, Esq., was appointed Chairman. He, the chairman, having explained the design and plan of the competition, the Rev. A. Currie, M.A., L.S. of Brock, gave out the first subject—Writing from Dictation; this was followed by Reading, Arithmetic, English Grammar, Geography, History, Geometry. The Rev. Mr. Colman, the Head Master of the Manilla Grammar School, and the L.S. for Reach and Scugog, assisted the L.S. in the examination. In very many instances, the competition was so close that the shade of superiority was exceeding light, so light indeed, that it was difficult for the examiners to discriminate. Every one of the competitors passed a most creditable examination. In fact it would be a difficult matter to select from any township in the Dominion, forty brighter or more intelligent pupils than met at Vroomanton on this occasion. Each pupil, who did not succeed in obtaining a prize in competition, got a laudable book as a reward of merit, and these were certainly well merited. There was a large number of valuable books distributed, alike creditable to givers and receivers. The day was agreeably and profitably spent, all present appeared to enjoy themselves well. To say that all were satisfied with the decisions would be equivalent to asserting that the competitors on this occasion were differently constituted from any other class of the community; but we believe, nevertheless, that very little dissatisfaction can exist with regard to the awards; for certainly there is no cause for it. A generous, noble minded youth never strives to attribute his defeat to some act of injustice in others, but will calmly view the situation, correct defects, and double his efforts to secure victory in the next encounter. We congratulate our Vroomanton friends on their excellent and commodious new brick school house; it is a credit to that part of the country. If we might whisper to the Trustees, we would say by all means put in ventilators.—*Ontario Observer*.

—**\$20,000 TO MCGILL COLLEGE.**—At the meeting of the McGill College Endowment Committee on Saturday, in addition to several other subscriptions, it was announced that, as intimated by the Vice-Chancellor, in his address on Thursday, an endowment of \$20,000 had been subscribed for the chair of Natural Philosophy. The liberal donor is Peter Redpath, Esq., already a benefactor of the University, more especially in his large and valuable donation to its library. The endowment now given will provide for the perpetual maintenance of one of the most important branches of scientific study. This is the second professorship endowed in McGill College, the other being the Molaon professorship of English Literature, endowed in 1856. It is the first chair endowed by an individual benefactor. The example is one which few are able to imitate; but there are some of our more wealthy citizens who might follow it. Those who can should come forward and take their places beside Mr. Molson and Mr. Redpath. There is still time to aid other and equally important chairs, besides the need of additional scholarships, in regard to which the donation of Mr. W. O.

McDonald, previously announced, equals in money value those above referred to.—*Montreal Gazette*.

—**GIFT TO MCGILL COLLEGE.**—The best proof that a man deserves wealth is a wise administration of it for the benefit of his fellow-men. We commend to our citizens the example, in this respect, of Mr. W. C. McDonald, who, in addition to a donation of \$5,000 to McGill College for its general funds, has established therein ten scholarships of the annual value of \$125 each. The good that these will do is incalculable. With the history of the ancient Universities of Great Britain and Ireland before us, there can be no doubt but that, hereafter, many a man eminent for his services to his country will trace the beginning of his success to the winning of a "McDonald scholarship" in the University of Montreal.—*Montreal Gazette*.

VI. Departmental Notices.

NEW ELEMENTARY ARITHMETIC AUTHORIZED FOR 1871.

The Council of Public Instruction have adopted the following minute in regard to the new Elementary Arithmetic published by Messrs. Copp, Clark & Co., of this city:—

"*Ordered*,—That on and after January 2nd, 1871, the only Elementary Arithmetic authorized to be used in the Public Schools shall be Smith and McMurphy's."

Education Office, March, 1870.

NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teacher's Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and Teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard. The 100 per cent. is allowed on these lessons when ordered with maps and apparatus, &c.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that a new edition of the School Acts is now ready. Single copies, 35 cents, including postage. New School Sections will be supplied gratuitously.