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JOURNAL OF



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From the accompanying tables, it will be seen that the number and value of the books sent out for libraries and prizes, as also the maps and apparatus, have been quite large. During the months of January and February of this year, too, the orders have been unprecedentedly large, especially for maps and apparatus. Indeed, it has been almost impossible to supply the demand—no less than 1,370 maps and 246 charts—total, 1,616 (independently of books and apparatus) have been ordered and sent out up to 15th March. The receipts of the Department (which have been sent in to the Provincial Treasury) have also been very large, as compared with the receipts of the corresponding months of last year, being as follows:—

| | 1870 | 1871 | 1872 |
|----------------|---------|---------|---------|
| January | \$1,587 | \$2,260 | \$3,742 |
| February | 1,660 | 2,039 | 3,233 |

These facts are most gratifying, and show the continued and growing popularity and importance of this branch of our educational operations.

FREE PUBLIC SCHOOL LIBRARIES IN ONTARIO.

We present in this number of the *Journal* an annual statement of the operations of the Educational Depository up to the end of the year 1871.

TABLE shewing the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department from 1853 to 1871, inclusive.

| No. of volumes sent out during the year. | Total volumes of library books. | History. | Zoology and Phy-siology. | Botany. | Phenomena. | Physical Science. | Geology. | Natural Philosophy & Manufactures. | Chemistry. | Agricultural Che-mistry. | Practical Agricul-ture. | Literature. | Voyages. | Biography. | Tales & Sketches, Practical Life. | Fiction. | Teachers' Library. | Prize Books. | Grand Total Li-brary and Prize Books. | |
|--|---------------------------------|----------|--------------------------|---------|------------|-------------------|----------|------------------------------------|------------|--------------------------|-------------------------|-------------|----------|------------|-----------------------------------|----------|--------------------|--------------|--|--------|
| 1853.. | 21922 | 4158 | 1602 | 287 | 906 | 526 | 234 | 940 | 132 | 192 | 807 | 2694 | 1141 | 2917 | 5178 | ..... | 208 | ..... | 21922 | |
| 1854.. | 66711 | 10633 | 5532 | 1030 | 2172 | 1351 | 636 | 4780 | 629 | 321 | 3235 | 5764 | 4350 | 6393 | 19307 | ..... | 578 | ..... | 66711 | |
| 1855.. | 28659 | 5475 | 2053 | 318 | 558 | 663 | 200 | 1808 | 207 | 76 | 1452 | 3361 | 2926 | 3081 | 6049 | ..... | 432 | ..... | 28659 | |
| 1856.. | 13669 | 2498 | 652 | 118 | 397 | 287 | 77 | 660 | 55 | 31 | 418 | 1523 | 1019 | 1844 | 3832 | ..... | 258 | ..... | 13669 | |
| 1857.. | 29833 | 5295 | 1763 | 321 | 632 | 817 | 195 | 1729 | 134 | 67 | 1257 | 2391 | 2253 | 3516 | 9219 | ..... | 244 | 2557 | 32390 | |
| 1858.. | 7587 | 1567 | 503 | 86 | 152 | 98 | 61 | 276 | 27 | 2 | 186 | 713 | 843 | 744 | 2245 | ..... | 84 | 8045 | 15632 | |
| 1859.. | 9308 | 1670 | 551 | 136 | 209 | 192 | 130 | 432 | 87 | 18 | 300 | 1169 | 714 | 1127 | 2401 | ..... | 172 | 12089 | 21397 | |
| 1860.. | 9072 | 1561 | 475 | 144 | 223 | 200 | 100 | 526 | 61 | 17 | 339 | 852 | 797 | 1115 | 2520 | ..... | 142 | 20194 | 29266 | |
| 1861.. | 6488 | 1273 | 302 | 59 | 101 | 72 | 64 | 223 | 36 | 2 | 172 | 601 | 760 | 880 | 1826 | ..... | 117 | 26931 | 33419 | |
| 1862.. | 5599 | 927 | 244 | 45 | 99 | 43 | 75 | 211 | 45 | 24 | 165 | 412 | 661 | 830 | 1706 | ..... | 112 | 29760 | 35359 | |
| 1863.. | 6274 | 707 | 304 | 42 | 97 | 80 | 67 | 282 | 26 | 6 | 202 | 547 | 652 | 864 | 2286 | ..... | 112 | 32890 | 39164 | |
| 1864.. | 3361 | 552 | 140 | 11 | 47 | 38 | 28 | 134 | 7 | ..... | 87 | 521 | 290 | 451 | 1198 | ..... | 57 | 33381 | 36742 | |
| 1865.. | 3882 | 611 | 168 | 20 | 62 | 53 | 26 | 131 | 3 | ..... | 110 | 328 | 534 | 553 | 1225 | ..... | 58 | 44601 | 48483 | |
| 1866.. | 6856 | 1144 | 217 | 56 | 125 | 81 | 55 | 282 | 26 | 19 | 291 | 652 | 776 | 784 | 2200 | ..... | 148 | 58871 | 65727 | |
| 1867.. | 5426 | 1003 | 125 | 20 | 78 | 65 | 15 | 189 | 7 | ..... | 118 | 524 | 595 | 650 | 1971 | ..... | 66 | 64103 | 69529 | |
| 1868.. | 6573 | 1106 | 214 | 39 | 86 | 61 | 42 | 195 | 26 | ..... | 132 | 554 | 979 | 736 | 2211 | 150 | 52 | 54715 | 61288 | |
| 1869.. | 6428 | 1148 | 268 | 51 | 96 | 91 | 36 | 198 | 18 | 19 | 162 | 499 | 1172 | 882 | 1237 | 491 | 60 | 54657 | 61085 | |
| 1870.. | 5024 | 865 | 162 | 28 | 68 | 64 | 36 | 156 | 14 | ..... | 159 | 367 | 527 | 610 | 1542 | 374 | 52 | 60655 | 65679 | |
| 1871.. | 4825 | 830 | 152 | 12 | 46 | 41 | 35 | 145 | 18 | 1 | 149 | 366 | 581 | 524 | 1591 | 297 | 37 | 60204 | 65029 | |
| Totals.. | 247497 | 43023 | 15427 | 2823 | 6154 | 4813 | 2112 | 13297 | 1558 | 795 | 9741 | 23638 | 21570 | 28501 | 69744 | 1312 | 2989 | 563653 | 811150 | |
| | | | | | | | | | | | | | | | | | | | Volumes sent to Mechanics' Institutes, &c., 16,867 (less 616 volumes returned for exchange)..... | 16251 |
| | | | | | | | | | | | | | | | | | | | Grand Total, Library and Prize Books, despatched up to the 31st December, 1871 | 827401 |

TABLE shewing the Value of Articles sent out from the Education Depository during the years 1851 to 1871, inclusive.

| YEAR. | Articles on which the 100 per cent. has been apportioned from the Legislative Grant. | | Articles sold at catalogue prices without any apportionment from the Legislative Grant. | Total value of Library, Prize and School Books, Maps and Apparatus despatched. |
|-------|--|----------------------------------|---|--|
| | Public School Library Books. | Maps, Apparatus and Prize Books. | | |
| | Dollars. | Dollars. | Dollars. | Dollars. |
| 1851. | | | 1414 | 1414 |
| 1852. | | | 2981 | 2981 |
| 1853. | | | 4233 | 4233 |
| 1854. | 51376 | | 5514 | 56890 |
| 1855. | 9947 | 4655 | 4389 | 18991 |
| 1856. | 7205 | 9320 | 5726 | 22251 |
| 1857. | 16200 | 18118 | 6452 | 40770 |
| 1858. | 3982 | 11810 | 6972 | 22764 |
| 1859. | 5805 | 11905 | 6679 | 24389 |
| 1860. | 5289 | 16832 | 5416 | 27537 |
| 1861. | 4084 | 16251 | 4894 | 25229 |
| 1862. | 3273 | 16194 | 4844 | 24311 |
| 1863. | 4022 | 15887 | 3461 | 23370 |
| 1864. | 1931 | 17260 | 4454 | 23645 |
| 1865. | 2400 | 20224 | 3818 | 26442 |
| 1866. | 4375 | 27114 | 4172 | 35661 |
| 1867. | 3404 | 28270 | 7419 | 39093 |
| 1868. | 4420 | 25923 | 4793 | 35136 |
| 1869. | 4655 | 24475 | 5678 | 34808 |
| 1870. | 3396 | 28810 | 6175 | 38381 |
| 1871. | 3300 | 29882 | 8191 | 41373 |

I. The Educational Depository.

1. THE EDUCATIONAL DEPOSITORY.

As Adam, Stevenson, & Co., booksellers, in this city, have at various times, through the "Canada Bookseller," sought to misrepresent the purpose and objects of the Education Depository, we direct the attention of the friends of the Depository to the following facts and inferences which have already been discussed in the JOURNAL OF EDUCATION for May, 1870. It is not necessary to do more in this place to summarize the purport of the JOURNAL article at that time. In the May JOURNAL we have demonstrated most of the following facts and inferences:—

1.—*City and Town Boards of Trustees authorized to establish a Depository for their Schools.*

That the law authorizes (and provides facilities for) each Board of School Trustees, in Cities, Towns, &c., to establish and maintain what is equivalent to a Depository, or School *depôt*, for the supply of its schools with approved books, stationery, &c., of all kinds, and authorizes the charge of a fee for its maintenance.

2.—*Educational Depository, a City and Town one, on a large scale.*

That the Depository connected with the Education Department, is nothing more than such a City or Town School *depôt* on a large scale, and under Provincial control, out of which to supply all the Schools of the Province.

3.—*What is right and proper for a City and Town Board to do is not wrong for the Education Department to do.*

That what is right and proper for a City and Town Board of Trustees to do, (under the sanction of the Legislature) cannot be wrong for the Central Depository of the Education Department to do on a large scale, under the same sanction.

4.—*Educational Depository exists solely for the schools.*

That the Educational Depository exists solely for, and in the interest of the schools alone, and that it has never supplied private parties with books, or interfered with private trade in any way.

5.—*Principle of the Depository acted upon by the Dominion and Provincial Governments, &c.*

That the principle of the Depository is recognized and acted upon without question by the Imperial, Dominion and Provincial Governments, in their Stationery Offices, Queen's Printers, Post Offices, Army and Navy supply, etc.

6.—*To abandon the Depository principle would be to create two evils.*

That to abandon the principle of the Educational Depository would be either to confer a monopoly of high prices upon a few individual booksellers, or to throw wide open the door to the introduction of all kinds of literature, the bad and pernicious as well as the good, as we shall demonstrate by incontrovertible testimony and examples. (See next page.)

7.—*Examples and warnings of others not to be disregarded.*

That the examples in our own country, and the warning of our American neighbours (which we quote below) should not be disregarded by us, but should be carefully pondered.

8.—*Not one of our 5,000 Schools has asked for change in Depository system.*

That after an experience of twenty years, not one of the nearly 5,000 school corporations have asked for any change, in the Depository system, but numbers of them have regarded the Depository as a great boon, and have so expressed themselves. (See page 20.)

9.—*None but interested parties wish to destroy the Depository.*

That none but interested parties have ever petitioned the House of Assembly against the Depository; that even they have not done so for years, and that during the last session several petitions were sent in asking the House to authorize the Department to supply poor schools with maps and apparatus, as part of the grant made to them.

10.—*The gift of books and maps identical in principle with the gift of money, &c.*

That if the Government, under the authority of the Legislature, has a right to give money and provide trained teachers for the schools, it has also a right to give books and maps to them, and that is not a shadow of difference in the principle of the one gift and the other.

11.—*Great success of the Depository for 20 years.*

That the Depository has now been in successful operation for twenty years, has sent out (or, at the end of this year will have sent out) nearly 900,000 volumes of approved books, for libraries and other reading, and (including maps and apparatus) articles, during the same time, to the value of nearly \$600,000.

12.—*No article costs a school more than half a reduced price.*

That all the books and maps for the schools are purchased from wholesale booksellers and others, at the lowest wholesale rates, and are sold (on an average) at currency for sterling rates, or about 25 per cent. less than the usual current retail prices, and that no school has to pay more than one-half of this reduced rate.

13.—*Development of Home Trade by the Depository.*

That the Depository has developed new branches of home manufacture and industry in Ontario, and has largely increased the demand for books, of which the booksellers have reaped the benefit.

14.—*Alleged interference with book trade disproved.*

That the alleged interference of the Depository with the book trade is the reverse of truth, as the "Trade Returns" will show. It has, on the contrary, largely developed this trade, by sending books into every corner of the land. The value of books (not maps and apparatus) imported into the Province of Ontario, in 1859, was \$141,700, and, in 1870, \$351,000, while the average import of books by the Department has not been five per cent. of this latter sum.

15.—*Entire text-book trade in the hands of booksellers.*

That the entire text-book trade is in the hands of the booksellers, as the books are all named and known, and no departure from the list can take place; but that with the large and constant influx of new books no such supervision could take place over the supply by booksellers of prizes and library books.

16.—*Legislative aid to Depository develops local effort.*

That, of the \$398,408 granted by the Legislature to the Depository since 1851, \$153,692 have been returned to the Provincial Treasury, as the proceeds and evidence of local effort to supply the schools with books, maps and apparatus.

17.—*Depository has fully paid its own expenses.*

That the depository has fully paid its own way, and has not cost the Province one penny for its management for twenty years.

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

We make the following extracts from the *Journal* for May, 1870. The Commissioner of Public Schools, in the State of Rhode Island, in discussing the whole question of school libraries, thus remarks:—
"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.

3. AMERICAN REASONS FOR PREFERRING 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 gave rise to 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 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, 1861, 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 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 the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change." See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's Book Trade Review* for 1862, page 2.

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 travelling 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.

C. S. Stebbins, Esq., in his *Educational Needs of Michigan*, published in 1869, says:—"The founders of our school system thought libraries indispensable to furnish reading to the young. We do not need them now so much to furnish reading as to secure the proper kind of reading. This, our present law, would do but for one fatal defect—a defect as fatal as would be the omission of the connecting rod in a locomotive. * * * And what kind of books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with peddlers with all the unsaleable books of Eastern houses—the sensational novels of all ages, tales of praxies, murders, and love intrigues—the yellow-covered literature of the world."

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 unfavourable 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 pub-

* It is worthy of note that the editors of two of the papers which attacked the Depository are booksellers, 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, and books for review.

lishing 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."

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

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, which he did, and made arrangements with about fifty (47) publishers. 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 prices (*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 inquire 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.*"

5. ROUTINE IN THE DEPARTMENT IN REGARD TO THE EDUCATIONAL 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 relating to the routine observed in the management of the Depository:—

The Committee on the House of Assembly reports as follows:

"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 exceptions 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 \$20,004.30, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted the Department."

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 or 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 revision 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 High, Public, 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 of from \$35,000 to \$40,000 worth of material to the schools, not more than from six to eight such cases occur. When they do, the case is fully enquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the parties themselves.

6. OPINIONS OF SCHOOL TRUSTEES AND OTHERS AS TO THE BOOKS AND 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 Dr. 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."

Osborne 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."

Blanford.—"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 cour-

tesy 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."

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

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 will much oblige."

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."

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 selection."

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 Educational Department. It was well expressed by one man at the meeting—"when we learn our youths 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 hands 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, I am, &c."

Huntingdon.—"I once sent to you for some [books] for our school section, and they gave good satisfaction."

Saugen.—"We were much pleased with the selection of books we received from your Department last June."

Chippawa.—"The books gave every satisfaction."

Dereham.—"Your selection last year gave satisfaction, so you can also make it this year."

Westminster.—"We received some certificate cards along with the books for which we sent last summer, and the children were so much pleased with them that I promised a certificate of 'regular attendance' to any one who should not miss one day until Christmas."

Westminster.—"We sent for and obtained prize books last year, and were so much pleased with the selection made by the Department."

Gower North.—"Last year we sent \$5 to the Educational Department and received a package of prize books, with which we were well pleased."

Gower North.—"The prize books, &c., (package No. 1), which you sent us acted like a charm on our little ones."

Moore.—"I got last year, from the Department of Education, prize books to the value of \$50 the selection being most excellent."

Dumfries North.—"The last prize books we had here were a selection made by you, with which we were highly pleased, and we thought we would let you select for us again."

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

Hallowell.—"We received the prizes from you, and can say in return, that they gave general satisfaction. They created an interest in the section, both among scholars and parents, which has not been aroused before."

Binbrooke.—"We have received the packages of books all right, and the Trustees were much pleased with your excellent selection. They have given good satisfaction."

Goderich.—"The selection generally, I may say always, made by the Department, has given me the greatest satisfaction."

Augusta.—"I am pleased to say that our most sanguine hopes were more than realized in the truly excellent selection."

Port Rowan.—"These prizes are to be selected at your discretion, and, I may add, that your last selection gave unusual satisfaction."

London.—"We were well suited last year with your selection, and will again leave it to you."

Ancaster and West Flamboro'.—"The Trustees express their entire satisfaction with the parcel sent. More appropriate books, &c., could not have been selected, and we hope you will accept our hearty thanks for your kindness in remitting so promptly."

Townsend.—"Permit us to express the most unbounded satisfaction in the management of the Depository. We believe it to be honestly and ably conducted, and with a full appreciation of the object to be attained."

Townsend.—"The prizes sent were all that could be desired."

Charlottenburgh.—"The books you generally send are very suitable, and have a marked effect on the pupils of the school."

Dorchester North.—"Leaving you to make the selection, as we have been well satisfied with the selections you have made for us before."

Maryboro'.—"I return you my sincere thanks for your punctual dispatch and admirable selection of prize books. If I had been present myself I think I could not have suited the section better."

Usborne.—"As we have got prizes from the Department, both for the section and the township, to our great satisfaction."

Walpole.—"As your selection of the books suits us better than our own, we, therefore, request that you will again make a selection for us."

Harwich.—"We leave the selection of the books with you. This was the method adopted last year, and we were well satisfied with the selection."

Walpole.—"The Trustees having supplied their school with prize books from the Educational Department for a number of years, and being highly pleased with the books have determined to send thirty dollars in a few days for another supply."

Tuckersmith.—"Your package of books was received and gave every satisfaction."

Ops.—"Your former selections have pleased us, so if you cannot make the selection correspond with these prizes, make it correspond to them as nearly as you can, and we will be satisfied."

Gosfield.—"On behalf of the Teacher and Trustees of this school section, we beg to compliment you on the prizes you have selected for us."

Darlington.—"The books distributed gave entire satisfaction, and were the best lot of books I ever saw for the money."

Portland.—"Last June I sent \$5 to the Department for prizes, and I was well pleased with the selection. . . . I think that I can do much better at the Educational Department than elsewhere."

Elizabethtown.—"Permit us to say that the selection of prize books, by the Department, for this school last mid-summer was so satisfactory that we find it greatly to our advantage to submit the selection to the Department again."

Mersea.—"The prize books you sent us last year gave good satisfaction. We would like you to select the prizes this year."

Township Dummer.—"We hope that you will select such books as you deem most suitable as we are satisfied that you are more capable of making a selection than we are."

Williamstown.—"In making the selection of books (which as formerly is left in a great measure to your superior judgment) you will be good enough to select for us."

Township Wellseley.—"The books we got from the Department last year gave complete satisfaction."

Township Beverley.—"As the selections made by the Department have on other occasions been satisfactory we will leave this one also to your discretion."

Township Monaghan, S.—"We have full confidence that you will make a good selection, suitable to our school."

Township Yonge and E. R.—"We received last year a selection of school prizes from the Department which gave general satisfaction."

Township Grimsby.—"Send us a package of your selection as the prizes we had last year gave every satisfaction, being better than we could have selected for ourselves."

Township Elizabethtown.—"Leaving it to your judgment to select as we did last year, trusting you will give as good satisfaction as before."

Township Esquesing.—"We were greatly pleased with the maps you have sent us and also with the liquid slating."

Township Artemesia.—"The prize books sent in March, and selected by you gave extreme satisfaction."

Township Thorold.—"Those (prizes) we got from the Department last Fall, gave excellent satisfaction."

Township Norwich, S.—"The Trustees and myself are much pleased with your selection of prize-books. This is the sixth time we have sent for prizes since I have been a teacher here. We have been well suited every time, for which please accept our thanks."

Township Culross.—"The prize-books sent us were excellent and have given the best satisfaction."

Township McKillop.—"The public, as well as ourselves, seem to be well pleased with the books sent, as regards binding, prices, &c., and we shall be happy to add to our library yearly (as we intend) from your Department."

Township Humberstone.—"We are happy to say that the selection that was made at the Department is preferred before all others."

Hamilton.—"Hitherto our Prizes have given the greatest satisfaction."

Township Harwich.—"We were much pleased with your selection last year, and wish you to again select for us."

Township Minto.—"We have got our prize-books from the Depository for several years and have been highly pleased with the selections you have sent, and as for value I am certain that if we had to buy the books at a book-store we could not get one-third as much for the money."

Township Humberstone.—"Having previously received prize books from the Department, and tested their value, we consider it to be the most effective method of securing punctuality, good conduct and diligence."

Township Westminster.—"Our last selection we left with you and as you pleased us so well we leave it with you to give us as suitable a selection."

Township Usborne.—"The prize books came safe to hand and, as usual, gave high satisfaction."

II. Papers on the Book Trade.

1. BOOK IMPORTS INTO ONTARIO AND QUEBEC.

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. | Value of Books entered at ports in the Province of Quebec. | Value of Books entered at ports in the Province of Ontario. | Tot. value of books imported into the two Provinces. | Proportion imported for the Education Department of Ontario. |
|----------------|--|---|--|--|
| 1850..... | \$101880 | \$141700 | \$243580 | \$84 |
| 1851..... | 120700 | 171732 | 292432 | 3296 |
| 1852..... | 141176 | 159268 | 300444 | 1288 |
| 1853..... | 158700 | 254280 | 412980 | 22764 |
| 1854..... | 171452 | 307808 | 479260 | 44060 |
| 1855..... | 194356 | 338792 | 533148 | 25624 |
| 1856..... | 208636 | 427992 | 636628 | 10208 |
| 1857..... | 224400 | 309172 | 533572 | 16028 |
| 1858..... | 171255 | 191942 | 363197 | 10692 |
| 1859..... | 139057 | 184304 | 323361 | 5308 |
| 1860..... | 155604 | 252504 | 408108 | 8846 |
| 1861..... | 185612 | 344621 | 530233 | 7782 |
| 1862..... | 183987 | 249234 | 433221 | 7800 |
| 1863..... | 184652 | 276673 | 461325 | 4085 |
| ½ of 1864..... | 93308 | 127233 | 220541 | 4668 |
| 1864-5..... | 189386 | 200304 | 389690 | 9522 |
| 1865-6..... | 222559 | 247749 | 470308 | 14749 |
| 1866-7..... | 233837 | 273615 | 507452 | 20743 |
| 1867-8..... | 224582 | 254048 | 478630 | 12374 |
| 1868-9..... | 278914 | 373758 | 652672 | 11874 |
| 1869-1870..... | 290271 | 351171 | 641442 | 13019 |

2. BOOK AND STATIONERY TRADE OF TORONTO, IN 1870.

The general improvement in the business of the country is very strikingly observable in this important department of trade. There has been a steady increase throughout the year both in importation and home production. The imports of books and pamphlets for the eleven months ending 30th November reached to the value of \$234,872. This is far in advance of any previous year.

The principal publishing houses both in Great Britain and America are now issuing nearly all their books in neat styles, and at moderate prices. Canadian dealers still import principally from the British markets, although a reduction in the price of books in the United States market has increased our trade with American publishers; and as a further reduction is promised with the new year, we anticipate a still more extensive trade with our neighbours.

We observe with pleasure an increase in reprints and new publications of works of Canadian authorship.

The "National Reading Books" are now printed and bound in Toronto, and it may be said that all the facilities for successful book-publishing are here readily available.

A noticeable feature in the Canadian trade this year has been the operation of the new Copyright Act, which protects British authors here against American editions of their works. The first publication under the new Act was the celebrated novel, "Man and Wife," by Wilkie Collins. Under this Act the publishing trade in Canada, which is yet only in its infancy, will become more and more extensive. The magazine and periodical trade has largely increased during the year; both the English and American press team with new ventures in this particular line of literature. Several new periodicals have started in this city, showing an increased taste for reading among ourselves. The Canadian News Company have superseded Mr. Irving in the periodical trade, which has been extended by the opening of a number of stores in different parts of the city.

Of the stationery trade very little can be said. Dealers in this department represent it as quiet. The importations, except in a few specialties, have not exceeded the average; yet nothing unfavourable need be reported. Home manufacture, to a considerable extent, is superseding foreign importations, more especially in the lighter lines of stationery.—*Globe Review of Trade.*

3. BOOK AND STATIONERY TRADE OF TORONTO IN 1871.

The book trade has felt the impetus of the general prosperity of the country about as much as any other branch of commerce. The customs value of the imports at Toronto, of "printed books and pamphlets" for the past year makes a total of \$283,487. Publishing has also been carried on to a much larger extent than ever before. Besides works of native production, which show a gratifying increase, numerous reprints have been issued, and the demand both from the city and the surrounding country is all the time improving. There is a very large consumption of works of fiction, but the character of these is much higher than used to be the case. Books of travel, biography, history, poetry and belles lettres, are also sought after with increased avidity. In religious and philosophical literature, works of higher speculative thought and practical study, there has been an increasing interest manifested. The copyright law is still in a most unsettled, unfortunate state, and the uncertainty connected with it is a serious interference with publishing enterprise, which might otherwise be more largely and profitably developed. An anomaly of the book trade has already been referred to in these columns, namely, the admission of American reprints of British copyrights at 12½c. duty, while at the same time the Canadian publisher has to purchase the right of using the English copyright. If he does so, and pays the author a good price, he is liable to be met and undersold in the market by the American work, which pays only 12½ per cent.—*Globe Review of Trade.*

4. THE PUBLISHING BUSINESS IN CANADA.

The publishing business in Canada has made great strides within the past year or two, and promises to become a highly successful and important branch of our industry. Amongst the most enterprising of the firms engaged in it are Messrs. HUNTER, ROSE & Co., who, although they are official printers for Ontario, are endeavouring to make their mark in the book trade. They have recently issued a revised edition of Lord BULWER's poem of "King Arthur" which, as far as the mechanical part is concerned, is fully equal to anything of the kind printed in England. The typographical execution is extremely good, and the binding in green and gold is fully equal to any work of the same kind performed in Great Britain or America. Lord BULWER has appointed Messrs. HUNTER, ROSE &

Co., his publishers for Canada, and certainly no others could have put before the public in a better form a poem upon which, it is said, the distinguished author rests his future reputation more than upon any other of his works. From the same press there has also been issued a book entitled "The Creation of Manitoba, or a History of the Red River Troubles by Mr. ALEX. BEGG, of Fort Garry." This, as its title implies, is a careful and minute account of those disturbances in the North-West which a year-and-a-half ago excited so much interest throughout Canada. Mr. BEGG was a resident in the territory during the whole time, and became personally familiar with many of the events connected with RIEL's rebellion. He vindicates the policy of the Hudson's Bay officials during that trying period, and has evidently no sympathy with those who would have precipitated rash and extreme measures. He applauds the mode of settlement which was ultimately adopted, and thinks that with moderate and prudent counsels there is a great future in store for the new Province of the North-West. Mr. BEGG's record of the crisis and proceedings of 1869-70 will have much value as a historical work. In addition to these books Messrs. HUNTER, ROSE & Co., have also published in excellent style Mrs. MOODIE'S "Forest Life in Canada," GEORGE MACDONALD'S "Wilfrid Cumbermede," Mr. CHARLES READE'S "Terrible Temptation," which has been given in serial form in general English, American and Canadian periodicals. All these works are for sale at the booksellers.

5. THE ENGLISH BOOKS OF 1870.

The *Publishers' Circular* has recorded the publication in Great Britain, in 1870, of 3,377 new books, 1,279 new editions of books originally published prior to 1870, and 426 new American works. The *Circular* has arranged the whole 5,082 in 14 classes:—811 were theological works; 568 educational; 695 juvenile; 381 novels; 123 books relating to law; 119 relating to politics and trade; 346 to arts and science; 338 to travel; 396 history and biography; 366 poetry and the drama; 338 year books and bound volumes of serials; 193 relating to medicine and surgery; 249 *belles lettres*, essays, monographs, &c.; 150 miscellaneous, including pamphlets other than sermons. The three last months of the year saw the largest number of new publications:—October 488; November 549; December, 810.

III. Papers on Literature and Reading.

1. EVILS OF CORRUPT LITERATURE.

We need not refer to that mass of corrupt literature outside of the knowledge of respectable people, which we are assured is great and increasing. There is much which everybody is supposed to read corrupt and corrupting. Its brilliancy is the putrescence of rotten wood, that shines in the dark. Its originality it chiefly borrows from original sin. Profanity it employs for wit. Yet it so affects the whole volume of literature that its quality is visibly deteriorating before our eyes; like a river that receives the sewerage of a great city. The stream needs to be turned the other way—like the river at Chicago—to cleanse it of its filth; else a conflagration like that of Chicago would hardly cleanse it. Who knows but that such a wholesale destruction as that of the Alexandrian library, which, with some things better, burnt up the abominations of the Pagan world, would be a blessing to a future age.

Printing seems to render such a mode of purification impossible. But leading journals in London and New York are calling attention to the unhappy influence of such writers as Swinburne, Charles Reade, Rosetti, and others. Did not the evil assume alarming proportions, the *London Times*, the *New York Tribune*, and newspapers of that class, would hardly make it so prominent.

An early period of English literature offends by its grossness. The classics of that age are, perhaps, best read in expurgated editions. But we cannot, like Burke, admire the French fashion in literature any more than in life; and believe that "vice by losing all its grossness, loses half of its evil." By being less manifest, it, on the contrary, becomes more dangerous. Prudery and pruriency are not far apart. With too much coarseness there was the riotous strength of health in the early literature that is wanting in ours. The freedom of expression was like the freedom of manners in barbarians or children, to whom much is allowed.

There was a great and marked improvement, however, in literature, when the female sex became educated. Men began then to write as they would converse in the society of ladies. Woman is to man "as music to words," or as poetry to prose; whatever she touches she adorns, but she also blesses and hallows. In this day, when we hear so much about her "sphere" and "rights," and

about her purifying politics, it is to be hoped that she will retain the sphere she has so well filled, so as to keep home sweet and the republic of letters pure.

It is ominous, certainly, that when such assaults are made on the foundations of faith, the sacredness of marriage, and on "whatsoever is lovely and of good report," literature should so change its character. None of the evils that afflict our age are more portentous than this. It saps the foundations of society. It is like the apocalyptic vial poured out into the air that affects the very springs of life. It diffuses abroad an atmosphere of death like the fabled Upas. Such reading introduces, through the imagination, an enemy into the very citadel of the soul. Thus a brilliant literary genius can exercise influences subtle, widespread and permanent, that are temptations to evil akin to those we ascribe to the Evil Spirit. It is sad when respectable publishers supply the means, and unreflecting youth the victims, to such diabolical temptations.

2. "WHAT OUGHT WE TO READ?"

The above important question formed the subject of a lecture delivered recently in Toronto, by the Rev. M. J. Ferguson, Professor of Rhetoric in St. Michael's College, Clover Hill, Toronto.

Rev. Mr. Ferguson, in the opening part of his discourse, alluded eloquently to the value of reading and the importance at the present time when literature is so plentiful, in the young reading such works only as would lead their minds in the right direction. For his part, he would rather see a man blown into atoms by a gun-powder explosion, than to behold him wreck his soul by reading, and imbibing, and practising the principles taught by many vicious books. The destruction of the body was nothing compared with the destruction of the soul. He would shortly say, in answer to the question which headed his lecture, biography and such science as did not seek to question the truth of the Scriptures. Novels were not all bad, but those which were not positively bad had not sufficient good in them to pay for their perusal. There was not strong matter enough in them to strengthen the moral muscle, or to aid in forming the great principles by which true manhood is guided. Reading them was like subsisting on a perpetual diet of gruel. The reader had to wade through 300 to 400 pages to find that the hero and heroine did what millions before them had done—performed the prosaic act of getting married. Those novels, the teachings of which are vicious, ought to be shunned like bad companionship. They should be admitted into no family. To his Roman Catholic auditors the rev. gentleman said they should read their own literature as approved by the Church. There was plenty of it, and they should in this follow the example of the Protestants, who were very active in circulating their tracts and periodicals, which enunciated their religion. The lives of their saints would incite them to walk in the right way. Their books might cost more money, but being a superior article they were worth the enhanced price. The rev. gentleman sat down after speaking for nearly two hours. At the close, Very Rev. V. G. Farrelly expressed the thanks of the audience for the able discourse which had been delivered.

3. THE BAD INFLUENCE OF NOVELS.

The extraordinary flood of novels which is now pouring over the country is poisoning the mind of our young people and unfitting them for the useful pursuits in life. Through the excessive indulgence of this literary taste, and the other causes, the young boys and girls of our large cities, instead of being modest and retiring in their manners, thrifty and industrious in their habits, and submissive to those placed over them, become bold and forward, reckless and giddy, and disobedient to parents. A great responsibility is attached to those into whose care these young people of that age when their habits are being formed, is entrusted, and it behoves them, in this fast age, to take such measures as will prevent their children from being led into a labyrinth of vices, from which as they grow older it will be difficult to extricate them. "A word to the wise is sufficient"—*Leader*.

4. THE SUNDAY SCHOOL LIBRARY.

A writer in the *Advance*, discussing a list of books which has been published as suitable for the Sunday-school library, makes the following judicious remarks upon this important subject:—

What books should we read on Sunday? One man would not take any religious papers nor magazines, professing to train his family on the Bible and strictly devotional works.

He succeeded indifferently. Such things must be of one's own free will. Now comes the question, if you read religious papers,

How to leave out the worldly items? And how to distinguish them? And as to books. Where to draw the line? Evidently it cannot be a very straight one. The books named do not all suit me for our Sunday-school library. They are good in their way, but children always feel that the book may, of course, be read on Sunday. We are breaking down the barriers fast enough, and the community is come fast enough to the point of making every day alike, and not a Sunday either. Without any superstition in the matter, it still seems fitting that the reading should suit the character and design of the day, and be a help upward, directly and not by by-paths. Several of the books in the list published I do not know, but the names suggest a doubt. And "Summer Driftwood," may be very lovely. Some people like it, but the journal sounds very soft and innocent for a girl of nineteen. Religious sentimentality is not invigorating. As to some of these works, they may be all smooth, and benevolent, and blameless, but there is no direct recognition of religious truth. And in that class of books there is a failure to speak of any religion, a sort of trust in natural goodness, a taking for granted that all is right and that everybody is, on the whole, about right, which to my mind, unfit them for Sunday-school libraries.

Children may not play a certain game on Sunday, but they may read how such a game was played, and fill their whole minds with it, because it is in a Sunday-school book.

There is a growing laxity as to Sunday-school reading, and I see Christian people take up books which have not a mention of religion in them, novels of daily life, and quietly read them on Sunday. The marvel is, how they can want to do it, even if their consciences will let them.

There is such beauty in the Scripture rule, in these days of scoffing at blue laws and Puritan strictness; "If thou shalt call the Sabbath a delight, the holy of the Lord, honourable, and shalt honour him, not speaking thine own words, nor thinking thine own thoughts, nor doing thine own pleasure on my holy day."

And there is a very beautiful and lovely promise to those who keep the holy day in this spirit.

But as to Sunday-school libraries, it is evident we have not yet arrived at ultimate truth. Meantime we must stumble on as best we may, and if we err let it be on the safe side.

5. PUBLIC LIBRARIES IN ITALY.

From a return of the statistics of public libraries in Italy for 1870, presented to the Minister of Public Instruction, it appears that Italy possesses 23 of these institutions, which were resorted to last year by 723,359 readers. Naples, the most populous of Italian cities, with five public libraries, has also the largest number of readers, being 192,992; Turin, with one public library, has 115,000 readers; Florence, with three, 92,000. The library most frequented in proportion to the population was that of Catania, with 18,641 readers. Nine only of the libraries are open in the evening; the number of visits made at that time was 164,000. Works in general literature and philology were most largely in request; after these, treatises on jurisprudence and legislation; and in the third place, works on physical science. The proportion of novels issued was very small, which may perhaps be owing to works of this description being but sparingly admitted into the libraries. The total number of works added to all these institutions during the year was 11,708.

6. THE DIFFUSION OF KNOWLEDGE IN THE NINETEENTH CENTURY.

The nineteenth century bids fair to renew, in one respect, the fame of the sixteenth. That was the age of the revival of learning after a long period of neglect and acquiescence in fixed traditions. The Reformation was essentially an appeal to history and truth. Everywhere, consequently, it initiated a more widely diffused and a broader education, and in this country it was marked by an extraordinary middle-class movement towards the promotion of learning. In the great majority of towns which had the least pretention to local importance, some merchant or prosperous tradesman left an endowment for a school in which poor boys were "to be bred up in the art and science of grammar and in honest courses." The lapse of three centuries had left many of these foundations stranded, out of reach of the tide of modern life, and of no use to anybody except the officials who drew from them sinecure salaries. The strange consequence was that some thirty years ago we awoke to the fact that among all classes of the population, except one, there was a general lack of education, and of the means of obtaining it. The poor were not educated at all; the lower middle classes were worse than uneducated—they were trained in pretentious ignorance by private "Academies;" the class

above them found a limited number of openings into the great schools of the country, and thence into the Universities; but the education thus furnished was chiefly useful in helping boys out of their class, not in qualifying them for its duties. The whole education of the country had, in fact, settled down into one narrow groove, determined by the requirements of the Universities. With incalculable resources around us, with endowments scattered liberally throughout the land, we were yet, in the mass, an uneducated people.

We are even yet very far from having remedied this deficiency; but the thirty years just past will be memorable for the sustained and comprehensive efforts which have been made to render a "sufficient and efficient" education accessible to all. From the Universities to Ragged Schools, philanthropists, professors, and statesmen have been at work, until the outlines are at least indicated of a complete system of National Education. We began with the extension of education among the poor; we then reformed the Universities, we passed from them to the Public Schools, and, finally, took in hand the multitudinous mass of middle-class endowments. It has been, at the same time, the age of the school-master. His profession has risen to a new dignity, and has acquired an unprecedented authority. The result is that we have an intelligent and vigorous body of men labouring to solve the problem of providing for each class the especial education it needs, while the Legislature has rendered all existing resources available to the utmost. We see accordingly on every side old foundations starting into new life, and new foundations springing up to fill the gaps still remaining. Whatever a parent's means or whatever his expectations for his son, he will have little difficulty in finding some school or other in which his demand may be supplied; and as the demand grows the supply increases in proportion. Considering that there is not any very great distance between the knowledge of the present day and that of a quarter of a century back, it is surprising to reflect what an immense advance has been made in the diffusion of that knowledge among all classes of the people. The day is not distant when not merely will a ladder have been planted with its feet in the gutter and its summit in the Universities, but when every boy, whatever his destination in life, will be able to acquire the utmost intellectual training compatible with his occupation. The latter provision is, perhaps, even more important than the former. It is neither desirable nor possible that every clever boy should become a Judge, a Bishop, or a General, but it is both possible and desirable that all the work done in the country should be done with the utmost intelligence practicable. Our people work very hard, but if their intelligence were equal to their industry they would far eclipse the present results of their exertions.

In this great "revival of learning," which will be not the least conspicuous mark of the present century, we have maintained in a singular degree our traditional English methods of reform. We have not like some people, cut down everything old, and thrown the remnants into one vast cauldron on the chance of something better emerging. We have made, on the contrary, as little change, either in local circumstances or in methods of teaching, as was compatible with inevitable requirements. Take, for instance, the ceremony of yesterday at Reading, which has suggested these reflections. It is the hope of the people of Reading and the neighbouring country that they have set on foot a great Middle Class School which will equally meet the wants of the boy who is designed to be a thorough scholar and of the youth who is at an early age to enter on some practical career. But this new establishment arises from a simple re-arrangement of an old foundation, and the liberal subscribers who have given the Reading School so splendid a start are encouraged by the thought that they are building on the traditions of the past. As the Lord Chancellor stated, the history of the Reading School dates back to the time of Henry VII., and has since then been associated with several famous scholars and men of the world. It is still to be a Grammar School, in the best sense of the words. Boys are to be taught before all things the art of writing, speaking, and thinking accurately, and when furnished with this indispensable instrument they are to apply it to the special subjects they may select for the work of their lives. No reform in our ideas of education has inverted, or can invert, this order of training. We may improve the process, by dismissing the barren routine of mere parrot imitation in which so many valuable hours are still spent at our great schools, but it would be a fatal error to set the young mind to substantial study before it has learnt the elements of speech and thought. It is in this respect that the old study of Latin can never lose its value, though we cannot altogether follow the Lord Chancellor in his staunch adherence to all the time-honoured practices of Winchester. It is a pity that a man is so rarely struck between the advocates of radical innovation in instruction and enthusiastic "old boys," who, however radical in public life, are conservative of every custom of their schoolboy

days. The Lord Chancellor justly urges in favour of composition in Latin and Greek, that it is impossible thoroughly to know a language without practice in writing and speaking it. But what has this to do with the custom of verse making? Is no Englishman capable of writing and speaking his native tongue with correctness and vigour unless he can string rhymes together in feeble imitation of good poets? Prose composition is an invaluable exercise; but, except in the rare instances where a boy has a poetical turn, the time spent on verses, which, to the last, are little better than "nonsense verses," is simply wasted. We believe, with the Lord Chancellor, that the old system was substantially sound; but the great problem for the masters of the present day is to retain its substantial elements while discarding the excrescences which arose in days when learning was valued more for ornament than for use. Our modern schools, in their system of teaching as well as in their material resources, must grow out of the old foundations, but must enlarge and adapt themselves to the altered demands of the times. —*London Times.*

7. "HOME, SWEET HOME."

A writer of the *New York Evening Post* supplies the missing stanzas of "Home, Sweet Home," and remarks: "These words were by John Howard Payne, and were sung in 'Clari, the Maid of Milan.' The air was originally Sicilian, and was, with slight alterations, introduced by Donizetti in his opera of 'Anna Bolene' at the suggestion of the *prima dona*, Pasta. The stanzas in question are the third and fourth of the song, and are as follows:

III.

How sweet 'tis to sit 'neath a fond father's smile,
And the cares of a mother to soothe and beguile,
Let others delight 'mid new pleasures to roam,
But give me, oh! give me the pleasures of home.
Home! home! sweet, sweet home!
But give me, oh! give me the pleasures of home.

IV.

To thee I'll return, overburden'd with care,
The heart's dearest solace will smile on me there;
No more from that cottage again will I roam,
Be it ever so humble, there's no place like home.
Home! home! sweet, sweet home!
There's no place like home, there's no place like home.

8. THE PRICE OF POEMS.

Successful poets, now-a-days, get what are called fancy prices for their productions. Mr. Tennyson can always command his price, even for an inferior article; and some people are expressing their surprise that Mr. Browning should get £100 for his new poem, "Herve Riel," which recently appeared in one of the magazines of the day. Some notes on the remuneration received by celebrated authors dead and gone may not be uninteresting. We all know what Milton got for his "Paradise Lost"—namely, £5, with £5 for the second edition, and £8 afterward. Dryden, for his famous "Ode on Cecilia's Day," received 250 guineas in all—a pretty fair comparison, we think, even with modern times; while Pope, for his poem bearing the same name, and intended, although unsuccessfully, to rival Dryden's masterpiece, got only £15. Oliver Goldsmith, for his "Vicar of Wakefield," received £60. Gay, the author of the "Beggars' Opera," made £1,000 by his poems; while Lord Byron—perhaps the most successful poet that ever lived—made £15,000 by his works. For his "Lay of the Last Minstrel," Sir Walter Scott received from Constable £600, and for his "Marmion," £1,059. Thomas Campbell's "Pleasures of Hope" realized £1,050, and his "Gertrude of Wyoming," 1,600 guineas. Crabbe received for his poems £3,000 from Murray. The "Irish Melodies" gave Moore £500 a year. Certainly, in these latter days, really good poets have not had much reason to grumble; and, perhaps, although the present is far from a poetical era, and our supply of first-rate poets is at the lowest ebb, passable poetry—even of the ordinary magazine sort—is better paid for than ever it was before.—*Once a Week.*

9. ENGLISH SYNONYMS.

The copiousness of the English tongue, as well as the difficulty of acquiring the ability to use its immense vocabulary correctly, is well exhibited in the following array of synonymous words; which, if not new, is yet a capital illustration of the nice distinctions

which characterize so many of our vocables. It is no wonder that we slip occasionally, even the wariest of us:—

A little girl was looking at the picture of a number of ships, when she exclaimed, "See what a flock of ships!" We corrected her by saying that a flock of ships is called a fleet, and that a fleet of sheep is called a flock.

And here we may add for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a flock of girls is called a bevy, that a bevy of wolves is called a pack, and a pack of thieves is called a gang, and a gang of angels is called a host, and a host of porpoises is called a shoal, and a shoal of buffaloes is called a herd, and a herd of children is called a troop, and a troop of partridges is called a covey, and a covey of beauties is called a galaxy, and a galaxy of ruffians is called a horde, and a horde of rubbish is called a heap, and a heap of oxen is called a drove, and a drove of blackguards is called a mob, and a mob of whales is called a school, and a school of worshippers is called a congregation, and a congregation of engineers is called a corps, and a corps of robbers is a band, and a band of locusts is called a swarm, and a swarm of people is called a crowd, and a crowd of gentlefolks is called the *elite*, and the *elite* of the city's thieves and rascals are called the roughs, and the miscellaneous crowd of the city folks is called a community, or the public, according as they are spoken of by the religious community or the secular public.

10 ABOUT CANADIAN NEWSPAPERS.

Fifty-five years ago the *Kingston Gazette* was the only paper published in Ontario. From Mr. Lovell's carefully compiled directory we learn that there are now published in Ontario 24 dailies, tri-weeklies, 1 semi-weekly, 6 semi-monthlies, 1 quarterly, 1 annual, 195 weeklies—a grand total in all of 256. The Province of Quebec publishes 96 journals of all sorts; Nova Scotia, 37; New Brunswick, 34; Newfoundland, 15; Prince Edward Island, 10. The figures for British Columbia and Manitoba are not given; but it may be safely stated that Ontario publishes as many journals as the seven remaining Provinces of British North America combined. It may be questioned if this multiplication of journals has not been carried too far, and whether some process of "natural selection" would not improve those which might be left. Fewer and stronger journals, using telegraph wires more freely, and employing a higher class of talent on their columns, would better meet the requirements of the reading public. Our splendid system of Canadian telegraphy has been until lately comparatively little used for the purpose of the newspaper press, except by the Toronto journals. The Montreal Telegraph Co. is fitted to become a strong ally of the newspaper press of Ontario and of Canada, having now under its control no fewer than 8,700 miles of poles, 52,347 miles of wire, and over 700 telegraph stations. The Dominion Telegraph Company, a new enterprise, is also rapidly extending its sphere of operations.

IV. Correspondence with the "Journal."

1. CONSTRUCTING TIME TABLES IN OUR SCHOOLS.

BY JAMES HUGHES, ESQ., MASTER BOYS' MODEL SCHOOL, TORONTO.

New blank time tables have been prepared to suit the changes recently made in the programme of studies for the Public Schools of Ontario. They are adapted to the requirements of any School in which there are not more than six classes, and can be obtained at the Educational Depository.

As letters are received at the Education Department from time to time, asking for information with reference to the preparation of time tables, the following suggestions are offered with the hope that they may be beneficial to many teachers throughout the country.

Of course the arrangements of the studies, and the number of classes in a school, will depend in a great measure upon the judgment of each individual teacher, and the circumstances in which he is placed, but the principles here given ought to be observed in all cases.

Those subjects which require the use of the reasoning powers, more than the memory or manual dexterity, should be taught in the early part of the day, when the mind is fresh and vigorous.

In order to maintain a lively interest on the part of the pupils till the close of the day, it is better to vary the exercises as much as possible. Kindred subjects, such as arithmetic and algebra, ought not immediately to succeed one another.

Neither writing nor drawing should be taught immediately after any intermission, as the muscular tremor resulting from exercising

will prevent the necessary steadiness of hand at such times. This remark is specially applicable to the winter season.

Two half hour lessons are better than one hour lesson, except, perhaps, in arithmetic or algebra.

It is more convenient to have the lessons of alternate days as nearly as possible the same. By this arrangement both teacher and pupils will more easily remember the order of the studies without reference to the time table.

In schools where one teacher has to take charge of several classes at the same time, great care must be taken to assign the work so that while one class is reciting, the others may be advantageously engaged in preparing their lessons; practising writing or drawing; or working the examples contained in their text books on arithmetic or algebra. In such schools it is advisable to reduce the number of classes as far as possible. For instance, the six reading classes may be combined, so as to form only two or three for arithmetic. Each pupil will thus obtain twice or thrice as much arithmetical explanation as if the six classes were taught separately.

It is of the utmost importance that the teacher rigidly adhere to the time table. One of the great deficiencies in the character of young persons is the lack of system and punctuality in the performance of their duties. This deficiency in character is the result of erroneous training, and, as the teacher generally becomes the model for his pupils, he should never fail to commence and close his lessons exactly at the appointed time.

In schools where one teacher has to take charge of six classes great care should be taken to have the lessons so arranged that, while one class is receiving explanation, all the others may be profitably engaged in the preparation of their lessons, in working the examples contained in their text-books, or in writing, drawing, &c. In such schools it is advisable to reduce the number of classes in every subject but reading. Three classes will be sufficient for any other subject, and in many of the subjects the whole school may be taught simultaneously. The more nearly a teacher can approximate the plan of having all his pupils engaged at the same work at the same time, the more easy will be his labour, and the more rapid the advancement of his class. The following will be found to be a fair division of the thirty hours of actual teaching to be done each week, where there is only one teacher:—

| | Hours. | | Hours. |
|----------------------------|--------|----------------------------|--------|
| Reading | 10 | Human Physiology and Na- | |
| Spelling | 1½ | tural History..... | 1 |
| Writing | 1½ | Natural Philosophy | 1 |
| Arithmetic | 3½ | Chemistry and Botany..... | 1 |
| Grammar | 2½ | Algebra | 1 |
| Composition | ½ | Geometry and Mensuration.. | 1 |
| Geography | 2 | Book-keeping | ½ |
| History | 1½ | Linear Drawing | ½ |
| Christian Morals and Civil | | Music | ½ |
| Government | ½ | | |

Where there are more teachers than one, some of the time devoted to reading by the above division may be given to other subjects. As there is provision made on the new Time Tables for assigning sixty lessons in a week to each class, teachers will be able to assign the work of each class for every half-hour in the week.

2. APPORTIONMENT OF SCHOOL GRANTS.

To the Editor of the Journal of Education: .

SIR:—The council of a township in which are twelve school sections, unequal in their valuations and school taxes, in teachers' salaries and other expenses nearly equal, wishing in some degree to equalize their burdens, gives to them out of the common rates of the township \$2000, to be apportioned amongst them, according to the efforts made by each section in sending its children to school, and also in proportion to the rate in dollar at which each section (the previous year) taxed itself for school purposes.

The average attendance and rate in dollar of each being given, what does each section receive?

Section 1 has an average attendance of 90 out of 200 of school age in its section, and was rated the previous year at four mills to each dollar of its assessment, &c.

| | | | | | |
|-----------|------|--------------|-------|-----|----|
| Section 1 | — 90 | out of 200x4 | ..... | 210 | 9 |
| 2 | — 68 | do 160x4 | ..... | 198 | 41 |
| 3 | — 36 | do 90x4½ | ..... | 210 | 9 |
| 4 | — 26 | do 80x5 | ..... | 189 | 66 |
| 5 | — 48 | do 120x2½ | ..... | 116 | 72 |
| 6 | — 44 | do 120x2½ | ..... | 107 | |
| 7 | — 40 | do 120x3 | ..... | 116 | 72 |
| 8 | — 35 | do 119x3½ | ..... | 120 | 22 |
| 9 | — 32 | do 84x4 | ..... | 177 | 87 |

| | | | | | |
|----|------|----------|-------|-----|----|
| 10 | — 30 | do 90x4½ | ..... | 175 | 7 |
| 11 | — 24 | do 75x5 | ..... | 186 | 74 |
| 12 | — 18 | do 66x6 | ..... | 191 | 41 |

2000.00

A part of a cent has been added here and there to save the printing of fractions. It will be observed that sections 5, 6, 7, 8, receive much less than the others, which arises mainly from their having more property, and consequently being taxed less in the dollar. Section 12, though not having a large attendance, being taxed at six mills, receives more than an average part of the whole sum given. Sections 1 and 2 have each two teachers, but this need not be taken into account, being counterbalanced by rate in dollar.

Computing apportionments in this manner, should a section seem to receive less than its share, it will in proportion, as its separate taxation becomes raised to pay the remainder of its school expenses, receive a greater share of the public grants the following year.

In conclusion, it seems that were large sums given by councils out of the common taxes, greater efforts would be made by each section to secure a good attendance, the necessity of compulsory laws lessened or removed, good teachers it would be the interest of sections to engage, who, by increasing the attendance, would lower the rates in dollar of the sectional assessment; and in cases of difficulty as to the boundaries of sections, &c., township councils, by having power to levy by direct taxation on the whole, would have fewer complaints from small sections, and be in a better position to change or rectify limits, if required.

I am, Sir,

Yours respectfully,

G. S., a Trustee.

Caledon, Feb. 6, 1872.

3. MATHEMATICAL.

To the Editor of the Journal of Education for the Province of Ontario.

SIR,—As I suppose you would have no objection to publish a communication on any scientific subject, I would feel much obliged by your giving insertion to the following discussion and criticism on a long disputed problem in which I am concerned, hoping that it may be of some interest to, at least, a portion of your readers.

The problem I allude to, is No. 13 of a series of problems published in the *Canadian Almanac* for 1869. I sent the Mathematical Editor solutions of all the problems of 1869, but I was rather disappointed to find that there were three of the solutions for which he did not give me credit. I had some correspondence with him about these three problems. I felt certain they were correct, and gave him my reasons in support of them. He acknowledged two of them correct, and promised to give me credit for them in his next issue of 1870, which he did. As I had sent the solutions for 1869 at the latest hour for publication, and as he said he had not had time to examine them as thoroughly as he could desire, I was satisfied with that apology, and that no injustice was intended, and therefore would have let the matter drop had he acknowledged the other problem also. But he still persisted in asserting that my solution of that problem, viz: No. 13, above mentioned, was wrong in principle. Therefore, the question concerning the problem No. 13, takes entirely a different shape. It is not whether any oversight has been made or any injustice wilfully done; but whether the Mathematical Editor, or I, am right on principle, in the solution of that problem. But though I differ from him in one problem, that would be no reason to suppose that I wish to disparage his authority, or inveigh against his ability as a Mathematical Editor. In justice to him, I must acknowledge that with the exception I mentioned, he has shown good judgment and ability, and in all my correspondence with him, he has shown a love of justice and fair play. But no man, in science at any rate, can claim to be infallible; nor can he have any just cause to feel aggrieved, because I claim the right of exercising my own judgment and maintaining my position, when I believe I am right.

If I did not get credit for the solution of the problem above referred to, it would place me in a false position with regard to the other mathematical correspondents of the Almanac; for it would place me below about seven others who were credited with the full number of solutions; whereas, I can now prove satisfactorily that I should be credited with correct solutions of all the problems for the year above mentioned, 1869; for, although two of my solutions differed in principle from those given by the Editor, yet he has himself acknowledged one of them to be correct, besides another which was an oversight, and the other, No. 13, I think is settled decisively in my favour; therefore, instead of being behind several others in the solutions for 1869, I think, if I do not stand clearly and deci-

sively first, I surely do not stand below any other correspondent for that year.

It will now appear why I have put myself to a great deal of trouble, and why I have contended against a good deal of discouragement, in order to carry the point at issue—to place myself in a true position and to maintain truth and right. The strong assurance that I have all along entertained, that truth would at length prevail over error, has been fully justified. Indeed, several learned gentlemen, whose opinion of my solution I obtained, were at first in favour of the Mathematical Editor, but I believe most of them have since changed their opinion; so that I think there can now hardly be any opposition to the weight of authority that has been from the first, or is now in favour of my solution.

The contested problem, No. 13, reads as follows:—

"A building lot is sold on the condition that \$1 50 shall be paid for every yard in length, and \$1 25 for every yard in breadth. Find the dimensions so that the purchaser may have the greatest amount of land possible for \$426?"

This problem, indeed, is not so extremely intricate and difficult, but it has engrossed some attention from the fact that there has been a contest about it—a circumstance which gives to many things, not so important in themselves, more or less notoriety. It will be seen that it is a problem on "maxima and minima," and I think it will plainly appear that I have given a true maximum. My answer is 142 yards in length, by 170 2-5 yards in breadth; while that given by the editor, and which he accepts from all his correspondents as the true answer—is a square whose side is $156\frac{10}{11}$ yards. Any one who tests these different results, will find that my maximum exceeds that of the editor by about 200 square yards. The premise on which he founds his solution is wrong. He assumes that all the four sided figures in the above problem, and of which the maximum is to be determined, are of equal perimeter. This assumption would destroy, or at least, limit the right of the purchaser to choose whether he would take more or less of the cheaper dimension. The proposition, on which he founds his solution, is: "Of all four-sided figures of equal perimeter, the square is the greatest;" but it is manifest that the more of the cheaper dimension that is taken, the greater the perimeter would be, and vice versa, therefore his proposition, though true in itself, is not applicable in this case, for there might be innumerable different perimeters.

Now, the question to be determined by the solver of the problem is, whether there might not be some oblong with a larger perimeter, and such that, notwithstanding its *disadvantage* in shape, it will have a greater area than the square, with a smaller perimeter, and with its *advantage* in shape. That there is such, the answer given by me and sanctioned by good authority indisputably proves. But the editor, perceiving this, forsakes the mathematical ground, and seeks to make a philological question of it. He insists that the breadth should not exceed the length, even though the result of the solution should demand it; even though as in this case, the maximum requires it. But though words may be, and sometimes are, used in a technical sense in science, yet, in this case, it is not necessary for me to ask for any technical meaning or interpretation of the word alluded to. The term breadth is sometimes used for the longer dimension by good authors, either in speaking or writing. Thus, I have seen, in at least two geographies, the length of Lake St. Clair, given as 20 miles, and its width 36 miles. I have also seen the term breadth used by a mathematical author for the longer side. I could give many more examples did space permit. The editor should also remember that the mathematics is an exact science—perhaps the only exact science—and that the results obtained by it cannot be controlled by any preconceived notion of the value of length or breadth, height or depth, width or thickness. No other sort of human reasoning is more certain, more decisive, more enduring. It stands the test of "time"—the best, the surest of all tests—

"Time, the corrector where our judgments err,
The test of truth sole philosopher,
For all besides are sophists."

The decisions of mathematics are inexorable as death or the grave, and are immutable, irreversible, indefeasible and incontrovertible. If, then, the common acceptance of the word "breadth," may admit of its being used in accordance with the result obtained by me, and if the exactness of mathematical science positively requires it to be so used in some cases, I think I have good reason to believe that I have given the true solution. But should the editor still be unconvinced, though I should suppose the reasons given, are unanswerable; yet he surely must, and in his issue lately published, it would seem that he does pay some deference to the authority I have given in favour of my solution—that of Professor Cherriman, of the University of Toronto, and Professor Loomis, of Yale College, Connecticut,—two among the ablest and most eminent mathematicians in America, if not in the world. I sent

them each an exact copy of the problem as in the Almanac, with the two solutions; the first solution my own, the second that of the editor. Their decisions are as follow:

Professor Cherriman's opinion of the two solutions:

"The second solution is incorrect on account of the assumption that the figure is a square. This would be the case if the price of a foot frontage equalled price of foot depth, in which case the problem is equivalent to finding the form of the rectangle of given perimeter and greatest area, i. e., a square."

Professor Loomis's decision:

"Your second solution is manifestly erroneous, since $(154\frac{10}{11})$ is less than $170\ 2-5 \times 142$. Your first solution is correct."

The mathematical editor does not venture to dispute the authority I have given; yet he does not give a full acknowledgement of my solution. In his issue for 1872, which has lately appeared, he says, "Mr. R. S. Finlay is also entitled to much credit for having made a thorough investigation of problem 13, of 1869; he is prepared to show on the best authority, that the answer given in the Almanac is incorrect." Well, I now give my authority, and also some of my reasons, to show that the "answer given in the Almanac is incorrect." The affair is to me now as complete and satisfactory as I could wish. I feel perfectly satisfied I have gained the point at issue between me and him in the judgment of all intelligent men who are acquainted with the reasons given, and the facts of the case.

I desire to apologize to you, Mr. Editor of the *Journal of Education*, for trespassing so much on your valuable space.

Yours, &c.

R. S. FINLAY.

Dover, Dec., 11th, 1871

V. Biographical Sketches.

1. COL. GEORGE CHISHOLM

Was born at Fort Erie on the 16th September, 1792, and was the youngest son of George Chisholm, senior, who was an U. E. Loyalist, and settled on the North shore of Burlington Bay, in 1794, and died there in 1842, and was said to have attained the advanced age of one hundred years. Col. Chisholm took an active part in the war of 1812. He belonged to the 1st Flank Company of Volunteers, was present and fought at the battle of Queenston, when Gen. Brock was killed, and took part in nearly all the battles that were fought at that time on the Canadian frontier. At the battle of Lundy's Lane he commanded a company. He was of the party who went over with Colonel Bishop and burned what there was at that time of Buffalo. He was present when the steamer Caroline was sent over Niagara Falls in 1837, and some years after held the colours, that were taken from the steamer before she took her leap, and he afterwards gave them to Capt. McCormick, who was then returning to England; but, before giving them to him, he exacted a promise that he would always hoist them on the 29th of December. In 1837 he was gazetted a Lieutenant-Colonel, and in 1838 Colonel. When the Rebellion broke out in 1837 he proceeded with the late Sir Allan N. McNab, with seventy-two volunteers, to Toronto, then York, and marching up to the City Hall they found the late Chief Justice Robinson standing sentry; he supplied the men with Government arms and ammunition. On the 7th of December, while crossing a field to dislodge the rebels from a piece of woods near Montgomery's, back of Toronto, a ball from the enemy struck the stock of his musket, partly splitting it and remaining imbedded in the stock. Sir Francis Bond Head afterwards presented him with this musket accompanied with an expression of his appreciation of his services. In 1851 his wife died, since which time he has lived with his sons. He leaves behind him one daughter and five sons, the youngest of whom is D. B. Chisholm, Esq., our present Mayor. There are many old settlers yet living who relate with pleasure the many acts of kindness which they received at the hands of Col. Chisholm when they first landed on Canadian soil. His house was always a home for the stranger. And he was never known to send any away empty. His thorough knowledge of the Chippawa Indian language enabled him to be of great service to the Government and people in an early day when the Indians abounded in this part of the country. He possessed a constitution of unusual power, and during the whole of his eventful life he was entirely free from sickness until within a few weeks before his death, when his constitution began to give way, and he died in perfect peace, without any apparent pain and retaining his mental power to the last. During the vigour of life he took an active part in the politics of his country, and was allied with the conservative party. He belonged to the Masonic fraternity, and was among the oldest of the members in this part of the country. There are few men of his generation now

living in this part of the country, and we part with them with regret, for they were a hardy, noble race of men, and did much for this country when it was a wilderness. Of Col. Chisholm it may be truly said, "another landmark is gone."—*Hamilton Spectator*.

2. MR. DANIEL McLACHLIN.

One of the old landmarks of the Ottawa country passed to his rest on Tuesday, in the person of Mr. Daniel McLachlan, of Arnprior. The deceased gentleman, who was, we believe, an Irishman by birth, has been long and intimately identified with the lumber business of the Ottawa. Coming here as early as 1836, he was one of the first to erect a saw-mill at the present busy and crowded water privilege at the Chaudiere, and here he remained until 1846, or thereabouts, when he removed to Arnprior and entered on the milling business on a scale of unusual magnitude at that time. He was shrewd, enterprising and successful in his business operations, and speedily amassed considerable, if not immense wealth—of which, let it be stated, he was not chary whenever appealed to on behalf of any good or worthy object, public or private. His magnificent reception of the Prince of Wales and suite at his beautiful seat near Arnprior was an event which will dwell in the minds of all those who were present on the memorable occasion for long and many a day. Mr. McLachlin represented Bytown in the Canadian Assembly during the first Parliament after the union of 1840, and the County of Renfrew, in the same body, from 1861 until his retirement from an active participation in political affairs in 1869. In 1863 he was an unsuccessful candidate for the County of Carleton.—*Ottawa Citizen*.

3. MR. JOHN WALLIS.

Coming to Toronto in the year 1833 when quite a young man, his industrious habits and kind and amiable disposition endeared him to a large number of his fellow citizens. Having been most successful in business as a brewer, in the west end of the city, he amassed a large amount of property, and was often one of the chosen representatives as Alderman for St. Patrick's Ward in the City Council. He was also elected, in the election of 1867, to represent the Western Division in the Local Legislature by a large majority over his then opponent, Mr. Crooks. Always true to his political principles—that of a Liberal Conservative—Mr. Wallis steadily supported the Government throughout the whole of the late Parliament. His kind and amiable manner, together with the many acts of benevolence by which he was known throughout his life, will long be remembered in Toronto.—*Leader*.

VI. Papers on Practical Education.

1. LEARNING WITHOUT TEACHER.

BY HORACE GREELEY.

At least one million young Americans are at this hour seeking or wishing for a better education than they have obtained, or can obtain, from ordinary common schools; many of them write me on the subject, asking me to point out a way whereby they may achieve their end. Some want to pursue a collegiate course, and to run into debt for \$500 or \$1,000 wherewith to pay their way. I cannot help regarding this as a mistake. The ranks of the professions are obviously so crowded, that he who enters them hereafter must expect to give five to ten years to the arduous task of achieving a firm foothold in any of them. He, therefore, who makes the attempt destitute of property and burdened with debt, must fight his battle of life under very great disadvantages and discouragements. True, he may win—let us hope that he will; but the odds are heavily against him. He who does not choose to spend his life working for "dead horse" may well decline to incur a debt which must, at the best, fetter and chafe him, and which it is quite possible he will never be able to repay. Unless a youth be sure that he is rarely and specially qualified for some intellectual pursuit, I would gladly dissuade him from plunging into debt for the cost of a classical education.

"But what shall be done by a moneyless youth athirst for knowledge?"

I would say—Let him choose that branch of productive industry which he prefers and proceed forthwith to master its processes and details. If he likes farming, let him try that; if not, let him select his trade, and bargain with some master of it for a fair opportunity to learn it. Having thus secured Archimedes' desideratum—"a place whereon to stand"—let him settle to his work, resolved to give all his spare hours to thoughtful, diligent study.

I assume that he will, in choosing his place aforesaid, give the preference to one which affords him ready access to good books. If he did not seasonably think of this, let him now look around him to see how and whence his need of books can most easily be supplied. There are not many neighbourhoods in the States north of the Potomac and the Ohio, where good books may not be borrowed by those who appreciate and will not soil them. A few days' inquiry will develop many such; while a village is seldom, and a city never without them. Be the deficiency smaller or greater, he will have to purchase some choice works to supply it; but ten dollars per annum will cover all that he need expend for books.

A course of reading for instruction's sake should begin, I judge, with natural science, chemistry, geology and botany (if by this latter term is indicated the laws of vegetable growth and development), should come first, and each should engross the spare hours of a full year at least. Obtain the best text book of each as a foundation, and read it slowly, thoughtfully to the end; then begin again at the title page and read attentively to the close; if you are not now master of its contents, repeat the process once more. When ever puzzled or uncertain as to what is affirmed, stop and give an hour to a page, if not sooner sure that you have fully caught the author's meaning. When a text book shall thus have been thoroughly mastered, it will have indicated such other works treating of the same science as will be most helpful to you, and these can be read more rapidly in the light of the knowledge already acquired. And, having mastered chemistry, you will find the knowledge thus obtained a key to unlock quickly and easily the treasures of geology and botany.

Geography and astronomy will require far less time, and are, though valuable, less essential than the sciences which contemplate the nature and transmutations of matter.

After science, I would give attention to history. No other department of human knowledge is at once so deeply interesting and so widely instructive. No man ever read half a dozen good histories without having his understanding expanded thereby. Human nature is studied nowhere else to so good advantage as in the works of historians like Hume, Gibbon, Grote, Macauley, Froude, Bancroft, Michelet, Carlyle, etc., etc. If I were to live merely for enjoyment, I should spend half my waking hours in the company of the great historians. Biography—which is the history of certain individuals—may also be read with equal delight and profit in the lives of the great and the good. Poetry and philosophy belong to a later stage of mental development; but these also help to enlarge and refine the intellect of their devotees.

I know it will be urged that faithful, daily labour is incompatible with the systematic acquisition of knowledge. I answer that my experience does not sustain the assumption. The best years of my life, so far as education is concerned, were those in which I did six fair days' work per week as an apprentice in a country printing establishment. I have never enjoyed opportunities equal to those since I engaged in business for myself, and I do not hope to find equal opportunity for study hereafter.

"But you have not indicated a course of study for a profession."

No; I am not qualified for and have not attempted that. I seek only to show how a diligent, studious youth, who has enjoyed and improved the opportunities afforded by an average common school, may, without incurring debt, continue his education, so that he shall enter upon the responsibilities of manhood a well informed, qualified citizen, fitted to act well his part as an American freeman.

2. PARENTS AND TEACHERS.

Very few know how difficult a thing it is to teach with success. Indeed, with the exception of those (and they are exceedingly rare) who have an intuitive appreciation of the obstacles which lie in the teacher's way, there are scarcely any who give the matter a thought. Yet there is really no employment by which a livelihood may be gained which is so wearing on mind and body, which requires so much tact and patience, so much endurance and perseverance, as that of the instructor of youth. To our conscientious, hard-working teachers too much aid and sympathy and encouragement cannot be accorded. And most especially ought parents to co-operate with them, and lend them their assistance. They ought to know what wearisome drudgery it often is to train the minds of those who are bound to them by the nearest and dearest of ties even for a little while; and, knowing this, they ought to consider how the difficulties which they experience are enhanced in the case of the teacher. He has to deal, not with a few minds but with many. He has to study a great varieties of dispositions and characters. He has to distinguish between appearances and reality, and to get to the core of those natures which it is his aim and duty to

cultivate and develop. For on the right knowledge of the characters with which he has to deal depends, in a great measure, his success.

Now we wish to impress upon such of our readers as are parents that this duty of assisting the teacher by means obviously at their disposal is neglected at the expense of their children's welfare. If they choose to leave the teacher in the dark as to any glaring faults of which they are aware in their children who are under his charge, they make the whole intercourse between him and them one long misunderstanding. The teacher is working with moral material, so to speak, of whose quality he is ignorant, and which, strive as he may, he can but slightly improve—which, in some respects, he may unconsciously injure. How often does an ill feeling arise in the breast of a scholar towards his teacher, whose place might have been very differently occupied had the parents only vouchsafed a word of timely warning! How often is this growing antagonism fostered by the injudicious partisanship which, in all cases, takes it for granted that the complaining pupil is in the right! The mischief done in all our schools, both in city and country, through this really unkind indulgence is almost incalculable. Grudges kindled in this way by the stupid fondness or malignant prejudice of parents often smoulder and blind and fester for long years. A pupil takes offence at some word or admonition or act of discipline. He informs his parents of his grievance. Without inquiry they fix the whole blame on the teacher. The pupil triumphs in his success, but henceforth his days, under a master or a mistress, whom he has been taught to despise, are worse than wasted. Or a boy or girl is deceitful or has some other failing which the teacher endeavours to remove from his pupil's character. The parents are indignant at the very notion of their child being faulty. He is encouraged to continue in the practice of what is destroying his moral life. The teacher is made little of, and his influence set at naught.

We might multiply instances, and give abundant examples of the evil of which we are speaking. Several cases of the kind have of late occurred in our leading schools, to the annoyance of the teachers, to the infinite detriment of the taught, probably to the future sorrow of the parents or guardians concerned. It is time that the real interest of the children, not the mere pettish vanity of either them or their parents, were made the guiding principle in our schools. When those who now obstruct the great work of education in this silly way are dead and forgotten, the children of to-day will have grown up to be a blessing or a curse to the community. Which of the two it is now for all interested to decide?

We repeat that parents ought to co-operate with teachers, knowing, or if they do not know, informing themselves of, the difficulties which they have to overcome in the discharge of their—it is not too much to say—sacred duties. There is need of the utmost candour and mutual confidence and help and sympathy, so that those most concerned, the children themselves, may really derive benefit, and have their minds and characters developed and made strong for the business of life.—*Montreal Gazette.*

Papers on Education in various Countries.

1. THE NEW BRUNSWICK SCHOOL ACT.

A good deal of opposition has been shown to the recently passed School Act in New Brunswick, and the question has been raised of its constitutionality by petitions for its disallowance having been sent to the Federal authorities at Ottawa. To these Sir John A. Macdonald has sent the following reply, under date the 20th January, 1872.—

Numerous petitions to His Excellency the Governor-General from the Roman Catholics of New Brunswick, most respectably signed, have been received, praying that the Act, cap. 21, entitled "An Act relating to Common Schools," be disallowed.

The grounds upon which this prayer is based are:

1st. That the Act will greatly destroy or greatly diminish the educational privileges which Catholics enjoyed at the time of the passing of the British North America Act, and subsequently.

2nd. That the pecuniary grants hitherto made to the Graded Schools have been taken away, although to these grants Catholics may in most cases be fairly regarded as having a prescriptive right.

Now the Provincial Legislatures have exclusive powers to make laws in relation to education, subject to the provisions of the 93rd clause of the British North America Act. Those provisions apply exclusively to the denominational, separate or dissentient schools; they do not in any way affect or lessen the power of such Provincial Legislatures to pass laws respecting the general educational system of the Province.

The Act complained of is an Act relating to Common Schools, and the Acts repealed by it apply to Parish, Grammar, Superior and Common Schools.

No reference is made in them to separate, dissentient or denominational schools, and the undersigned does not on examination find that any statute of the Province exists establishing such special schools.

It may be that the Act in question may operate unfavourably on the Catholics or on other religious denominations, and if so it is for such religious bodies to appeal to the Provincial Legislature, which has the sole power to grant redress.

As, therefore, the Act applies to the whole school system of New Brunswick, and is not specially applicable to denominational schools the Governor-General has, in the opinion of the undersigned, no right to intervene.

As to the second objection respecting pecuniary grants, those must of course be under the annual supervision of the Legislature, which has the sole power to deal with the public funds, unless by special enactment those funds have been conferred for a specified period by an Act of the Legislature.

2. COMPULSORY EDUCATION IN FRANCE.

The New York *Commercial Advertiser* thus refers to compulsory education in France:—"As a rule, compulsory education is unsuited to the Democratic form of Government, but in a Republic so singular as that of France, it is probably a wise and necessary precaution. The Council General of the Department of the Seine has voted in favour of an educational system not only compulsory, but gratuitous. Evidently impressed with the need of some salutary and effective measure for redeeming the ignorant classes from their notorious degradation, the local rulers of Paris have acted boldly and promptly. It will be remembered by those who studied the significant incidents of the late war, that the newspaper correspondents often alluded to the educational contrast between the soldiers of France and Germany. A very small proportion of the French rank-and-file were able to read and write—two accomplishments in which the German is proficient. The ignorance of the lower classes of the French—the classes whence the conscription recruits the army—has long been a reproach, and its inevitable result was the lack of intelligence, and the tendency to violent outbreaks, which made the great body of the French the willing followers of usurpers and the tools of unscrupulous men in civil and military movements. The Republic, speaking through its capital, now proposes to initiate the system of compulsory education, and the omen is good. An educated people only can conduct a nation to success, and this great secret of the German successes has been caught at last by the intelligent Council of Paris."

3. COLLEGE AT CONSTANTINOPLE.

The Turkish authorities are certainly becoming more liberal in their ideas, when they permit an "infidel" college to be established at Constantinople. This college which has just been opened, stands on what is acknowledged to be the finest site on the Bosphorus, 260 feet above the water. At this place Darius crossed, when he invaded Scythia, B.C. 510. Nearly one hundred boys lodge in the building, and there are thirty day scholars. The institution is called "Roberts College," and was chartered several years ago by the Legislature of New York State, the means for its construction being furnished by C. R. Roberts, of New York. The property in the institution amounts already to from \$130,000 to \$140,000. The design is to give an education equal to the best colleges of America, under Christian influences. Six American and seven or eight native teachers are attached to the college.

CLASSICAL EDUCATION IN ENGLAND.—The *Westminster Review* in an article on the educational system in classical schools, says:—"Is it not a fact that thousands upon thousands of English boys spend a considerable portion of four, five, or six days a week for forty weeks in every year, from the time they are six or seven years old till eighteen or nineteen, or even more, in learning Latin, and at the end of the time cannot construe Cicero or Virgil with any approach to ease or accuracy: cannot at any rate read even an easy Latin book with such facility as to think of taking one up to read for their own amusement? Everybody knows that it is so. Every one, who has had what is called, with unconscious irony, 'a liberal education' (meaning apparently an education on which the expenditure has been liberal), knows that the great majority of his acquaintances are each a living proof of the failure of schools and universities to teach."

VIII. 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 High School Stations, for DECEMBER, 1871.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—James H. Coyne, Esq., B.A.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. van O'Beime, Esq.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Straung, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGK, MONTHLY MEANS, TEMPERATURE OF THE AIR, MONTHLY MEANS, TENSION OF VAPOUR.

Approximation. d On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. k On the Detroit River. l Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, SURFACE CURRENT, MOTION OF CLOUDS, G, ESTIMATED VELOCITY OF WIND, CLOUDINESS, MONTHLY MEANS, AMOUNT OF RAIN, SNOW, AURORAS, WHERE OBSERVED.

Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

Pembroke.—On 23rd, thunder, with rain; 23rd, wind storm. Snow on 3rd-8th, 10th-14th, 16th-19th, 21st, 23rd, 25th-27th, 29th-31st. Cornwall.—On 23rd, wind storm. Snow on 7th, 8th, 13th, 18th, 19th. Rain, 23rd. Barrie.—On 23rd, violent storm of wind; thunder and lightning, with rain. Snow on 1st, 4th, 5th, 7th-15th, 18th, 19th, 22nd, 25th. Peterborough.—From 9 p.m., 20th, till 10 a.m., 21st, the coldest in the month. Snow on 1st, 4th, 5th, 7th-15th, 18th, 19th, 22nd, 25th. Hamilton.—From 9 p.m., 20th, till 10 a.m., 21st, the coldest in the month. Snow on 1st, 4th, 5th, 7th-15th, 18th, 19th, 22nd, 25th. Windsor.—From 9 p.m., 20th, till 10 a.m., 21st, the coldest in the month. Snow on 1st, 4th, 5th, 7th-15th, 18th, 19th, 22nd, 25th.

11th-13th, 16th-20th, 22nd, 23rd, 27th, 28th. Rain 4th, 23rd, 31st. River Moira very low.

GODERICH.—Wind storm, 20th; and with lightning, thunder, and rain, 23rd. Snow 1st-3rd, 5th-8th, 11th-22nd, 26th. Rain, 23rd, 30th.

STRATFORD.—On 23rd, lightning and thunder, with rain. Wind storms 4th-7th, 19th, 20th, 22nd, 23rd, 27th. Fog, 31st. Snow, 1st, 4th-9th, 13th, 14th, 16th, 18th, 19th, 20th, 22nd, 26th, 27th. Rain, 23rd, 30th, 31st. The difference of mean temperature for December, from the average of 10 years, is $-7^{\circ}03$.

HAMILTON.—On 23rd, lightning and thunder, with hail and rain. Wind storms 2nd, 4th-9th, 20th, 23rd, 27th, 28th. Fog 31st, most dense. Snow 4th-7th, 12th, 15th, 18th, 22nd. Rain 4th, 7th, 23rd, 30th, 31st. The month, like its predecessors, has been very dry, storms of wind have been prevalent, and on the evening of the 23rd the storm approached the nature of a hurricane,—the wind rose to 6, uprooting trees, uncovering houses, throwing down the walls of others in course of erection, and injuring several persons. In the forenoon of the same day a rare combination of elements in storm,—lightning, thunder, hail and rain. Thunder first heard at 11.25 a.m., lightning and thunder seen and heard at 11.40, followed in a minute or so by hail for a couple of minutes, and then rain began to fall at 11.50, and continued in the afternoon. On the 21st the degree of cold went as low as $-18^{\circ}0$, on the 23rd the temperature rose to $54^{\circ}8$, a range of 73° in some sixty hours. This was accompanied by a great fall of barometer, '808 in 24 hours, the greatest during the year except on 17th February, when it amounted to '960, and on both occasions violent storms ensued. [Mr. Macallum, who has been Observer at this station since May, 1858, now transfers the work to Mr. Buch. Mr. Macallum has been a very careful Observer, and his Reports are full and satisfactory.]

SIMCOE.—On 23rd, lightning and thunder, with rain, at 11 a.m. 25th, at 9 p.m., an arc completely spanned the northern part of the heavens from W. to E., it was about 3° in breadth, and about 23° above N. horizon. Wind storms, 4th to 9th, 23rd. Fog, 31st. Snow, 4th to 20th, 22nd, 26th, 27th. Rain, 4th, 7th, 23rd, 30th, 31st. Weather generally threatening, dark, gloomy and stormy. Storms on 4th, 7th, and 23rd—especially the latter, very disastrous to shipping as well as on land, and the extreme cold of 20th and 21st resulted in casualties which in a large number of cases terminated fatally. Disease of the throat and lungs very prevalent, and frequently fatal. Wood high; vegetables scarce and dear.

WINDSOR.—On 4th, hail. 23rd, thunder, with rain; rainbow; lunar halo. 27th, lunar halo. Wind storms, 4th, 6th, 8th, 23rd, 27th. Fog, 30th. Snow, 3rd, 4th, 6th, 11th, 13th, 18th, 19th, 21st, 22nd, 25th, 26th. Rain, 22nd, 23rd, 31st. Navigation of the Detroit river closed on the 4th.

IX. Miscellaneous.

1. OPEN THE DOOR FOR THE CHILDREN.

Open the door for the children,
Tenderly gather them in;
In from the highways and hedges,
In from the places of sin.
Some are so young and so helpless,
Some are so hungry and cold;
Open the door for the children,
Gather them into the fold!

Open the door for the children;
See they are coming in throngs;
Bid them sit down to the banquet;
Teach them your beautiful songs!
Pray you the Father to bless them,
Pray you that grace may be given;
Open the door to the children,
"Of such is the kingdom of heaven!"

Open the door for the children;
Take the dear lambs by the hand;
Point them to truth and to goodness,
Send them to Canaan's land.
Some are so young and so helpless,
Some are so hungry and cold;
Open the door for the children,
Gather them into the fold.

2. MISS MACPHERSON'S CARE FOR "LITTLE WANDERERS."

After waiting on the Lord for guidance, and seeking from Him the heavenly wisdom that teacheth all things, Miss Macpherson resolved, with His help, to try and solve a problem which has interested and puzzled so many of our philanthropists—viz., How can we change our untaught and uncared for little wanderers into useful and independent members of society? by herself taking a hundred boys, then crowding the mission at home, bringing them across the Atlantic, and placing them in homes on the Canadian shore.

Since May, 1870, how much has been accomplished? Six detachments have followed the first hundred, and now above 800 claim our prayers and interest in this new land of their adoption. A threefold good is thus accomplished. Benefit to the old country in relieving it from those who, having no power to help themselves, must inevitably have become a burden, and ere long, inmates of our

workhouses or our prisons. A great advantage to the Canadians, in a country where want of labour to cultivate their broad acres is severely felt, and who eagerly seek for one of our little ones to train up as their own and in time to become a valuable assistant.

But the greatest benefit of all is to the children themselves, taken sometimes from homes of pinching want and misery, become such from a father's failure or death, or found alone on London streets—a loneliness more forlorn and intense than even among Canadian backwoods; or, more sad and hopeless still, children of a drunkard's home sent out to beg or steal, not only for daily bread, but the wherewithal to supply an unnatural parent's thirst for drink.

It does, indeed, require us to see both sides of the Atlantic ere we can fully realize the benefit accruing to these children by being placed in a family, with individual care and love bestowed upon them, carefully trained in Canadian farm labour, and with the prospect of honourable independence before them.—From an article in the *New Dominion Monthly* for January.

NOTE.—We greatly regret to observe that "Marchmont," Miss Macpherson's Home for these "little wanderers" at Belleville was accidentally destroyed by fire, and one little fellow perished in the flames. Large sums have been collected through the instrumentality of the Hon. Billa Flint, to rebuild the Home.

X. Short Critical Notices of Books.

—THE CANADIAN MONTHLY AND NATIONAL REVIEW FOR JANUARY AND FEBRUARY, 1872.—Toronto: Adam, Stevenson & Co.—The history of Canadian Magazine enterprise is both painful and interesting. It is interesting as illustrating a yearning after nationality, a desire to find some more dignified and permanent means, than that of newspapers, of giving expression to the "sober second thoughts," from a Canadian stand point, of literary men and writers among us, on the questions of the day. The painful feature of the case is the utter failure of nine out of every ten of the numerous magazine enterprises which have been set on foot. The cause of failure has doubtless been asked and answered satisfactorily by every new magazine aspirant for literary and financial success, and yet the same failure has followed each successive attempt. The cause of failure in each individual case has no doubt been various. Apart from the purely financial cause of failure, and nearly all may be summed up in that one, we think the literary cause has been patent to most observers. In nearly every case there has been a sad falling off in the literary tone and spirit of the magazine, until it became the mere reprinter of tales or stories of little interest and value. The topics of the day, if discussed at all, have lacked that suitable elevation of thought, style or sentiment which gives permanence and value to utterances of the kind. The projectors of this magazine seem to have been fully alive to these difficulties and causes of failure. In their prospectus they therefore declare that "Politics will be treated with the aim of infusing as much as possible of the historical and philosophical spirit into the popular discussion of political questions." They further say that "religious questions, if they form the subject of any papers, will be treated with a similar aim." With a view to still further guard the writers of the new magazine from degenerating into party agents, the conductors, in their introductory announcement, state that "the utmost latitude will be allowed to contributors in the expression of opinion, as well as in the choice of subjects; but the Magazine is not open to party politics or to party theology; nor will anything be admitted which can give just offence to any portion of the community. Having a national object in view, the managers of the Magazine will sincerely endeavour to preserve, in all its departments, a tone beneficial to the national character and worthy of the nation." We will now examine the two numbers of the Magazine which have reached us to see how far these pledges have been realized. We shall first take the "Treaty of Washington" paper by Mr. Lindsay, in the January number. This paper deals with a many-sided question, not merely one between the present Dominion Government and Her Majesty's opposition in Parliament, but one between Canada and England, Canada and the United States, and the maritime and inland Provinces of the Dominion. The article on the whole fairly states the question as between each of these parties, and is decidedly

Canadian and patriotic in its tone. "An Historical Night in the old Canadian Parliament," by Mr. Watson, is an interesting statement of facts, written apparently without party bias. In the February number we have "The Canadian Census of 1871," by Mr. Harvey. This paper, though written in a good spirit, is somewhat premature in its appearance, and discusses the question *ex parte*. Mr. Tache has published a rejoinder to it, in which he disputes the accuracy of the statement that the census of 1861 was taken in one day, or that it was taken on the *de facto* principle, as alleged, or on the *de jure* principle, which was adopted in taking the census of 1871. He also combats various other statements of the writer. "The Recent Struggle in the Parliament of Ontario" is a judicious and impartial sketch of much interest. The writer has, we think fairly put the case for and against the combatants in the struggle, and has, in our opinion, correctly pointed out the mistakes which arise, as much from the newness of the House as from the novelty of the situation, and other causes. The literary articles in both numbers are generally speaking good, and some are of special excellence. There is one expression on page 187, which we think open to misapprehension, if not objection. The writer says, "while the Gospel is still sacred, &c." The word "still" which we have italicized, would seem to indicate a coming time when the Gospel would not continue to be "sacred in the eyes of millions." This we trust was not the meaning of the writer. We heartily wish the magazine great success, and trust that the enterprising publishers will persevere in their patriotic and laudable efforts to produce a truly national periodical, calm and philosophic in its discussions of public questions, instructive and entertaining in its literary articles, and in its general tone, character, and objects, truly "racy of the soil."*

—THE DOMINION MONTHLY.—We have from time to time noticed the appearance of this valuable and interesting magazine, and have frequently made extracts from it. "Miss Macpherson's work among the little ones," in the January number, is a most interesting sketch. Which we insert in this number of our Journal. We trust the "Monthly" will have a wide circulation in the "New Dominion."

—ART OF TEACHING SCHOOL.—Philadelphia: J. M. Stoddart & Co., Toronto: Adam, Stevenson & Co. This seems an excellent "Manual of Suggestions." Hon. H. C. Hickok, late Superintendent of the State of Pennsylvania, whom we know to be a man of sound judgment and experience, thus speaks of the book:—"It is bold, (and in a good sense) radical and revolutionary; striking out with dogmatic, but, in the main, well-directed sagacity and independence, for a sounder educational policy and rational subjects and methods of instruction, and is therefore conservative, in the truest, best meaning of that term. Its publication will be hailed with infinite satisfaction by many clear-sighted and conscientious teachers in all parts of the country, who are painfully conscious that more and better should and can be accomplished in an elementary common school course, if fewer husks and less dead-wood and weary routine were imposed upon them by the school authorities, and greater intellectual activity and mental freedom permitted for themselves and their pupils. It will doubtless be very unwelcome to mere 'school-keepers,' whose attainments and experience extend little, if any, beyond the plodding tow-path of memorized recitations from the printed page."

*NOTE.—Since the above was written, we have noticed that the publishers of the magazine have appended to the 3rd No. a petty attack on the Educational Depository, and even threatened the Council of Public Instruction, with an addition of "one or more members of the *Book Trade*, of business capacity, *disinterested mercenarily*," etc. The Department is ready and willing at any time to meet a fair and honourable inquiry into its proceedings; but that the publishers of a magazine of the character and pretensions of the one we have just noticed should descend to slander and vilification to promote their own "disinterested" objects of trade is painful in the extreme. When the proper time comes we shall meet these maligners and show, at least to the satisfaction of the public, that the real trouble with such "disinterested" gentlemen is the low prices of the books in the Depository which is a standing source of trouble, irritation and annoyance to them. (*See page 18.*)

—CUTTER'S SECOND BOOK ON ANATOMY.—Philadelphia: J. B. Lipincott & Co. Toronto: Adam, Stevenson & Co. This is a new edition of a popular book by Dr. Cutter, whose "First Lessons" have been approved for use in High Schools of the Province. This would be a valuable book of reference for teachers, who may be preparing for examination as First and Second-Class Public School Teachers. The First Book is prescribed for them, but the perusal of this book would greatly aid them in their preparation.

XI Departmental Notices.

NEW SCHOOL MANUAL.

In answer to continual inquiries on the subject of a new School Manual we would say, that an Act to the following effect having recently passed the Legislature, it is not thought desirable to publish a School Manual at present, especially as such a Manual ought to include in it the official regulations to which the recent Act refers. The provisions of this Act are that:—

"The Lieutenant-Governor shall have power [until the end of the next ensuing session of the Legislature] to cause inquiry to be made into the working of any rules, regulations, or instructions which have been, or may be made or issued by the Council of Public Instruction, or by the Chief Superintendent of Education, and to abrogate, suspend, or modify any such rules, regulations, or instructions."

We would state that the whole of the School Law and the general official regulations will be found in this Journal for May and June, 1871. Copies of these journals, when published, were sent by mail and addressed to each school corporation in Ontario. An extra number of copies was published on Depository account. The two numbers can, therefore, be sent by mail from the Depository, free of postage, on receipt of twenty-five cents.

"ADEQUATE SCHOOL ACCOMMODATIONS."

In answer to numerous inquiries as to the law relating to school accommodation, we desire to state that the second section of the School Act of 1871 declares that:—

"Each school corporation (in a city, town, village or rural school section) shall provide adequate accommodations for all the children of school age (from five to sixteen years, resident) in their school division or municipality."

The regulations which define what "adequate school accommodations" are being only recommendatory at present, each trustee corporation must, in the mean time, exercise a wise discretion and judgment in the matter. These regulations suggest a medium or minimum amount of school accommodation to be provided, as compared with the law and regulations on the subject in other countries. Although the law, as quoted above, is *imperative*, yet inspectors will exercise a judicious discrimination in enforcing it. In no case should it be enforced without a report on the facts being sent to the Department. A reasonable time should, in all cases, be given, and the ability and circumstances of each school concerned should be taken into account.

SCHOOL LAW LECTURES.—Part I.

The Law and Official Regulations relating to Public School Trustees in Rural Sections—Public School Meetings—Selection of School Sites—Erection of School Houses—Levying Rates—Collectors—School Auditors—Arbitrations—Awards—Non-residents—Public School Teachers—Relation of Inspectors to Teachers—Duties of Pupils—Terms and Vacations—Examination of Teachers—Superannuation Fund, &c.,

With Decisions of the Superior Courts thereon:

Being the substance of Lectures to Normal School Students, by J. GEORGE HODGINS, ESQ., LL.D., Barrister-at-Law,
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