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COUNCIL OF PUBLIC INSTRUCTION.

We insert in this number of the *Journal of Education* the official record of the proceedings of the first meetings of the Council of Public Instruction, as constituted under the newly Consolidated School Acts. These meetings were preliminary, and provided for the appointment of the necessary committees, to which was assigned the duty of preparing the business which will come before the Council at its adjourned meeting of the 6th of October.

To the record of proceedings of the Council we append a "case," which has been submitted to the Chief Justice of Ontario by the Chief Superintendent of Education, in regard to the *prices* to the schools of Prize and Library Books. The document forms an historical record of the various Acts of Parliament on the subject, and the proceedings of the Education Department in regard to Library and Prize Books and their prices during the last twenty years. Without such an historical record of the question being submitted, it was impossible to place the whole of the facts of the case before the learned Chief Justice and the public. Merely to submit the *ipsissima verba* of the present law on the subject, and the abstract question involved, would neither afford satisfactory evidence of the mind of the Legislature on the subject, nor the interpretation which, during the last twenty years, has been given by the Chief Superintendent to the law and regulations on the subject.

The question itself, as it stands between the public and the booksellers interested in the matter, is fully and clearly explained by the Chief Superintendent in his letter to the Chief Justice in submitting the "case." This letter will be found on page 148 of this *Journal*.

In summing up the "case," as submitted to the Chief Justice,

the following were the questions on which his opinion and decision were solicited by the Chief Superintendent:—

Question 1st. Whether the "prices" or "cost" to the schools of the prize and library books sanctioned by the Council of Public Instruction should be fixed—

- (1.) By the Council of Public Instruction.
- (2.) By the Chief Superintendent of Education.
- (3.) Or by the Booksellers, or other parties sending in books for the approval of the Council.

Question 2nd. On what principle should the "prices" or "cost" of these books to the schools be fixed, viz.:—

- (1.) Whether the "price" or "cost" of a book should include (a) its net prime cost from the original publisher, with the additional charge (b) for exchange, (c) freight and shipping dues, (d) duty, (e) insurance, (f) salaries of clerks, and (g) contingent expenses of management, which are all actual expenditures, and (h) the usual estimated percentage for depreciation of stock on hand.
- (2.) Or, whether, in addition to these actual expenditures incurred in procuring books and managing the Educational Depository, and for percentage for stock depreciation, the "prices" or "cost" of books to the schools should also include (i) an estimated sum for rent, (j) for taxes, (k) for interest on Legislative Grant employed, and (l) salaries of clerks, (at least beyond the \$1,400 per annum payable by Statute out of "grants" made by the Legislature).

Question 3rd. Whether the phrase "*on the same terms*," which originally occurred in the Act of 1855, and is continued in the Consolidated Acts of 1859 and 1874, would not determine the cost of the books to the schools on the principle of the rates of charge for them as they existed in 1855, viz.:—the prime cost of the books from the original publisher, with the added charge for exchange, freight, shipping charges, duty, insurance, salaries, and the estimated percentage for stock depreciations.

Question 4th. Whether an added profit out of books supplied to the schools from the Educational Depository over and above the amount of actual expenditure for them, contingent expenses of management and percentage for depreciation of stock, was contemplated or authorised, or is contemplated and authorized by the Legislature under its successive Acts bearing upon the subject.

REPORT of the proceedings at meetings of the Council of Public Instruction, held 1st and 3rd September, 1874.

No. 374.]

COUNCIL ROOM,

EDUCATION OFFICE, 1st Sept., 1874.

The Council met pursuant to notice, at three o'clock, p.m., the Very Reverend H. J. Grasett, B.D., in the Chair.

PRESENT.—The Chairman.

The Chief Superintendent of Education.
The Reverend J. Jennings, D.D.
His Grace the Most Reverend J. J. Lynch, D.D.
William McCabe, Esquire, LL.B.
James Maclennan, Esquire, M.P., Q.C.
The Reverend S. S. Nelles, D.D.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Samuel Casey Wood, Esquire, M.P.P.
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read.
2. The letter (11327) of the Scrutineers to the Chairman, reporting the results of the recent election of new members was read.
3. The Chief Superintendent requested the Council to take into consideration the question whether the Reporters be admitted to discussions of the Council, and stated what had been the usage heretofore, with respect to the Council's proceedings.

The Council having considered the matter, it was—

Ordered, that it is not at present expedient to give to the proceedings a larger measure of publicity than is required by the law.

4. *Ordered*, That the Very Reverend H. J. Grasett, B.D., be appointed Chairman for the year commencing this day.

5. The following communications were laid before the Council :—
From the Venerable T. B. Fuller, D.D., expressing his regret at not being able to be present.

7643. From the Secretary of Victoria College, reporting the appointment of the Reverend S. S. Nelles, D.D., as the representative of that institution in the Council of Public Instruction.

11054. From the President of Albert College, on probable delay in his attending the meeting.

11272. From the Chief Justice of Ontario, respecting the Case submitted to him by the Chief Superintendent.

11307. From Messrs. Adam, Stevenson & Co., respecting Mr. Loudon's Algebras, and submitting certain other books.

9825. From the Chairman of the Central Committee, respecting the fixing of a time for receiving appeals from examining boards.

11279. From Principal of the Normal School, on the course of study.

11308. From the Chairman of the Central Committee, recommending certain candidates for first-class certificates.

10345. From the Inspector of the County of Ontario, recommending a modification of a regulation.

10897. From the Secretary of the Examining Board of the County of Peel, with a similar recommendation.

11512. From the Chairman of the Central Committee, reporting on the above two letters, which had been referred to his Committee.

11032. From Mr. Charles Clarkson, respecting the procuring of an Honor Certificate.

11310. From the Chairman of the Central Committee, reporting on the foregoing letter.

6. *Ordered*,—(a) That the Committee on Library and Prize Books be continued as heretofore with the same members.

(b) That the Regulations, Programme and Text Books for Collegiate Institutes and High Schools, and the duties of Inspectors of High Schools, be referred to a Committee consisting of the Representatives of the Collegiate Institute and High School Masters, and of the Colleges, together with Professor Smith, and that until the Roman Catholic College at Ottawa is represented here, His Grace Archbishop Lynch be also a member of said Committee.

(c) That the Regulations, Programme and Text Books for the Public Schools, and the duties of Inspectors of Public Schools, be referred to the Representatives of the Public School Inspectors and Teachers, and of the High School Masters, together with His Grace the Archbishop and the Rev. Dr. Jennings.

(d) That the Interim Committee provided for in the 28th section of the Act, consist of the members resident in Toronto, and that they have the powers of the Council, except that they shall not be empowered to make permanent appointments, or sanction Text Books.

7. *Ordered*, That the recommendations of the Central Committee as to the candidates for first-class certificates be adopted, and that the following certificates be granted.

GRADE A.

- Mr. Archibald Smirl.
- " Joseph Standish Carson.
- " Morris Johnson Fletcher.
- " Edwin D. Parlow.
- " Robert Kimball Orr (conditional).*
- " John Munroe.

GRADE B.

- Mr. David McArdle.
- " Thomas Leitch.
- " Alfred Goodbow.
- " Charles Andrew Barnes.
- " David Hammel.

GRADE C.

- Mr. John Wesley Cook.
- " Alexander Hotson.
- " Levi Clark (conditional).*

The certificates of Messrs. R. K. Orr and Levi Clark are granted subject to the condition that they furnish more definite evidence of their time of service in the profession.*

8. The Chief Superintendent was requested to lay before the Council, at the next meeting, a copy of the Case submitted by him for the opinion of the Chief Justice, at the request of the Council, respecting the prices of books.

9. Adjourned till Thursday at three o'clock.

(Signed) H. J. GRASSETT,
Chairman.

(Certified)—Alex. Marling,
C.C. P.I.

No. 375.

COUNCIL ROOM,

EDUCATION OFFICE, 3rd Sept., 1874.

The Council met, pursuant to adjournment, at three o'clock, p.m., the Very Reverend H. J. Grasett, B.D., in the Chair.

Present—The Chairman.

The Chief Superintendent of Education.
His Grace the Most Reverend J. J. Lynch, D.D.
The Honorable Wm. McMaster.
William McCabe, Esquire, LL.B.
James Maclennan, Esquire, Q.C., M.P.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Samuel Casey Wood, Esquire, M.P.P.
Goldwin Smith, Esquire, M.A.

1. The minutes of the preceding meeting were read and approved.
2. The following communications were laid before the Council :—
11330. From the High School Inspectors, with suggestions.
11344. From the Chairman of the Central Committee, on Programmes.

11379. From the Principal of the Normal School, on the course of study.

3. The Chief Superintendent of Education also laid before the Council a copy of the Case he had submitted the Chief Justice.

4. The Chief Superintendent made a statement respecting the arrangements for teaching the several branches of study in the Normal School for this session.

5. The Report (11413) of the Committee on Regulations was read and adopted.

6. *Ordered*, That when the Council is not in session the Chief Superintendent shall be at liberty to lay before the Committees any communications requiring their immediate attention.

7. *Ordered*, That the proposed course of study for the Normal School be referred to the Committee on Public School Regulations.

8. *Ordered*, That the Committee on High and Public School Regulations, &c., be hereafter one joint Committee.

9. *Ordered*, That one gold, two silver, and two bronze medals, of a total value of \$100, be granted to teachers who have passed the best examinations (1874) as recommended by the Central Committee.

10. *Ordered*, That, in addition to the restrictions on the power of the Interim Committee already adopted, the principle on which the prices of books are to be fixed be reserved for the decision of the Council.

11. *Ordered*, That the Council concur in the recommendations of the Central Committee contained in letters 11312 and 11310.

12. *Ordered*, That in the advertisement alluded to in the Report of the Committee, Public School Inspectors and Teachers be also invited to express their opinions on the books.

* NOTE.—These conditions have since been complied with, and the certificates have been issued.

13. *Ordered*, That the Clerk of the Council inform the proprietors of the *Toronto Mail*, *Globe*, and *Leader* that a copy of the report of the proceedings of this Council and of the Interim Committee, similar to that required by law to be published in the *Journal of Education*, will be furnished on application.

14. *Ordered*, That the next regular meeting of the Council be held on the first Tuesday in October next.

15. The minutes of the meeting were read and approved.

16. Adjourned.

(Signed) H. J. GRASETT,
Chairman.

(Certified)—Alex. Marling,
C. C. P. I.

REGULATIONS ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION, 3RD SEPTEMBER, 1874.

CERTIFICATES TO MONITORS AND ASSISTANTS IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

37 *Vict.*, ch. 27, sec. 27 (7.)

At the request in writing of any High School or Collegiate Institute Board, a High School Inspector may admit to examination any senior pupil in a High School or Collegiate Institute, or any other candidate for the position of Assistant Teacher or Monitor in such High School or Collegiate Institute, on the following conditions:—

(1). The pupil or other candidate shall present to the Inspector a certificate of good moral character, signed by a clergyman.

(2). The subject of examination for the position of Monitor shall be:—Reading, Writing, Spelling, and the elementary parts of Grammar, Geography, and Arithmetic.

(3). The subjects of examination for the position of Assistant Teacher, shall be (in addition to those required in the case of a Monitor)—a competent knowledge of Grammar, Geography, Arithmetic, the elements of Latin, and a satisfactory evidence of some knowledge of the art of teaching and school government.

An Inspector may, at his discretion, grant without examination, a certificate as assistant teacher in a High School or Collegiate Institute, to any undergraduate in Arts, of at least two years standing, on the following conditions:—

(1). That such undergraduate present to the Inspector evidence that he is in good standing in his University.

(2). That he present to the Inspector a certificate of good moral character, signed by a clergyman.

(3). That he furnish such evidence as the Inspector requires of some knowledge of the art of teaching, and of school government.

A certificate granted under these regulations may be suspended or cancelled by an Inspector, for any reason which may appear to such Inspector to warrant it.

No certificate shall be given for a longer period than one year; such certificate may, however, be specially renewed for twelve months, at the request of a High School or Collegiate Institute Board concerned; but no certificate shall be given to a monitor or assistant teacher for a third year without re-examination.

All certificates granted, suspended, or cancelled under these regulations, and all renewals of such certificates, as herein provided, shall be duly reported by the Inspector to the Chief Superintendent of Education, and to the High School or Collegiate Institute Board concerned.

CERTIFICATES TO MONITORS AND ASSISTANTS IN PUBLIC SCHOOLS.

37 *Vict.*, ch. 28, secs. 112 (27), and 114 (18.)

At the request in writing of any Public School Corporation, a Public School Inspector may admit to examination any senior pupil or other candidate for the position of Monitor or Assistant Teacher, in such Public School, on the following conditions:—

(1). The pupil or other candidate shall present to the Inspector a certificate of good moral character, signed by a clergyman.

(2). The subjects of examination for the position of Monitor shall be Reading, Writing, Spelling, and the elementary parts of Grammar, Geography, and Arithmetic.

(3). The subjects of examination for the position of Assistant Teacher, shall be those prescribed for third class certificates.

N. B.—A competent knowledge of those subjects, at the discretion of the Inspector, shall be required.

No certificate shall be given for a longer period than one year. Such certificate may be specially renewed for twelve months at the discretion of the Inspector; but no certificate shall be granted a third time without re-examination.

A certificate may be suspended or cancelled at the discretion

of an Inspector, for any cause which he may deem sufficient to warrant it.

All certificates granted, suspended or cancelled, and all other information desired, shall be duly reported by the Inspectors to the Chief Superintendent of Education.

APPEALS FROM THE DECISIONS OF LOCAL BOARDS OF EXAMINERS.

37 *Vict.*, ch. 27, sec. 32 (2), and ch. 28, sec. 115.

Any Teacher who may have been examined by a County or City Board, and any Trustee or Head Master of a High School or Collegiate Institute, shall have the right to appeal to the Chief Superintendent against the decision of a Local Board of Examiners or of a Public or High School Inspector.

Every such appeal shall be made in writing to the Chief Superintendent within two weeks from the time when the decision of the Local Board or Inspector is known to the appellant, and not later than one month after the decision itself was communicated to the Teacher or Board concerned.

A copy of the appeal, with full particulars of objections, shall be sent by the appellant to the Board or presiding Inspector.

No appeal shall be entertained by the Chief Superintendent which is not made in accordance with these regulations.

LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE CHIEF JUSTICE OF ONTARIO, SUBMITTING THE FOLLOWING CASE FOR HIS OPINION.

EDUCATION OFFICE, TORONTO,
24th July, 1874.

MY LORD,—The School Law authorizes the Chief Superintendent of Education, when he deems it expedient, "to submit a case on any question arising under the High or Public School Acts to any Judge of either of the Superior Courts for his opinion or decision, or with the consent of such Judge, to either of the Superior Courts, for their opinion or decision." In accordance with this provision of the School Law, I am induced to solicit your opinion as to what should be regarded as the cost prices of books provided by the Educational Department for Library Books and Prizes for the Public and High Schools, and who should determine those prices—I am induced to make this application under the following circumstances:—

From the beginning I have not only procured such books, but determined their prices, while the Council of Public Instruction has decided to recommend or not recommend their use; and in applying to Government and the Legislature for authority and pecuniary grants for that purpose, I have explained what I regarded as the cost of such books and the terms—cost prices—at which I proposed to make them accessible to Municipal and School Authorities only, to enable them to perform the duties imposed upon them by law in a manner the most efficient and beneficial to the public.

Of late years, it has been contended on the part of certain booksellers, that they could supply the Municipal and School Corporations with such books upon as favourable terms as the Educational Department, and that it was unjust to prevent them from doing so. I have said otherwise, but that I had no objection to afford them an opportunity of trying to do so, though I did not think it would amount to anything. Accordingly, in the School Acts passed last session, provision is made by which Municipal and School Corporations may procure of booksellers such books as are sanctioned by the Council of Public Instruction for Libraries and Prizes in the Public and High Schools, and that I am to pay one hundred per cent. of the prices of such books, provided that I "shall not pay more than one-half of the cost of the books so purchased elsewhere, according to the prices specified for them in the printed catalogues or in the authorized lists published in the *Journal of Education*."

It has recently been objected by certain parties that I have not, according to their construction of the law, set down the full cost of the books in my statements and estimates, and that I have placed the prices of the books below the cost; and these parties have, furthermore, insisted that the prices of any books submitted by a bookseller, and sanctioned, should be inserted

in the official lists at his prices, and not those at which the same books can be procured at the Education Department. On the other hand, my view is, that such a procedure would make the Council of Public Instruction a mere advertising agency for certain booksellers to sell their books at their own prices, to be half paid for out of the public revenue, whereas the Legislature never intended that the prices of books for libraries and prizes in the public schools should be increased beyond cost prices to the Municipal and School Corporations, and that those cost prices must be determined by the Chief Superintendent, or by the Council of Public Instruction, who have nothing to do with the prices at which booksellers may dispose of their books, but who must determine the prices in the authorized printed catalogues at which the books can be procured at the Depository of the Education Department.

As the new law does not clearly define as to whether the prices of the books on the official catalogues are to be determined as heretofore, or by the Council of Public Instruction, I have thought proper to refer it to the Council to fix the prices, as well as authorize the books, and suggesting the appointment of a committee to report upon the principle and scale of prices at which the books authorized may be procured at the Department. That Committee reported as follows:—

"The Chairman presented the report of the Committee appointed at the last meeting in reference to the principles on which the prices of books are fixed."

"The Report was to the effect that, the Committee felt that there were certain preliminary difficulties in the consideration of the question submitted to them and agreed that it would be unwise to proceed further in the enquiry until the Chief Superintendent had obtained an authoritative decision as to the meaning of the terms "cost," "prices," and "grant," which occur in the sections of the Act which refer to supply to the schools of the books sanctioned by the Council of Public Instruction."

Under these circumstances, and in accordance with this recommendation of the Committee, I submit for your opinion the questions involved.

In order that you may examine the whole subject from the beginning, as far as you may think proper, I have requested the Deputy Superintendent (Dr. Hodgins), to prepare a memorandum, giving extracts from the Laws, and Reports, &c., in which the words "cost," "prices," and "terms" have been introduced and repeated in successive acts, and other official papers. This memorandum will show the immense pains which I have taken to advance, step by step, and avail myself of the best experience and Counsel of Europe and America, to mature this important branch of our educational system, and in what sense all the terms submitted have been employed and applied from the beginning. On the the 20th, 21st, 22nd and 23d pages of this memorandum will be found a succinct recapitulation of the question on which your opinion is solicited.

I have, &c.,

(Signed) E. RYERSON.

THE HONOURABLE
THE CHIEF JUSTICE OF ONTARIO.

CASE.

Submitted by the Chief Superintendent of Education to the Honourable Chief Justice Richards, of Her Majesty's Court of Queen's Bench, under the authority of the 3rd clause of the 32nd section of the Consolidated School Act, 37th Vict., chap. 27, as follows:—

32. The Chief Superintendent of Education shall have authority, should he deem it expedient:

3. To submit a case on any question arising under the High or Public School Acts, to any judge of either of the Superior Courts, for his opinion and decision, or with the consent of such judge, to either of the Superior Courts, for their opinion and decision:

In construing the words "prices" in sub-section 26, and clause c of sub-section 27, of section 27 of the above quoted Act, taken

in connection with the same words in sub-section 27, and No. 4 of clause a of sub-section 29, of section 31 of the same Act; and in construing the words "cost" in sub-section 29, and Nos. 3 and 4 of clause a of the same sub-section, two questions arise:—

1. Whether (a) the Council of Public Instruction, (b) the booksellers (or other parties) sending books for the approval of the Council, or (c) the Chief Superintendent, has the right to fix the prices at which the books shall be supplied to the schools.

2. Whether the words "prices" and "cost" used in the above quoted sections are convertible terms, and mean the same thing, or whether the meaning of these words: "prices and cost" is not affected by the phrase "upon the same terms," used in sub-section 9, of section 33 of the Act, which originally occurs in the School Act of 1855, but which was inserted in the Consolidated School Act of 1859, and also in this Consolidated and Amended Act of 1874.

The portions of the School Act of 1874, quoted above are, as follows:—

8. POWERS AND DUTIES OF THE COUNCIL.

27. It shall be the duty of such Council, and it is hereby empowered:—

D. *Text, Prize and Library Books—Superannuated Teachers—Annual Report.*

24. To examine, and at its discretion, recommend or disapprove of text-books for the use of schools, or books for school libraries and prizes;

25. To make regulations in regard to school libraries;

26. To examine, or cause to be examined from time to time, any books, the names of which have not heretofore appeared in the catalogues of the Educational Department, and which may be forwarded (with a statement of their prices) to the Department by booksellers or other parties, who may have the same for sale;

27. To determine whether such books ought or ought not to receive the sanction of the Council for libraries or prizes in the Public and High Schools, and Collegiate Institutes;

(a) The decision of the Council in respect thereof is, without delay, to be communicated to the said booksellers or other parties concerned;

(b) The books so forwarded are, on application, to be returned to the persons forwarding the same;

(c) The names and prices of the books when sanctioned shall be published in the next number of the *Journal of Education*, with the dates respectively at which the books were received at the Education Department and laid before the Council for examination.

2. DUTIES OF THE CHIEF SUPERINTENDENT OF EDUCATION.

31. It shall be the duty of the Chief Superintendent of Education:—

26. To submit to the Council of Public Instruction, all books or manuscripts which are placed in his hands, with the view of obtaining the recommendation or sanction of the Council for their introduction as text, library or prize books;

27. To cause to be printed from time to time a catalogue, showing the names and prices of all the books which are or may be sanctioned by the Council of Public Instruction for libraries and for prizes in the Collegiate Institutes, High and Public Schools;

28. To cause to be printed each half year, a catalogue of any additional books which may be sanctioned by the Council for said purposes;

29. To authorize the payment, out of any moneys appropriated by the Legislature for that purpose, of one-half of the cost of any prize or library books sanctioned by the Council of Public Instruction, for Public and High Schools and Collegiate Institutes, which may be purchased by a Municipal or School Corporation from any bookseller or other parties, instead of at the Depository of the Education Department;

(a) Such payment shall be made to the order of the Corporation purchasing any of the books specified in the catalogues or lists sanctioned by the Council, on the following conditions:—

1. The Chief Superintendent shall be duly certified of the facts;

2. He shall be furnished with the usual guarantee as to the proper disposition of the books, which may be purchased elsewhere than at the Depository;

3. He shall be furnished with certified vouchers of the cost, edition, and binding of the books so purchased elsewhere;

4. He shall not pay more than one-half of the cost of the books so purchased elsewhere, according to the prices specified for them in the printed catalogues or in the authorized lists of such books published in the *Journal of Education*.

10. CERTAIN GRANTS AUTHORIZED.

3. Out of any grants made from time to time in aid of Public and High Schools, the Lieutenant-Governor may authorize the expenditure annually of such sums as may from time to time be voted by the Legislative Assembly for the purposes following:—

2. Through the Chief Superintendent of Education.

6. For the purchase, from time to time, of books, publications, specimens, models, and objects, suitable for a Canadian library and museum, to be kept in the Normal School buildings at Toronto, and to consist of books, publications and objects relating to education and other departments of science and literature, and specimens, models, and objects illustrating the physical resources and artificial productions of Canada, especially in reference to mineralogy, zoology, agriculture, and manufactures;

7. For supplying a copy of the *Journal of Education* to every School Corporation, and every School Inspector;

8. For the establishment and support of libraries in connection with the Schools;

9. For providing the Schools with maps and apparatus and prizes upon the same terms, and in the same manner as books are provided for School libraries;

10. For the payment of a salesman and assistant clerks of the public library, prize, map and school apparatus depositories, in connection with the Department of Public Instruction.

The whole of the sub-sections 26 and 27 of section 27, and sub-sections 27, 28 and 29 of section 31, of the Act 37 Vic., cap. 27, are new, and form part of the amendments made to the School law in 1874; but sub-sections 24 and 25 of section 27, sub-section 26 of sub-section 31, and the whole of section 33, formed part of the Consolidated Statutes, 22 Vic., cap. 64. The sub-sections quoted were originally passed in 1850, while section 33 was passed in 1855.

In construing the word "cost," in the Act of 1874, the phrase "upon the same terms" (which was first used by the Legislature in the School Law in 1855, and re-enacted in a consolidated form—without alteration—in 1859 and 1874) would throw some light on the question, especially as the "terms" upon which schools were supplied with library books in 1855 are explained by the Chief Superintendent of Education at that time to mean "at cost,"—including charges—with the 100 per cent. bonus allowed by the Legislature.

In order to understand the intention of the Legislature all through its enactments on this subject, it will be necessary to give an historical *resumé* of the whole question, and to quote those portions of the successive statutes and official documents and explanations which bear directly upon the subject.

In 1848, Dr. Ryerson, the Chief Superintendent, submitted a draft of a Bill to the Government, in the 13th section of which he proposes to set apart £2,000 (\$8,000) annually for commencing a system of school libraries, accompanying it with the following remarks:—

"The *Thirteenth Section* proposes a small provision for commencing the establishment of Common School Libraries. I propose to do so on the same principle and in the same manner with that which has been so extensively and so successfully adopted in the neighbouring States—except that the regulations for this purpose are *there* made by the sole authority of the State Superintendent of Schools, whereas I propose that *here* such regulations shall be sanctioned by the Governor General in Council.

"On the importance of such a provision, I need not say a word. On this section becoming law, I shall soon be prepared to submit a draft of the requisite regulations for carrying it into effect, and also to suggest means by which a selection of suitable books may be made and procured from England and the School Libraries of the States of Massachusetts and New York, and submitted to the consideration of the Board of Education, and then the modes of procuring, at the lowest prices, for any part of Upper Canada, the books which the Board may sanction for Common School Libraries."

The provision here recommended was partially adopted in the School Act of 1849. With a view to prepare the way for establishing the contemplated libraries, the Chief Superintendent, in 1849, addressed the following letter to the Provincial Secretary:—

("Copy.)

"EDUCATION OFFICE,

"Toronto, 16th July, 1849.

"SIR,—I have the honour to submit to the favourable consideration of the Governor-General in Council the following remarks and recommendations, with a few to the introduction of School Libraries into Upper Canada, as contemplated by each of the Common School Acts which have been sanctioned by the Legislature. There can be but one opinion as to the great importance of introducing into each township of Upper Canada, as soon as possible, a Township Library, with branches for the several school sections, consisting of a suitable selection of entertaining and instructive books, in the various departments of biography, travels, history (ancient and modern), natural philosophy and history, practical arts, agriculture, literature, political economy, &c., &c., &c. It is not easy to conceive the vast and salutary influence that would be exerted upon the entire population, the young portion especially, in furnishing useful occupation for leisure hours, in improving the tastes and feelings, in elevating and enlarging the views, in prompting to varied and useful enterprise, that would flow from the introduction of such a fountain of knowledge and enjoyment in each township in Upper Canada.

"But in order even to commence so noble and beneficial an undertaking, two things are necessary; the first is, to obtain, and for the Board of Education to examine and select the proper books; the second is to render such books easily and cheaply accessible to every part of the Province. As the books are not and cannot be published in this country, they must, for some time at least, be obtained from abroad—from England and the United States, arrangements must be made for that purpose, as the ordinary agencies of book trade are insufficient.

"When in Dublin, in 1845, I arranged with the National Board to obtain their books for schools in Upper Canada at cost prices, much below the wholesale prices, to the British public; and by means of that arrangement those excellent books are now sold in Upper Canada, about twenty per cent. cheaper than they were three years since; and we now say to each of our Canadian booksellers, that if he will agree not to sell those books at more than two-pence currency for every penny sterling that he pays for them, we will give him a certificate to the National Board in Dublin to obtain them at the reduced prices. By this simple arrangement private trade is encouraged, at excellent profits, rather than interfered with; and the books are then sold at much lower prices than heretofore. The selling prices of the books are published in the printed forms and regulations for schools, and are uniform in every part of the Province, and known to every Trustee and Teacher. A Canadian house has reprinted an edition of most of these books (fac-similes of the Dublin edition) at even lower prices than the imported editions.

"Now, I propose the adoption of an extension of the same arrangements to procure books for School Libraries. I propose to make an arrangement with some of the book societies in London (such as the Society for the Diffusion of Useful Knowledge, &c.) and the cheap library publishers in London and Edinburgh, for procuring such of their works as may be required for School Libraries in Canada at the lowest prices. I propose to make the same arrangements with the National Board in Dublin, for procuring portions of the series of books which they have lately selected and adopted for School Libraries, that we have heretofore made in order to procure their school books. And as but few of the books composing the School Libraries in the neighbouring States of New York and Massachusetts are of an exclusively local and politically objectionable character, and as the greater part of their School Library books are as suitable to the youth of Canada as to those of the United States—many of the books being re-prints of English works, and translations from the French and German—I propose to make a similar arrangement with School Library (and perhaps some other) publishers in New York and Boston, that I have above proposed to make with English publishers.

"According to this arrangement, I propose to secure, at the cheapest rate possible to the reading youth and people of Canada, the best popular works which emanate from the British and American press. There will thus be a *British* and an *American* series, with the price affixed to each, and directions where and how they may be procured, leaving to local councils or committees the option of selecting from either series, or from both, at their discretion.

"In the catalogue of these library books, I think a characteristic notice of each book should be inserted (including two or three sentences but of course, requiring considerable thought, judgment and labour in the preparation.) A catalogue should be furnished to each local council, and the books generally be also brought to the notice of the public, in the columns of the *Journal of Education*, and personally by the Chief Superintendent, during his visits

"to the various Districts, one of which I had intended to make during the latter part of the current year. Should the plan thus briefly explained be approved by the Governor-General in Council, I propose to devote the next three or four months to its accomplishment, by going to the United States and England, to make the arrangements suggested, and to select and procure specimen books for the school libraries, to lay before the Board of Education for Upper Canada, for their examination and judgment.

"With these remarks I submit this important subject to the favorable consideration of the Governor-General in Council; and should the task I have proposed be approved of, I will lose no time in prosecuting it. In the meantime, I would respectfully recommend that John George Hodgins, Esq., Senior Clerk in the Education Office, be authorized, by the Governor-General in Council, to act as Deputy Superintendent of Schools for Upper Canada during my absence, as I have entire confidence in his integrity, knowledge, and ability."

(Signed,) E. RYERSON.

The Honorable James Leslie,
Secretary of the Province, Montreal.

Any further steps for giving effect to the plan thus proposed, were deferred for more than a year.

In 1850, the Chief Superintendent again submitted a plan for the establishment of school libraries to the consideration of the Governor-General in Council, in a letter, of which the following is a copy.

(Copy,) EDUCATION OFFICE,
Toronto, 21st September, 1850.

"Sir,—I beg most respectfully to solicit the attention of His Excellency the Governor-General, in Council, to the letter which I had the honor to address you the 16th July, 1849, on the steps preparatory to the introduction of School Libraries in the several Counties, Cities, Towns and Villages of Upper Canada. That letter was printed as part of the correspondence in the School Law of Upper Canada, laid before the Legislature at its last session, and printed, pages 55, 56. I hereto annex a copy of it [See the letter last above quoted.]

"I am fully satisfied of the propriety and practical character of the recommendations contained in the annexed copy of that letter. During the last few weeks I have attended at Philadelphia, a National Convention of three days' continuance, the object of which was the universal diffusion of thorough Christian Education throughout the several United States, embracing a consideration of the several systems of Public Instruction and Educational Institutions from Primary Schools up to the Universities, their defects and remedies for them. This Convention was attended by State Governors and State Superintendents of Schools, Presidents and Professors of Colleges, Educationists and distinguished Teachers, from various States. In my intercourse with many of these gentlemen, of large experience in matters of popular Education, I found, without exception, the most unreserved approval of the plan which I propose for the introduction of School Libraries into Upper Canada. I was informed by several of them, that the most serious drawback to the success of their system of School libraries with the older States is the heterogeneous collection of unsuitable books which have been largely introduced into them, by the pressing competition of the rival publishers and itinerant book vendors, in the absence of any judicious State Board to select and recommend Library Books. Repeated attempts have been made in the States of Massachusetts and New York, to remedy this evil, which has brought discredit upon their library system, and paralyzed it in many places; but though the subject has been discussed in books, pamphlets, and addresses, and pressed in official reports, the evil continues, from opposition made by the rival parties who are each interested in selling his own books, and at as high prices as possible. I was assured without exception, by these experienced American Educationists, that had they at the commencement of their State system, adopted regulations and measures similar to those provided by law in Upper Canada, in regard to School Text and Library Books, the progress of their Schools and Libraries would have been much more rapid and satisfactory; and some of them expressed the opinion that there was little hope of much improvement in their Common Schools, beyond the limits of Cities and Towns, until some such system as had been provided by law amongst us, should be adopted among them in regard to Text and Library Books, and the inspection of Schools. Indeed, one gentleman, who has for some time been President of the Board of Education for the State of Michigan, and who devotes most of his time to delivering Educational lectures throughout the States, applied and obtained from me documents that would enable him to prepare a lecture

"on the system of Public Instruction in Upper Canada, which he intends to make the subject of one of the short course of four or five lectures which he is accustomed to deliver in each of the Principal towns in the State. The Connecticut State Superintendent of Schools (who has been an Educational State Officer for many years, has visited Canada, and made himself familiar with our system and School statistics), stated on one occasion, that more progress has been made in Upper Canada, in the system of Common Schools, during the last five years, than in any state of the American Union, and that the new School law in Upper Canada, was an improvement upon that of any of their States.

"Such opinions from such quarters were not a little gratifying and encouraging to me; and I found by conversation with Booksellers that the plan detailed in the annexed copy of letter, in regard to the mode of procuring and selecting Books for School Libraries will be found eminently economical and advantageous to our local Councils, and all engaged in the establishment of public School Libraries.

"I propose during the next three or four months to make the necessary tour and arrangements for carrying that plan into effect, and therefore pray that His Excellency will be pleased to order a warrant for five hundred pounds (£500) to issue in my favor, to be expended and accounted for in the manner stated in the annexed copy of letter."

(Signed,) E. RYERSON.

To the Honorable James Leslie,
Secretary of the Province, Toronto."

The following is a copy of the Provincial Secretary's reply to the foregoing letter:—

(Copy.)

"SECRETARY'S OFFICE,
Toronto, 27th September, 1850.

"REVEREND SIR,—I am commanded by the Governor-General to inform you that His Excellency has had under his consideration in Council your letter of the 16th July, 1849, and the 21st instant, suggesting the propriety of your proceeding to Europe, for the purpose of making the necessary arrangements for the establishment of School Libraries in the various Townships in Upper Canada, and requesting the issue of an accountable warrant for the sum of £500, for that purpose, to be charged on the grant for establishing School Libraries in the various Townships of Upper Canada.

"His Excellency has been pleased to direct the issue of the warrant in your favor for the above amount, and has also granted you leave of absence to proceed to Europe, to make the arrangements contemplated in your letter. His Excellency has also been pleased to authorize John George Hodgins, Esquire, to act as your Deputy during your absence."

(Signed,) J. LESLIE,
Secretary.

The Reverend E. Ryerson, D. D.
Chief Superintendent of Education for U. C."

In a Report to the Legislature 1858, embodying these letters, Dr. Ryerson remarks as follows:—

"Having proceeded to England, I was enabled by the aid of the Privy Council on Education, as narrated in a preceding part of this report, (pp. 29-34) to make advantageous arrangements with publishers in London, Edinburgh and Dublin, for the purchasing of books for our Public School Libraries, and made considerable selections for examination from their catalogues. I afterwards made similar arrangements with publishers, and similar selections from their catalogues, in Boston, New York and Philadelphia. The examination of the books thus selected occupied a great part of my morning and evening hours during nearly two years.

"But before deciding on the kind of libraries, and the mode of establishing them, or submitting regulations for that purpose to the consideration of the Council of Public Instruction, I made a tour of Upper Canada, and, as previously announced in a printed circular, I submitted the whole question as to the mode of supplying and establishing public libraries to a convention in each county, consisting of the Municipal Councillors, Clergy, Magistrates, Local Superintendents, Trustees, and as many other persons as chose to attend, and received an expression of strong, and in most cases unanimous approbation of the system which has been adopted, and is still pursued for establishing and extending public libraries in the various Municipalities of Upper Canada.

"Thus, so far from acting on the mere imaginings of my own mind, without authority, and at variance with the example of the mother country, I have had the express authority and aid of the Governor-General in Council, have largely advised with experienced and able educationists in the neighbouring States, have followed the

example and been aided by the co-operation of the Government Board of Education in Ireland, and of Her Majesty's Privy Council Committee on Education in England, have consulted and received the cordial expression of approving co-operation from a county convention in each county of Upper Canada, in regard to that very system of public libraries which has been so grossly assailed by certain parties in Toronto."

In 1851, Dr. Ryerson, in an address which he presented to Lord Elgin, on the occasion of laying the corner stone of the Normal School, thus refers to the subject of school library books, and their prices:—

"Arrangements have recently been made, and will be carried into effect in the course of a few months, by which maps, school-books, and every description of school apparatus will be provided for and rendered accessible upon the same terms to all the public schools of Upper Canada;—also, books for libraries, including a large selection of the books best adapted for popular reading, that issue from both the British and American press. By the arrangements which have been entered into, and which have been effected in England by the aid of the Imperial Government, through the cordial and active exertions of Earl Grey, these facilities for school improvement and general knowledge, will be rendered accessible to the municipal and school authorities throughout Upper Canada at an average expense of more than twenty-five per cent. less than they could have otherwise been procured, if procured at all;—facilities which obstacles hitherto insuperable, have prevented any Educational Department in the neighbouring States from providing for the advancement of popular education and the diffusion of useful knowledge."

In November, 1852, the Legislature having asked for a Return showing "what books, &c., for schools or teachers had been purchased or sold by the Superintendent of Education, West," Dr. Ryerson reported as follows:—

"Next to providing plans for school-houses, school text-books, maps and other requisites, I deemed the establishment of public school libraries of the greatest importance, and learned how many errors had been committed, and how many comparative failures had been experienced, in attempts to establish public school libraries in the neighbouring States, I thought to avoid such mistakes and disappointments, as far as possible, by selecting a variety of the most suitable and popular reading books in each department of human knowledge, and by making arrangements for procuring them and supplying them to each municipality and school corporation, upon the lowest terms possible—thus partially aiding parties establishing libraries in the selection of them, and giving them the assurance that every book included in the list from which they might make their selection, had been carefully examined and recommended by disinterested persons (*i. e.*, the Council of Public Instruction) and rendered accessible to them at the lowest cost prices, from a department, the building and all the contingent expenses of which were otherwise provided for. With a view to these objects, I submitted to the Governor-General the recommendations contained in letters 1 and 2 of the accompanying appendix; and my recommendations having been approved by His Excellency, I proceeded to make the preliminary arrangements to give them effect, in the manner detailed in letters 3, 4 and 5 of the accompanying appendix. Lord Grey and the Marquis of Lansdowne (who was then Chairman of the Privy Council Committee on Education) took a lively interest in the arrangements which I proposed; and the letters referred to will show the pains they took to promote the objects I had in view. It will be seen by papers 6, 7 and 8, in the appendix to these returns, that Her Majesty's Government had made arrangements to procure, for the schools aided by Parliamentary grants in England, school maps and books at an average of forty-three per cent. below the ordinary selling prices; and through the interposition of Her Majesty's Government, I was enabled to render that arrangement available to schools in Canada.

"At the same time, it occurred to me that I might make a still further and more advantageous arrangement. In the arrangement with the Privy Council Committee, I was restricted to the transmission of four orders per year—to the publications contained in their list—and also to their agents (Messrs. Long-

man & Co.) who were allowed five per cent. for executing their orders. After conferring with the Secretary of the Privy Council Committee on Education, who entered fully into my views, I called personally upon the principal publishers concerned, to ascertain whether they would execute my orders directly from Canada for their publications, upon the terms to which they had consented through the medium of the Privy Council Committee on Education. To my proposition, all the publishers to whom I applied, both in England and Scotland, unanimously and readily assented—having no wish that a London house should receive five per cent. for packing and forwarding their publications, and being desirous of extending their business connections in Canada. By this arrangement I saved the five per cent. otherwise payable to the Longmans on all publications procured through them. I was enabled to extend the arrangement to other publications than the text books and maps contained in the Privy Council Committee's list, and to make it available for maps and school apparatus of every description, and to books for libraries, for which I selected specimens to the number of nearly 2,000 volumes. But to accomplish all these objects, I found, required as many months as I had calculated weeks.

"6th. After my return from England, I made arrangements with publishers in New York, Philadelphia and Boston, similar to those which I had made with British publishers, for procuring such school maps and other school requisites as I might require, and also books for libraries, selecting about 2,000 volumes as specimens.

"7th. As all the publications included in these arrangements were to be paid for on receipt of the invoices from England, and on the receipt of the books themselves from the United States, and were to be disposed of to no other parties than municipalities and school authorities, and for school purposes alone, the publishers agreed, of course, to supply them below the ordinary wholesale prices.

* * * * *

"9th. The result of these arrangements is, that every description of the best school maps, apparatus and text books required for the schools, and the books for libraries, are and will be supplied to the remotest municipalities in Upper Canada at lower prices than the same publications can be purchased by the public where they are printed, either in the United States or Great Britain.

"10th. As to the rule by which the prices of these publications are determined, inquiries were made of several parties in Toronto, as to the average expenses per cent. for books or stationery imported from England and the United States; and a corresponding charge was added to the original prices of the publications in question. In case the expenses are not, at any time, equal to the estimate made of them, the balance is added to the Depository Fund, the accounts in connection with which are kept distinct from all other accounts of the department. Should the fund amount to about a thousand pounds, it would replace the advances temporarily made from the library appropriation."

The "terms" on which library books were first supplied to the schools were explained by the Chief Superintendent in the following extracts from circulars issued in October, 1853, and January, 1854:—

(1.) *Extract from Circular dated October, 1853.*

PUBLIC SCHOOL LIBRARIES—FIRST APPORTIONMENT OF THE LEGISLATIVE LIBRARY GRANT.

To the Municipalities of Townships, Cities, Towns, Villages, and School Sections.

The time having arrived for making the first apportionment of the Legislative Grant for the establishment of School Libraries in Upper Canada, the Chief Superintendent of Schools proceeds to explain the basis on which he proposes to make the apportionment, and the manner in which he thinks, under the circumstances, it should be made.

2. After much consideration, and in harmony with the principle on which the School Fund in each Municipality is distributed, local

exertion (and not property or population) appears to be the most equitable basis of apportioning the Library Grant, and that which is likely to give the most general satisfaction and to exert the most beneficial influence. The principle of aiding each School Municipality (whether it be a Township, City, Town, Village, or School Section) in proportion as it exerts and helps itself, is, upon the whole, unobjectionable, and is best calculated to excite and bring into action that kind of interest and public spirit which are the life of any general system of social advancement. This, therefore, is the principle on which the Library Grant will be distributed.

3. As to the amount to be apportioned to each Municipality—whether a School Section or Township—it has been decided to add, in the first apportionment, *seventy-five* per cent. to all sums raised by local exertion—thus apportioning £9 for every £12, and £75 for every £100 raised in a Municipality, and so on, in the same ratio for larger or smaller sums raised by local effort.

* * * * *

(2) *Extract from Circular, dated January, 1854.*

“As I have been able to obtain many of the books on more favourable terms than formerly, you will find a considerable number of your books *charged less than at the prices marked in the printed catalogue*—one object that I have in view being to *provide the books at the least possible expense* to the municipalities.”

In February, 1855, the following official circular and notice relating to School Libraries were issued:—

(OFFICIAL CIRCULAR.)

To Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries.

The undersigned, has great pleasure in stating to all those Municipal Councils and School Corporations in Upper Canada, who have established Public Libraries, [upwards of 200 in number,] that he will add *twenty-five per cent.* on the sums heretofore apportioned to them severally for Public Libraries. The apportionment will thus be increased to one hundred per cent. upon all sums of money raised from local sources for the same purpose.

Each Municipal Council and School Corporation concerned can select Books from the Official Catalogue to the amount of twenty-five per cent. upon the sum or sums already contributed by them, and forward their orders to this department; and the books will be packed up and forwarded as fast as the work can be performed. In case any particular book or books requested may not be on hand, or cannot be procured, corresponding books will, as far as possible, be selected from the catalogue and forwarded; and, when desired, the selections of any part, or of the whole of the books to the amount apportioned, will be made by this department.

In each case, please state the person to whom, and conveyance by which, it is desired that the books shall be sent.

E. RYERSON.

EDUCATION OFFICE,
Toronto, February 1st, 1855.

PUBLIC LIBRARY NOTICE.

To Municipal Councils and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada under the regulations provided according to law.

EDUCATION OFFICE,
Toronto, February 1st, 1855.

The “terms” on which Public School Libraries were supplied by the Education Department in 1855 are more fully stated in the following account of the “Duties of the Department,” published in the JOURNAL OF EDUCATION for March of that year, as follows:—

DUTIES OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

As much is said, and much inquiry is abroad in regard to the duties of Public Departments, it may not be improper to give some account of the duties of this department.

* * * * *

The several branches into which the department has been divided, are as follow:—

1. *Council of Public Instruction:—*
2. *Map and School Apparatus Depository.*

3. *Public Library Depository:—*This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour during more than two years that can hardly be conceived. Not far from 150,000 volumes have been procured, and upwards of 90,000 volumes have been supplied to municipalities and school sections, during little more than twelve months. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made, and the books, when received, must be examined by the invoices, and deposited in their respective places; then when an application is received from a municipal or school corporation, with a list of the books desired, or request that books to a certain amount be selected for them, the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered the name of the municipal corporation, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such as the address of the party to whom the library is to be sent, dates and numbers of letters, relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the shipper's or carrier's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that *these books have been purchased on most favourable terms, and are supplied at cost, and that the entire expense of management, including difference of exchange, transportation, insurance and all contingencies, has not exceeded thirteen per cent. on the sums paid for the books in England and the United States.*

Two months after this statement of the “terms” on which Public Libraries were supplied to the schools, the following Act was passed, in which the Legislature recognized these terms and directed that they should be applied to the supply of maps and apparatus as follows:

AN ACT TO MAKE FURTHER PROVISIONS FOR THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA 18TH VICTORIA CHAPTER 132.

[Received Royal Assent, 30th May, 1855.]

Whereas it is expedient to make further provision for the promotion of education and the diffusion of useful knowledge in connection with the Grammar and Common Schools of Upper Canada: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and of the Legislative Assembly of the Province of Canada, constituted and assembled by virtue of and under the authority of an Act passed in the Parliament of the United Kingdom of Great Britain and Ireland, and intituled, *An Act to re-unite the Provinces of Upper and Lower Canada, and for the Government of Canada, and it is hereby enacted by the authority of the same, as follows:*

1. The additional grants which have been made or may be made during the present session of the Legislature, for Grammar and Common School purposes, in Upper Canada, shall be annually disposed off, in the following manner:

3. A sum not exceeding two thousand and five hundred pounds per annum, may be expended in providing the Grammar and Common Schools in Upper Canada, with maps and apparatus, upon the same terms, and in the same manner as books are or may be provided for Public School Libraries;

4. A sum not exceeding three thousand five hundred pounds per annum, may be expended as heretofore provided by law, in further aiding in the establishment and extension of Public Libraries in connexion with the Grammar and Common Schools in Upper Canada;

5. A sum not exceeding three hundred and fifty pounds per annum, shall be allowed for the payment of two assistant clerks and a salesman of the Public Library, map and school apparatus depositories, in connexion with the department of Public Instruction in Upper Canada ;

7. The whole of the remainder of the said grants shall be expended as further aid to common schools in Upper Canada, according to the provisions of the Common School Acts of Upper Canada, and of this Act.

After the passing of this Act, the Chief Superintendent issued the following notices in the *Journal of Education*, for June, 1855 :—

PUBLIC LIBRARY NOTICE.

To Municipal and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st February, 1855.

MAPS AND APPARATUS.—NOTICE.

The Legislature having acceded to my recommendation to grant annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the undersigned will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, forwarded to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees.

E. RYERSON.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

During 1856, 1857, 1858 and 1859, these "terms" and "manner" of supply remained unchanged ; and, in 1859, the various Common School Acts were consolidated into 22nd Vic., ch. 64. The Sections of the Act of 1855, just quoted, will be found in Section 120, as follows :—

120. Out of the share of the Legislative School Grant coming to Upper Canada, and the additional sums of money from time to time granted in aid of Common Schools, or in aid of Common and Grammar Schools in Upper Canada, and not otherwise expressly appropriated by law, the Governor in Council may authorize the expenditure of the following sums annually.

1. Under the Regulations of the Council of Public Instruction.

2. Through the Chief Superintendent of Education.

C. For the establishment and support of Public School Libraries, in connection with the Common and Grammar Schools, a sum not exceeding \$26,000.

D. In providing the Grammar and Common Schools with maps and apparatus upon the same terms, and in the same manner as books are provided for Public School Libraries, a sum not exceeding \$10,000.

E. For the payment of two assistant clerks, and a salesman of the public library, map and school apparatus, depositories in connection with the Department of Public Instruction, a sum not exceeding \$1,400.

These "terms" and the manner of supply continued unchanged during the years 1859 to 1874, inclusive. In 1874, the provisions of this 120th section of the Act, 22 Vic., ch. 64, were again consolidated, and will be found in section 33 of the Act, 37 Vic., ch. 27, as follows :

10. CERTAIN GRANTS AUTHORIZED.

33. Out of any grants made from time to time in aid of Public and High Schools, the Lieutenant-Governor may authorize the expenditure annually of such sums as may from time to time be voted by the Legislative Assembly for the purposes following :—

1. Under the authority of the Council of Public Instruction.

2. Through the Chief Superintendent of Education.

8. For the establishment and support of libraries in connection with the Schools ;

9. For providing the Schools with maps and apparatus, and prizes upon the same terms, and in the same manner as books are provided for School Libraries ;

10. For the payment of a salesman and assistant clerks of the public library, prize, map and school apparatus depositories, in connection with the Department of Public Instruction.

It will be thus seen that the phrase "on the same terms," which occurs in the Act of 1874, refers to the "terms" (as to the "prices" or "cost" of the library books supplied to the Schools) which were explained and defined by the Chief Superintendent in 1855, the date at which the original Act containing these words was passed.

These "terms" the Chief Superintendent shows were the furnishing of Public School library books, from the Depository "at cost"—that is, the price which he paid for these books, including exchange, transportation, insurance and all "contingencies, not exceeding thirteen per cent."

Another question here arises as to whether in fixing the "prices" or "cost" of the books supplied to the schools by (1) the Council of Public Instruction, (2) the booksellers, or (3) the Chief Superintendent of Education, the charge for salaries of clerks and salesman in the Educational Depository, at all events to the extent of \$1,400 per annum, as fixed by the Act, should be reckoned in the "cost" or "prices" of books furnished to the schools. The Act, as will be seen, provides for the Depository salaries out of a "Grant" or "Gift" by the Legislature, as much so as the "Grant" or "Gift" for superannuated teachers, *Journal of Education*, or other object, as mentioned in the 120th section of the Consolidated Act of 1859, or in the 23rd section of the Act of 1874.

A further question has been raised, and that is, whether in fixing the "prices" or cost of prize and library books, an estimated sum for rent, for taxes, and for interest on the Legislative Grant (none of which have ever formed part of the expenditure of the Depository) should be included in those "prices" and cost of the books—in other words, whether the Education Department should provide for an absolute profit out of the books supplied to the schools, over and above expenses, which would, of course, be payable into the Provincial Treasury, and form part of the casual revenue.

Having now stated the case, and given copious extracts from the various Statutes, official explanations, and regulations bearing upon the subject, it is proper to recapitulate the several questions which are raised in this document and submitted for decision, as authorized by law, viz. :—

Question 1st. Whether the "prices" or "cost" to the schools of the prize and library books sanctioned by the Council of Public Instruction should be fixed—

- (1.) By the Council of Public Instruction.
- (2.) By the Chief Superintendent of Education,
- (3.) Or by the Booksellers, or other parties sending in books for the approval of the Council.

Question 2nd.—On what principle should the "prices" or "cost" of these books to the Schools be fixed, viz. :—

- (1.) Whether the "price" or "cost" of a book should include (a) its net prime cost from the original publisher, with the additional charge (b) for exchange, (c) freight and shipping dues, (d) duty, (e) insurance, (f) salaries of clerks, and (g) contingent expenses of management, which are all actual expenditures, and (h) the usual estimated percentage for depreciation of stock on hand.
- (2.) Or, whether, in addition to these actual expenditures incurred in procuring books and managing the Educational Depository, and for percentage for stock depreciation, the "prices" or "cost" of books to the Schools should also include (i) an estimated sum for rent, (j) for taxes, (k) for interest on Legislative Grant employed, and (l) salaries of

clerks, (at least beyond the \$1,400 per annum, payable by Statute out of "grants" made by the Legislature).

Question 3rd.—Whether the phrase "on the same terms," which originally occurred in the Act of 1855, and is continued in the Consolidated Acts of 1859 and 1874, would not determine the cost of the books to the Schools, on the principle of the rates of charge for them as they existed in 1855, viz:—the prime cost of the books from the original publisher, with the added charge for exchange, freight, shipping charges, duty, insurance, salaries, and the estimated percentage for stock depreciations.

Question 4th.—Whether an added profit out of books supplied to the Schools from the Educational Depository over and above the amount of actual expenditure for them, contingent expenses of management and percentage for depreciation of stock, was contemplated or authorized, or is contemplated and authorized by the Legislature under its successive Acts bearing upon the subject.

J. GEORGE HODGINS,
Deputy Superintendent.

LETTER FROM THE CHIEF JUSTICE OF ONTARIO TO THE
CHIEF SUPERINTENDENT OF EDUCATION.

TORONTO, 27th August, 1874.

SIR,—Your letter of the 24th ult., asking my opinion under the statute as to "what should be regarded as cost prices of books provided by the Educational Department for Libraries and Prizes for the Public and High Schools, and who should determine those prices," was received at my house when I was absent, during the "long vacation," and I only put my hand on it yesterday.

I presume there are parties interested in the discussion of the questions submitted in your letter, who may wish to be heard in the matter. I think the better course will be to have the case appended to your letter set down for argument in the Court, and the usual notice given to the parties interested, that they may be heard and their views presented to the Court before any decision is come to.

Of course, if the parties desire it, the argument can take place before myself instead of the full court.

I have, &c.,
(Signed) WM. B. RICHARDS,
Chief Justice.

To the REV. DR. RYERSON, &c., &c., &c.,
TORONTO.

CIRCULAR TO BOOKSELLERS IN REGARD TO THE FORE-
GOING CASE SUBMITTED TO THE CHIEF JUSTICE.

(Copy.) EDUCATION OFFICE,
Toronto, 7th September, 1874.

GENTLEMEN,—I have thought proper to submit a special case to one of the Judges of the Superior Courts, as authorized by the 32nd Section, Sub-section 3rd of the New School Act, 37 Vic., Chapter 27, in order to obtain an authoritative decision as to whether the Council of Public Instruction, or Chief Superintendent, or the Booksellers, are to determine the prices and the principle of determining the prices of Books to be sanctioned by the Council under the new clauses on the subject introduced into the School Acts.

I have caused a statement of the case to be prepared so far as the Education Department is concerned, and have forwarded it to the Honourable the Chief Justice of Ontario, who has intimated to me a desire that parties interested adversely to the views which I hold on this subject should have an opportunity of being heard before him.

Under these circumstances I have to request that should you desire to take any steps in the matter, you will be good enough to name your legal adviser, and prepare and transmit to the Chief Justice your counter case, and also a copy of it to me, so that a time may be fixed by the Chief Justice for the argument of the whole case. On your application, I will furnish you with a copy of the case, as I have submitted it, as soon as printed.

I have the honour to be, Gentlemen,
Your obedient servant,
(Signed,) E. RYERSON.

CORRESPONDENCE BETWEEN THE EDUCATION DEPART-
MENT OF ONTARIO AND MESSRS. THOS. NELSON & SONS, EDINBURGH.

(Laid before the Council of Public Instruction, 25th June, 1874.)

Copy. EDUCATION OFFICE,
Toronto, 21st May, 1874.

GENTLEMEN,—I have the honour to state that Messrs. Campbell & Sons, booksellers in this city, (and your agents as stated here,) offer the Schomberg Cotta 6s. 6d. series of books to the schools at \$1 each. As you have charged this Department more than this sum in London for each of the books in question, I will thank you to explain how the discrepancy arises.

I am aware of your discrimination of — per cent. in favour of Messrs. Campbell, as against this Department, but you must have allowed even better terms than usual to them, while you compel this Department to pay a much larger price for the same books.

We, of course, keep the Schomberg Cotta books for our schools, but we have to derive our supply from an American source, owing to your unjustly high prices to us for the same books.

Your house, knowing of the unpleasant discussion on the book question, between Messrs. Campbell and this Department, refused me (when in London in 1867), any larger discount than — per cent. off trade prices, no matter what quantity of books were ordered, yet you do not hesitate to unreasonably discriminate against the Department, in favour of those very booksellers, under the circumstances.

I have the honour to be, &c., &c.,
(Signed) J. GEORGE HODGINS,
Deputy Superintendent.

Messrs. Thomas Nelson & Sons,
Publishers, &c.,
London, England.

Copy. REPLY TO THE FOREGOING LETTER.

Edinburgh, June 6th, 1874.

DEAR SIR,—In reply to your letter just to hand, we beg to inform you that you are under a mistake when you suppose that we are kept informed of the unpleasant discussions between Messrs. Campbell & Sons and your Department. Unfortunately, perhaps, for ourselves we are not well posted on Ontario matters. Having our hands full on this side, we have not been able to give that attention to Canadian matters that we ought to have done.

In regard to the special matter referred to in your letter of May 21st just to hand, we beg to say that the circumstances are these:—Messrs. Campbell & Sons represented to us that they could not sell our edition of the Schomberg Cotta family owing to the competition caused by the American reprint. In the expectation of a large and steady sale, we decided to print an edition on inferior paper, especially for Canada. This was done and the price was reduced. But after all the sale did not amount to much, and was not sufficient to induce us to continue printing specially for Canada. This will explain how the price came at first to be reduced. As far as we are concerned, there was no intention whatever of placing your Department at a disadvantage. The object was simply to meet the competition in our ordinary trade with booksellers.

We find that during the last year you have had from our London house only a few copies of the Schomberg Cotta series. They were the same as sold in this country at 6s. 6d., and charged at our usual trade prices with — per cent. discount, as on other books supplied to you.

Now that you have called our attention to the matter, we shall cheerfully make an allowance on these copies, though it will be a loss to us, inasmuch as they were the same as sold in England.

Messrs. Campbell have had a few copies from us of the English editions at a reduced price, simply because the demand was not sufficient to induce us to print another special edition for Canada.

The above statement puts you in possession of all we know of the matter—and we trust will remove from your mind the impression that we made purposely a discriminating difference of price in favour of Messrs. Campbell against you. As you are aware, and state in your letter, our terms to Messrs. Campbell on all our books are slightly different from those on which we supply you. But we do not think this unjust. Messrs. Campbell have hitherto acted as our general agents. They travel through the country and incur expenses which must be paid. They cannot do this unless some allowance is made to them. As it is our interest to have our publications sold everywhere, you will at once see that it is a matter of importance to us to have them regularly brought under the notice of booksellers in every town and village, and this we can only do by agencies like that of Messrs. Campbell.

Beyond this we have no interest whatever in any way in Messrs. Campbell's business, or in any of their publications. We at one time hoped that we would have been able to produce school books for Canada, as we possess facilities in many ways for getting up superior books, but we were disappointed. We trust yet, however, through some channel, to accomplish this.

Yours, &c.
(Signed) THOS. NELSON & SONS.

* The whole matter was fully discussed at the time (in 1867) between Mr. P. C. Nelson, manager of the London house, and Mr. Hodgins.—[Ed. *Journal of Education.*]

NUMBER OF CERTIFICATES

Awarded by the Council of Public Instruction, and by the County and City Boards of Examiners, at the July Examinations, 1874.

COUNTIES AND CITIES.	Number who applied for			Total.	Who Received				Total.	
	1st Class.	2nd Class.	3rd Class.		1st Class.	2nd Class.		3rd Class.		
						Male.	Female.	Male.		Female.
Glengarry.....	—	2	26	28	—	1	—	1	7	9
Stormont.....	—	1	18	19	—	—	—	3	4	7
Dundas.....	—	4	49	53	—	4	—	6	36	46
Prescott.....	—	3	20	23	—	—	3	—	10	13
*Russell.....	—	—	—	—	—	—	—	—	—	—
Carleton.....	—	8	32	40	—	—	—	—	—	—
Leeds and Grenville.....	—	11	97	108	—	4	1	14	7	26
Lanark.....	—	3	52	55	—	4	1	11	52	68
Renfrew.....	—	—	38	38	—	2	1	6	20	29
Frontenac.....	—	9	58	67	—	—	—	2	2	4
Lennox and Addington.....	—	3	20	23	—	3	—	7	23	33
Prince Edward.....	—	11	35	46	—	2	1	2	18	23
Hastings.....	—	9	91	100	—	4	—	6	11	21
Northumberland.....	—	3	36	39	—	2	—	20	11	33
Durham.....	1	11	26	38	—	3	—	4	5	12
Peterborough.....	—	17	47	64	1	4	—	9	10	24
Victoria.....	1	16	89	106	—	2	1	9	22	34
Ontario.....	2	13	43	58	—	3	4	24	36	67
York.....	1	24	71	96	—	3	1	13	12	29
Peel.....	—	7	18	25	1	8	7	37	25	78
Simcoe.....	2	10	64	76	—	4	1	3	5	13
Halton.....	—	1	24	25	2	2	—	18	19	41
Wentworth.....	2	9	40	51	—	—	—	6	7	13
Brant.....	—	7	21	28	1	4	3	10	17	35
Lincoln.....	—	7	39	46	—	1	—	5	7	13
Welland.....	1	—	20	21	—	5	2	8	15	30
Haldimand.....	—	6	31	37	—	—	—	2	10	12
Norfolk.....	—	1	27	28	—	3	—	5	10	18
Oxford.....	—	8	52	60	—	—	—	2	14	16
Waterloo.....	2	8	33	43	—	1	1	8	8	18
Wellington.....	1	20	97	128	1	2	—	10	5	18
Grey.....	1	24	95	120	—	9	—	25	16	50
Perth.....	2	12	73	87	—	8	3	12	31	54
Huron.....	2	28	79	109	2	3	2	18	12	37
Bruce.....	1	7	70	78	1	11	1	26	18	57
Middlesex.....	1	28	141	170	—	4	—	20	17	41
Elgin.....	2	18	70	90	—	13	1	31	32	77
Kent.....	1	5	54	60	1	10	4	16	21	52
Lambton.....	1	26	54	81	—	2	2	15	24	43
Essex.....	—	10	30	40	1	6	1	11	17	36
Hamilton.....	—	6	14	20	—	2	—	7	13	22
London.....	—	1	6	7	—	1	3	—	4	8
Ottawa.....	2	3	7	22	—	—	—	1	3	5
Toronto.....	1	3	8	12	2	1	3	1	1	8
Kingston.....	1	3	3	10	1	1	—	—	8	11
Kingston.....	—	7	3	10	—	—	3	—	5	8
Total.....	27	430	2018	2475	14	142	52	434	650	1292

* Answers not yet examined. Result not determined.

I. Papers on Literary and Scientific Subjects.

1. THE USES OF PHILOLOGY.

The sessions of the American Philological Association, which were lately held at Hartford, Connecticut, have excited exceeding little interest in the public mind. Among the essayists and debaters were some of the most learned men in the various American colleges; but the subjects chosen for elucidation and discussion are so far removed from popular knowledge that it is no great wonder they created so little sympathy. Yet philology—though as a science, it is still in its infancy—has been of very real service in clearing up obscure points of history and in settling disputes as to the original landmarks of different races. Even if confined to our English language alone, what a light it sheds on the different stages of the history of the British nation. The subjugation, extinction, or banishment of the Celtic tribes which Cæsar encountered; the 400 years sojourn of the Romans; the invasion, supremacy, and conversion of the Saxons and their Danish rivals; the Norman conquest; the long struggle for linguistic supremacy between French and English, and the ultimate compromise, to which we are indebted for our

present tongue—all these facts are revealed by Philology in the composition and structure of the language itself. It is the same with other languages; and the interests become wider and deeper as we enter the domain of comparative philology and trace the pedigree, and discover the kinship of several languages and races apparently diverse.

There is one important question, which, we have long thought, might very advantageously occupy the chief attention of the philologists of this continent, namely, the study of the native American languages, with a view to the ascertainment of the early settlement of this great division of the earth. The subject is still involved in obscurity. It is taught in the schools that Columbus discovered America in 1492, and that there were possible previous visits to the continent by Welshmen, Icelanders, &c. But we have nothing tangible—the knowledge which we crave of the far distant past, when the first stranger set his foot on American soil, still eludes our grasp. The comparative civilization of Mexico and Peru is still unaccounted for. In fact, all that is offered to us, instead of some scientifically founded probability, however small, is a mass of conflicting theories, advanced, apparently, with no other object than that of making the puzzle still more intricate.

Now, we cannot but think that in our seats of learning all over the continent, this study of the Indian languages and dialects has been shamefully neglected. The number of Indian scholars which they have produced, taken collectively, is wofully small. We have never heard of a Professor of the native languages or of any one of them. And yet, philologically, they possess a peculiar importance. They hold the key to the secret of the peopling of a great continent. They may point to Phœnicia, to Carthage, to Spain, or they may point across the Pacific on the other hand, to Japan or Cathay, or they may lead us by Behring's Straits—to the ancient home where kindred lips spoke cognate words centuries before Columbus. The diversity which exists among the Indian languages makes the study more interesting, and greatly enlarges the scope of its usefulness. Some of them, spoken three hundred years ago, are now spoken no more; but in such cases, much has been preserved in the writings of early travellers and missionaries to compensate for the loss.—*Montreal Gazette.*

2. PHONETIC SPELLING.

In a recent address before the American Philological Association in Hartford, on Tuesday, Prof. Francis A. March favored phonetic spelling. "It is no use," he said, "to try to characterize with fitting epithets and adequate terms of oburgation the monstrous spelling of the English language. The time lost by it is a large part of the whole school time of the mass of men, and with a large majority of those who are said to read, and who can read if you give them time, it is a fatal bar through life to that easy and intelligent reading which every voter, every human being ought to have at command. Count the hours which each man wastes in learning to read at school, the hours that he wastes through life from the hindrance to easy reading, the hours wasted at school in learning to spell, the hours spent through life in keeping up and perfecting this knowledge of spelling, in consulting dictionaries—a work that never ends—the hours that we spend in writing silent letters; and multiply this time by the number of persons who speak English, and we shall have a total of millions of years wasted by each generation. The cost of printing the silent letters of the English language is to be counted by millions of dollars for each generation. Who has not heard the groans of Germans or Frenchmen trying to learn how our words sound, or read the petitions of the Japanese?"

3. PHYSIOLOGY IN THE SCHOOLS.

[The author, in sending us this article has the following in a private note which we think it well to print herewith. "It is no wonder that the public press is continually complaining that our young men are crowding into the professions and clerkships, trying to make their living with their brains, while our manufactories and other industries suffer for the want of hands—good laborers. As the mental faculties are the only ones they have been taught to use, it is no wonder they shrink from manual employment when their physical powers never have been properly trained or developed, and when physical labor is a sort of 'motor nerve,' excruciating instead of a comparatively easy and pleasant muscular exertion."—Ed.]

The assertion of Herbert Spencer, that reason by extinguishing other superstitions finally becomes itself the object of superstition; that in minds freed by its help from unwarrantable belief, it becomes that to which an unwarrantable amount of belief is given, seems to derive some force from the present phase of education in our country. Eloquence exhausts itself upon the glorious attributes of the human intellect. The mind in our present plan of education would seem to be the only part of the human being worthy of development, of culture, or of being understood. And all that is or can be said of the sublime attributes of the mind, is undoubtedly true, still it is not the part of a rational nature to contemn the casket which contains this great treasure even though this casket were in itself worthless. It would yet be of the highest value for the offices it performs; much more when it is itself a piece of rare workmanship curiously and wonderfully wrought.

Of the great importance of the offices it performs and the relations it bears to that divine attribute, the mind, any one must be convinced by reflecting for a moment upon the single fact, that a glass of liquor taken into the stomach is capable of throwing the mind into a chaos of disorder and darkness.

Though the spirit is the noblest part of man, still, its existence and continuance here on earth for God's own wise and good reasons, is only possible through the medium of the physical organism and in subjection to physical and material laws, the operation of which it is eminently fitting and proper that we should seek to know and understand as far as our finite powers will permit.

I conceive the proper object of our common schools to be, not merely the attainment of a certain degree of proficiency in "mental gymnastics," but the training and preparation of our children for their career in life as individuals in the pursuit of their true and

substantial happiness; and as citizens and members of society, their duties toward each other and to the State.

Now, taking into consideration that the majority of our pupils must in life gain a livelihood by physical labor, would it not be well to teach them physiology as well as the science of grammar, or of quantity? Would it not be as important for them to acquire a knowledge of some of the principal facts relating to food and sleep, and physical exertion and rest, as to acquire a knowledge of the facts of physical geography or the processes of algebraic demonstration.

Is it more important to know the rules of speech or the laws of numbers than to know the laws of digestion, respiration, nervous and muscular action? laws to which we are directly subject every moment of our lives, the ignorance, neglect and violation of which is so plainly evident in the American physique, and which causes apprehensions for its future?

It would not be as much of a wonder, if physiology were made one of the regular and universal branches to be taught in our common schools, as it is that it is not. At any rate, it is a matter of wonder that a practical knowledge of even the principal facts of physiology should be so rare among our people. It would certainly be better to tell a class of pupils that a fit of sleeplessness is often caused by bathing, or severe and protracted mental or physical exertion after a hearty supper, as it arrests the digestion, and why it arrests it, and how indigestion acts on sleep, rather than to be taught in after life by the local paper that to cure a fit of sleeplessness we must run up and down stairs several times.

Physiology is surely of as much importance to our common school pupils as any of the other empirical branches of study. Especially since the capacity and opportunities of so many of our pupils is limited, it is expedient that those branches of study should be selected which will be of the most direct use and benefit in after life.

This subject—the relative importance of the various branches taught in our common schools—is a matter for grave consideration, and a candid discussion of it would lead to a great improvement in our educational results.—*Laborer, in Pennsylvania School Journal.*

II. Mathematical Department.

EXAMINATION FOR FIRST CLASS CERTIFICATES,

JULY, 1874.

Solution of Questions in Algebra and Natural Philosophy.

ALGEBRA.

- 1 (a) Put $y = vx$. Substitute in the given equations; eliminate x , &c.
- (b) The given equation may be treated as a quadratic, in which $\sqrt{(2x^2 - 3x - 1)}$ is the unknown quantity. For, putting this expression equal to y , the equation becomes

$$y = 3y^2 - 2.$$

Hence y may be found, and therefore x .

- (c) Take the cube of both sides, and simplify. Then

$$(x^2 - a^2)^{\frac{1}{3}} = -a^{\frac{2}{3}}$$

$$\therefore x^2 - a^2 = -a^2$$

Therefore x is equal to zero. [It may be useful for a student to substitute zero for x in the given equation, and to consider whether this value of x does, in point of fact, satisfy the equation.]

2. Apply the ordinary rule.
3. Suppose that, before the accident, the watch is gaining x seconds in the hour. Then when it indicates 6 o'clock P.M., the true time is $\frac{6 \times x 3600}{3600 + x}$. Similarly, the additional time taken before it indicates midnight is $\frac{6 \times 3600}{3600 - x}$. Therefore the number of hours which elapse from the time when the watch indicates noon till the time when it indicates midnight is $\frac{12 \times 3600^2}{3600^2 - x^2}$.

Therefore, by the question,

$$12 \left\{ \frac{3600^2}{3600 - x^2} \right\} = 12 + \frac{12}{3600^2 - 1} \therefore x = 1.$$

4. Eliminate x , from the given equations.
5. Let the roots be p and q . Then

$$p + q = -m.$$

$$p^2 + q^2 = m^2 - 8.$$

$$p^3 + q^3 = 12m - m^3.$$

- Therefore $m(m^3 - 12m) = (m^2 - 8)^2$. Therefore, &c.
6. The first part of the question is book-work.
With regard to the second part, let the series be,
1, x , x^2 , &c.
Then $x^3 - 1 = 10x^4 - 10$. Therefore, &c.
[Among the real solutions of the equation $x^3 - 1 = 10x^4 - 10$, are $x=1$ and $x=-1$. Are these values, or is either of them, admissible?]
7. Let $10x$ be the number of men, and $5x$ the number of boys employed at first. The work done by these men and boys is equivalent to that of $12x$ men. The withdrawal of 10 men and 10 boys leaves an efficient force equivalent to that of $12x - 14$ men; but if, on the withdrawal of the 10 men and 10 boys, each of the remaining boys had done a man's work, there would have been left an efficient force equivalent to that of $15x - 20$ men. Now, by the question, the work which $12x$ men could perform in a certain time (say t days), is done by $12x - 14$ men in $t+7$ days, and by $15x - 20$ men in $t + \frac{1}{5}t$ days.
- Therefore $12xt = (12x - 14)(t+7) = (15x - 20)(t + \frac{1}{5}t)$.
Therefore $x=4$; and $10x=40$; $5x=20$.
8. Book-work.

NATURAL PHILOSOPHY.

1. In this question, by a clerical error, the force acting at B in the direction B D is made 10lbs. instead of 20, which was the number intended to be written by the examiner who prepared the paper. Assuming the force acting in the direction B D to be 20lbs, the solution is as follows:—Taking the resolved parts of the forces, first in a vertical, and then in a horizontal direction, we obtain the equations,

$$m = 20 + 20 + 5 = 45.$$

$$n = 5\sqrt{3}.$$

These values provide that no motion of the rod can take place either in a vertical or in a horizontal direction. Take now the moments round A, and we have (denoting C B by $2c$) as their algebraical sum,

$$20 \times 3c - m \times 4c + 20 \times 6c;$$

which (since $m=45$) is zero. Therefore no rotation can take place, and the beam is absolutely at rest. (Candidates were not allowed to suffer by the error above referred to.)

2. Most of the candidates, who solve this question, proceed by resolving the forces vertically and horizontally. This easily leads to the desired result. One gentleman supplies an elegant variation in the proof. He observes that the force which acts in a direction parallel to the plane, being equal to that whose direction is parallel to the base of the plane, the resultant of these two must bisect the angle between their directions; and must, therefore, make equal angles with the direction of the weight, and with the direction of the force of reaction; Therefore (he concludes) the reaction is equal to the weight.

3. The solution of this question by Mr. Fletcher is rather elegant. Representing the weight of the square by x , he says: "Since the C. G. of the square is at its centre, x must act at that point, which is in the diagonal A C. The question then simply amounts to finding the C. G. of three weights, x , q , and $x+3q$; for the direction of the string must pass through that point." Mr. Fletcher has no difficulty in showing that the centre of gravity of the three weights in question is at the middle point of the line drawn from A to the centre of the square.

4. Let the particles come into collision in t seconds after the first has left A. Then,

$$384 - 32t = 32(t - 2)$$

$$\therefore t = 7.$$

$$\text{But A B} = 16(t - 2)^2 + 384t - 16t^2$$

$$\therefore \text{A B} = 2304.$$

5. If h be the perpendicular let fall from C on A B. Then,

$$\text{Time of falling down C B from rest} = z\sqrt{\left(\frac{2}{gh}\right)}$$

$$\text{Time of falling down C D from rest} = \sqrt{\left(\frac{2yz}{gh}\right)}$$

$$\therefore \text{Time of falling down C A from rest} = z\sqrt{\left(\frac{2}{gh}\right)} - \sqrt{\left(\frac{2yz}{gh}\right)}$$

$$\text{But time of falling down C A from rest} = x\sqrt{\left(\frac{2}{gh}\right)}$$

$$\therefore z - x = \sqrt{\quad} \quad \therefore (z - x)^2 = yz.$$

[The above is Mr. Fletcher's proof, with some details omitted.]

6. Let t be the time during which the particle projected from A was in motion. Then

$$160(t - 4) - 16(t - 4)^2 = 160t - 16t^2$$

$$\therefore t = 7.$$

$$\therefore \text{vertical height of C above A B} = 160 \times 7 - 16 \times 49.$$

$$= 336 \text{ feet.}$$

7. Let c cubic feet be the content of the body. Then,

$$1000c = \text{weight (in ounces) of water displaced by the body.}$$

$$1000c + 1 = \text{weight of first liquid displaced.}$$

$$1000c - 1 = \text{weight of second liquid displaced.}$$

$$\therefore \frac{1000c + 1}{1000c - 1} = \frac{1000t + 1}{1000t - 1}$$

$$\therefore t = c.$$

8. This question was not correctly solved by any of the candidates. It is left as an exercise for students.

G. P. Y.

The proposition to connect Scotland and Ireland by a tunnel 12 miles long, at an expense of \$23,000,000, is again before English engineers.

Professor Phin has devised a substitute for spongy platinum in the experiments with hydrogen gas that is well worth the attention of chemical teachers. Make a cylinder of pumice stone $\frac{3}{8}$ of an inch in diameter. With a fine saw cut it into discs about one twentieth of an inch thick. Soak these for some time in a strong solution of bichloride of platinum in alcohol, and then as long in an alcoholic solution of sal-ammoniac. After being once thoroughly ignited, these discs will inflame a jet of hydrogen, and be found much more useful, and far more convenient and economical than the brittle form commonly purchased of apparatus dealers.

III. Papers on Practical Education.

1. SIGNALING CLASSES.

Much diversity of custom prevails among teachers with respect to means and methods of signaling the movements of classes. Many teachers use the bell, giving a stroke for attention, one for rising, and another for moving in a certain order. Some teachers signal by successive snaps of the finger, or by raising in succession one, two, and three fingers; one advantage of this means is that it is always at hand. This is perhaps its chief, if not its only, recommendation. Again, some teachers move their classes by the simple tap of a pencil upon the desk, others by counting one, two, three, etc., or by giving the orders *attention, rise, pass*.

If a bell is used, it should be with the least sound audible. Anything like a loud stroke or jingling of the bell should be avoided. Nothing is more inspiring of disorder, confusion, and noise in a school than a loud and careless use of the bell. On the other hand no inarticulate sound is more conducive of quietness and good order than the almost inaudible tap of the teacher's pencil. On general principles, however, where signals are given by the teacher, we prefer vocal ones to those given by any other means. The teacher's voice is the natural medium of communication with his pupils, and is no less available as a means of indicating the order of their movements than of directing the course of their general conduct. Its sound is the only proper sovereign one of the place.

Whatever means of signaling a teacher may employ, the system of signals should be as simple as possible consistent with a proper degree of order in the movements of pupils. Some teachers give too many signals, having one for attention, another for taking up books, another for turning toward the aisles, another for rising, another for dressing the line, another for moving to recitation seats, and another for sitting. To thus grind up the aggregate of the movements of a class, and then shake a tea-bell at each one of the microscopic particles, is not order, but rather a most ridiculous affectation of it.

Without almost constant care on the part of the teacher, the pupils become careless in observing the separate signals. At the signal for rising some will be gathering up their books; others, again, will be moving to the recitation. This evil, like all others, can be corrected only by attending to it—by having but few signals and requiring prompt and exact observance of each. Again, teachers are liable to fall into the habit of giving the different signals too rapidly. This invariably causes the pupils to anticipate the signals, to make the movement before the particular signal for it has been given. The teacher is often thus led to hurry up the signals in order to get them all in, if possible, before the pupils

have executed all the changes. Where a great many different motions are required to be gone through with, each having its particular signal, the teacher will usually be able to give all the signals by the time the class, doing its best, will have completed its share of the performance. We have seen it tried, and the feat successfully accomplished. The effect is very amusing. Those who do not dare to venture upon such an undertaking should have but few separate signals for any general movement, should give them slowly by some appropriate and natural rather than artificial means, and should insist upon each signal being promptly and properly responded to by each and every pupil to whom the signals are addressed.—*The School.*

2. SPARE THE ROD."

In the course of a sermon of an eminent Divine, he said: Many persons object to a physical punishment for children, but they might as well revile God for making the child suffer pain when it stumbles on a stone. Punishment is needed sometimes, and where it is needed use it, and where it is not needed do not use it. It is purely a matter of practical skill and wisdom. Use just so much as is necessary to accomplish your end—so much and no more. I have no doubt that a man, say with great experience in the rearing of children, might stop and reason with the child, and so dispense with the rod, but I should like to know what a woman who has to work for a living, who has fourteen children, I should like to know what she is going to do about it. You that have amplitude of means can stop and blow the bubbles of society, but for others—don't be afraid to do what God does; all creation is whipped by Him, and you need not be afraid to use the switch. Men say that it awakens more bad passions than it cures. Well, that is because you don't whip hard enough. All slight pines, all slapping of the ears are abominations. You must aim to establish a counter-irritation and have it so. Those, then, must be the points—inside and outside at the same time, thoroughness in whipping or nothing, that is the rule. Our government in the family destroys self-government.

People marvel why children turn out badly for whom so much has been done. Suppose your child has never been allowed to walk; suppose the servant was obliged to carry him in her arms or wheel him in a carriage all the time, and he never be allowed to set his foot upon the ground till he was twenty-one, and then people marvel that he cannot walk when so much has been done to spare his legs up to this time! So some people are so anxious for the salvation of the souls of their children that they damn them; they won't let the child go out in the street because there are bad boys there. You think for them; you lay down your life for the boy; and you never teach him a just discrimination between right and wrong; you never let him make blunders, which is the best thing in the world for a child to do. You insist on it that the child shall be stuffed with knowledge; you bother him in every way, and then, at last, when he gets out into life he had learned nothing. The family is a school in which the children are to practice continuously. You can teach the child to use its own judgment, but if you have nothing but your own imperious will, and say nobody can have any rights in your family, the law is yourself all the time—"the children must do as I say or I will cut their heads off." Your will is so strong that, like a sparrow beating up against a tornado, the child's will is swept down before it, and consequently when he gets away from home, comes down to New York, perhaps, his first expression is, "Thank God, now I will see life." And the worst of this is, to him this life is the common sewer; he is but the natural result of bad government. And you say, "Good gracious, if there ever was a boy that had good government my boy had!" but he had not, for you never allowed him to exercise the first principle of self-conservation.

3. FREE-HAND DRAWING.

The following from the late report of Mr. A. P. Stone, Superintendent of Schools, Springfield Mass., is equally well adapted to our Schools:

Hitherto, drawing has been taught and practiced to some extent in a portion of the schools, but not, I think, as a universally recognized and required exercise in the programme of school work for all the schools. Sufficient progress has been made to convince those who need convincing, of the desirableness of incorporating it more fully into the regular duties of every pupil, from the Primary grades to the High School. Within the memory of the present generation, public sentiment has undergone a great change in regard to drawing. As too often taught, or rather practised, in our schools, not many years since, it was looked upon as an accomplishment in name rather than in reality, and as adding little or nothing to one's

culture or useful knowledge. It was little else than copying, and very blindly and mechanically, at that, without any knowledge of its principles, and rarely enabling those who pursued it to make it a useful art. It is now taught differently, and largely for a different purpose. Its simplest elements and principles are brought within the comprehension of children and youth, as easily as are those of arithmetic; and it is found that practice in drawing gives facility and accuracy in execution as readily and surely as in penmanship or in the mechanic arts. Its object is not, as now taught so generally, to make artists of those who learn it, although it is serviceable for that, as to make artisans, and to enable all persons who may have occasion for it, to embody the conceptions of the mind in beautiful and useful forms. Hence, drawing, and especially industrial drawing, has of late been rapidly introduced into the public as well as the technical schools of our cities and large towns. The bearing of this subject upon the productiveness of a people, and upon their ability to compete successfully in the markets of the world, is of vast importance in this age of activity in the useful and ornamental arts. It is doubtful if any branch of education is to-day receiving more attention in this commonwealth, than industrial drawing; and the same is true in all the progressive and productive countries of Europe. Indeed, it is now regarded as the principal key to success in manufactures, in respect to superiority in design and finish.

Prof. Ware, of the Massachusetts Institute of Technology, says: "At the Universal exhibition of 1851, England found herself, by general consent, almost at the bottom of the list, among all the countries of the world, in respect to her art manufactures. Only the United States, among the great nations stood below her. The first result of this discovery was the establishment of schools of art in every large town. At the Paris Exhibition of 1867, England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the schools of art, and the great collection of works of industrial art at the South Kensington Museum, that accomplished this result. The United States still held her place at the foot of the column."

The report of the French Imperial Commissioner upon technical instruction, says: "In some countries, as in Wurtemberg and Bavaria, (Nuremberg,) drawing is the special object of the schools; and the impulse it has given to all the industries requiring that art is sufficiently striking, and so generally recognized as to render evident the usefulness and necessity of this branch of instruction. A glance at the immense variety of children's toys with which Nuremberg supplies the whole world, will suffice to show the progress due to this diffusion of the art of drawing. The very smallest figures, whether men or animals, are all produced with almost artistic forms; and yet all these articles are made in the cottages of the mountainous districts of the country. They find employment for the whole population, from children of tender age, as soon as they can handle a knife, to their parents; and this home manufacture, which does not interfere with field work, contributes greatly to the prosperity of a country naturally poor and sterile." It has recently been said, by one who ought to know whereof he asserts, that some of the great failures which have recently occurred among manufacturers are largely or wholly due to the fact that the companies have been obliged, of late, to sell their goods below cost because of inferiority in design. Other companies manufacturing the same kind of goods, but of superior design, find no difficulty in disposing of all the goods they can produce, and at a large profit.

A writer in a recent educational journal, in answer to the question why there is such an interest in art education, says: "It is because the great industrial exhibitions of the world, from the first one at London in 1851, to the last at Vienna, show, beyond a scintilla of doubt, that such an education is a leading factor of national prosperity. Because a large class of American manufacturers have discovered that under the leveling influence of steam transportation and telegraphy, they must be completely driven from even the home market, unless they can carry to that market in the future more beautiful products than hitherto. Indeed, nothing is so salable as beauty. Because American artisans are learning the more artistic the work they can do, the better the wages they can command; that, in truth, there is hardly any limit to such increase. Because they further find, in all varieties of building construction, that a knowledge only sufficient to enable them to interpret the working-drawing placed in their hands, (and nearly everything is now made from a drawing,) will add one-third to their daily wages."

SAYS Thackeray somewhere: "Our education makes of us the most eminently selfish men in the world. We fight for ourselves, we push for ourselves, we yawn for ourselves, we light our pipes and say we won't go out, we prefer ourselves and our ease; and the greatest good that comes to man from woman's society is that he has to think of somebody to whom he is bound to be constantly attentive and respectful."

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for July, 1874.

OBSERVERS.—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, 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, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Daily Range, Highest, Lowest, Warmest, Coldest, and Monthly Means.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Surface Current, Motion of Clouds, and various weather observations.

a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

Cornwall.—Night hawk seen, 1st. Lightning with rain, 31st. Thunder with rain, 2nd, 13th. Lightning and thunder with rain, 7th, 13th, 15th, 26th, 27th, 30th, 31st. Storm of great violence on 7th, about 1 p.m.: hurricane with thunder, lightning and rain. PETERBOROUGH.—Lightning, 1st. Thunder, 6th. Lightning, thunder and rain, 4th, 7th, 15th, 19th. Wind storm, 8th. Rain, 2nd, 4th, 7th, 10th, 12th, 15th, 18th, 20th, 27th, 28th, 31st. A Tornado 7th, 10th, 12th, 15th, 19th, 26th, 28th, 30th, 31st. Comet observed, 5th. Rain very heavy on 4th, hailstones like marbles. BELLEVILLE.—Lightning, 15th. Lightning and thunder with rain, 2nd, 4th, 7th, 20th, 31st. Wind storm, 7th, 15th. Rain, 1st, 2nd, 4th, 7th, 10th, 12th, 15th, 18th, 20th, 27th, 28th, 31st. A Tornado

from the West on 7th, commencing 1:30 p.m., did much damage. Severe thunder storm 31st, at midnight.

GODERICH.—Lightning, 1st, 6th. Lightning and thunder with rain, 3rd, 7th, Wind storm, 15th. Rain, 2nd, 3rd, 7th, 9th, 12th, 15th, 19th, 25th, 26th, 30th.

STRATFORD.—Thunder, 25th, 26th. Lightning with thunder, 15th. Lightning and thunder with rain, 1st, 3rd, 7th (2), 30th. Wind storm, 7th. Rain, 1st, 3rd, 7th, 10th, 12th, 13th, 25th, 26th, 30th. Comet visible during first part of month. Difference of mean temperature from average of July, 13 years—0°57.

HAMILTON.—Lightning and thunder with rain, 1st, 3rd, 10th. Rain also 13th, 15th, 20th.

SIMCOE.—Lightning with thunder, 30th. Lightning with thunder and rain, 3rd, 13th, 25th. Rain, 4th, 7th, 9th, 10th, 13th, 25th. Comet departed out of sight of the naked eye, 16th. Warm month—heavy rain. Colorado beetle making great ravage. Grasshoppers in Walsingham eating up everything that is green.

WINDSOR.—Lightning, 3rd, 6th. Thunder, 19th. Lightning and thunder with rain on six days. Meteors: W. towards H., on 2nd; through *Ursa Major* towards W., and through W. towards H., on 6th; three in N. E. towards H. at N., through *Ursa Major* towards W., 14th. Rainbows, 3rd, 9th, 11th, 19th. Solar halo, 20th. Wind storms, 7th, 15th, 30th. Rain, 7th, 9th, 10th, 12th, 15th, 24th, 25th, 26th.

V. Educational Intelligence.

—DENOMINATIONAL EDUCATION IN ENGLAND.—In England, for the year ending the 31st of March, 1873, the total amount expended by the Education Department was £1,172,786, of which £106,889 must be deducted for administration, and £19,230 for organization of districts—making the total amount of the grants £1,046,677, of which sum the grants to the schools in connection with the Church of England were £757,859, or more than three-fourths of the total amount. The British and Foreign School Society's schools earned £143,512; the Wesleyans, £71,958; the Roman Catholics, £58,928; board schools, £14,287; and parish union schools, £120. The Church of England has built 315 new schools during the year; the British and Foreign Society, 15; the Wesleyans, 2; and the Roman Catholics, 6. Churchmen subscribed for the purpose of school building, £347,580; the British and Foreign Society, £11,622; the Wesleyans, £2,460; and the Roman Catholics, £11,832. Between 1839 and December, 1873, the following results have been obtained. Of schools built there have been: Church of England, 4,888, at a cost to subscribers of £3,932,745; British, 295, at a cost to subscribers of £231,656; Wesleyan, 138, at a cost to subscribers of £154,402; Roman Catholic, 73, at a cost to subscribe for £111,483. And providing accommodation for: in Church schools, 994,251 children; in British, 81,152 children; in Wesleyan, 47,340 children; in Roman Catholic 27,759 children. The total number of children for whom accommodation at the established rate is provided is, 2,582,549, of which the Church finds space for 1,751,697; the Dissenting bodies of all classes 543,558; the Roman Catholics, 162,236; school boards, 125,058. The average salaries of teachers are:

	Masters.	Mistresses.	Infants' Mistresses.
Church.....	£98 14 11	£61 8 2	£50 4 7
British and Wesleyan..	120 14 10	70 12 3	66 18 4
Roman Catholic.....	92 15 11	57 5 2	55 10 6
School Board.....	107 2 7	68 17 8	63 1 4

—COUNTY OF PRESCOTT.—A "Teachers' Association" for the County of Prescott was organized at Vankleek Hill on Monday, August 10th. President, T. O. Steele, I.P.S.; Vice-Presidents, Messrs. Knight, Maxwell, Wellwood, Gamble and Waddell, and Misses Armstrong, M. Cook, Ferguson, Lightall and J. McIntosh; Secretary-Treasurer, James Hay, Esq.—*Com.*

MR. BERNARDINI, Director of the High School at Rouen, writes to *The New Orleans Picayune* that Rouen has just founded, for commercial and industrial instruction, several establishments, with the best possible conditions for insuring success, and open both to foreigners and Frenchmen—a high school of commerce, a high school of industry, a school for weaving and spinning, a laboratory of industrial chemistry, dyeing, printing of tissues, lectures on machinery, &c. The schools are under the patronage of the Chamber of Commerce; their programmes have been elaborated by highly competent men, both with respect to theory and practice. A preparatory class has just been added to the commercial school, in which foreigners have opportunity for thorough study of the French language.

It is reported that in Germany the largely increasing number of short-sighted persons is believed to have resulted from the imperfect modes of teaching and learning. In England a similar increase

has been observed in all schools, not excepting those of the highest class and universities. It has been ascertained in Germany, a London journalist declares, that "short sight is in large measure due to the unnatural positions children are compelled to assume by reason of the awkward construction of the desks and seats, and to the imperfect lighting of the school buildings. The same result, attributed to the same causes, appears in Sweden, Denmark, Switzerland, and America, and in all of these countries steps are now being taken to remedy the evil.

VI. Departmental Notices.

TEXT BOOKS FOR THE SCHOOLS

Inspectors, Masters and Teachers of High and Public Schools are invited by the Council of Public Instruction to make known to the Committee of the Council on the High and Public School Regulations, Programmes and Text Books, any alterations which they may desire in the present list of Text Books, with their reasons for desiring them. The communications to be addressed to the Education Department before the 28th instant, and signed, but they will be regarded as confidential, and intended only for the information of the Committee.

ADMISSION TO HIGH SCHOOLS.

As the arrangement for an admission examination in June last, appears to have been misunderstood in some localities, notwithstanding the repeated announcements, and as the next examination for admission will not be held till December, the High School Inspectors have, at their request, been authorized to admit, *provisionally*, such candidates as may have been prevented from attending the June examination.

The attendance of such scholars will be reckoned from the time of such provisional admission, provided they succeed in passing the regular examination in December, and the date of such provisional admission will be indicated by the Inspector.

VII. Advertisement.

UNIVERSITY OF TRINITY COLLEGE.

INCORPORATED BY ROYAL CHARTER.

MEDICAL DEPARTMENT.—WINTER SESSION, 1874-75.

FACULTY.

- E. M. HODDER, M.D., F.R.S., Eng.; F.O.S., Lon.; Dean of the Faculty, and Consulting Surgeon Toronto General Hospital and the Burnside Lying-in Hospital.—159 Queen Street West. Professor of Obstetrics, and diseases of Women and Children.
 - W. B. BEAUMONT, M.D., F.R.C.S., Consulting Surgeon Toronto General Hospital. Emeritus Prof. of Surgery.
 - NORMAN BETHUNE, B.A., M.D., Edin.; M.R.C.S., Eng.; F.R.C.S., Edin., F.O.S., Lon.; Consulting Physician Toronto General Hospital and Burnside Lying-in Hospital.—24 Gerrard Street East. Prof. of Surgery and Clinical Surgery.
 - WALTER B. GEIKIE, M.D., F.R.C.S., Edin.; L.R.C.P., Lon.; F.O.S., Lond. Physician Toronto General Hospital.—Cor. Gould and Yonge Streets. Prof. of Principles and Practice of Medicine.
 - J. FULTON, M.D., M.R.C.S., Eng.; L.R.C.P., Lond.—334 Yonge Street. Physician to the Hospital for Incurables. Prof. of Physiology and Sanitary Science.
 - W. COVERNTON, M.D., M.R.C.S., Eng.; Prof. of Pathology and Medical Diagnosis.
 - J. E. KENNEDY, A.B., M.D., F.O.S., Lond.; Prof. of Materia Medica and Therapeutics.
 - J. ALGERNON TEMPLE, M.D., M.R.C.S., Eng.; F.O.S., Lond.; Attending Physician Burnside Lying-in Hospital.—144 Bay Street. Prof. of Medical Jurisprudence and Toxicology, and Assistant Lecturer on Obstetrics, &c.
 - W. H. ELLIS, M.A., M.B., L.R.C.P., Lond.; Instructor in Chemistry' College of Technology; Prof. of Chemistry—General and Practical.
 - H. ROBERTSON, M.B., M.R.C.S., Eng.—255 Yonge Street. Prof. of Anatomy—Descriptive and Surgical.
 - J. FRASER, M.D., L.R.C.S. Edin.; L.R.C.P., Lond. Demonstrator of Anatomy.
 - A. J. JOHNSTON, M.D., M.R.C.S., Eng.; F.R.M.S., Lond. Microscopy.
 - C. W. R. BIGGAR, M.A. Botany.
- The Session will commence on THURSDAY, the 1st OCTOBER, 1874, and continue for Six Months. The Lectures will be delivered in the New College building, close to the Toronto General Hospital. Full information respecting Lectures, Fees, Gold and Silver Medals, Scholarships, Certificates of Honour, Graduation, &c., will be given in the annual announcement.
- E. M. HODDER, *Dean.* W. B. GEIKIE, *Sec.*