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IMPROVED SCHOOL-HOUSE ARCHITECTURE.

As the period of the year is approaching when trustees will be able to devote attention to the building, or to the altering and improving the external and internal conditions of school-houses and premises, we insert in this number some remarks and illustrations on the subject of school-house warming and ventilation. This is probably one of the most important matters connected with the internal economy of a school-house. In a recent work on School-House Architecture, published in England by Mr. Robson, we find some valuable remarks on the subject, which we subjoin. We also insert illustrations of the system of school-house heating and ventilation which has been officially adopted by the Provincial Board of Education in New Brunswick. Mr. Robson, in his work, says:—

"The quantity of glass contained in the windows, or skylight, has a direct voice in the amount of warming-power required. The general request for 'plenty of light' in school-buildings is too often answered by the introduction of windows anywhere and everywhere. Not only is an unpleasant and trying glare of complex lights and shadows thus produced, but in the severe weather of winter it is found almost impossible to warm the rooms. The power of glass in cooling the atmosphere of a room heated to a higher point than the external air is so great that, unless we are prepared to adopt a system of double windows, as used commonly in the class-rooms of Germany, we must not introduce windows quite so lavishly as in a conservatory, nor without due consideration. If we place them exactly in the proper places, we shall find that a less quantity than is generally supposed will afford abundant results.

"The principal windows of a school-room lighted mainly from the back should face the north and east, these being the best aspects for ensuring a good and steady light for purposes of work, yet the importance of other windows on the sunny sides should never be overlooked. Back-lighting alone is better than front-lighting alone, and that side-lighting is superior to both combined. The plan of an English school, as necessitated by the work, renders the invariable left-lighting to which so much else is sacrificed in Germany, impossible. And in no country has closer attention been paid to the judicious lighting of school-buildings, and to the proper shape of school desks. The light is invariably admitted *from the left side only* of the children. In the double class-rooms, for instance, if one room be lighted from the children's left, the other must of course be lighted from the right. Again, in the school rooms, *all* the light cannot possibly be obtained at the sides of the classes, and then the back-lighting from the north or east, already described, should be adopted, but should be assisted, corrected and diffused by other windows, highly placed in the opposite wall. The teacher, being thus made to face a cool, steady light, will not experience that common evil of having the sun in his eyes while teaching. This arrangement has the advantage of securing, at any time when required, a current of air through or across the room, and light both on the faces of the children and that of the teacher. As to the influence of the window-surface on the temperature of the room, Mr. Hood, in an admirable work on Warming and Ventilation, tells us that experiments have shown that one square foot of glass will cool 1.279 cubic feet of air as many degrees per minute as the internal air exceeds the external in temperature. Calculating the cubic content of a room and the superficial area of window glass, we shall easily find on this basis the total amount of cooling-power at work, and the corresponding increase required in warming-power. The more window there is, the greater the warming-power must be. To over-light a room is nearly as bad as to under-light it.

"As to the amount of heating-power practically required in buildings, Mr. Hood further tells us that we should calculate for warming three and a half to five cubic feet *per head per minute*, and, in addition, one and a quarter cubic feet for each square foot of glass.

"Among the many methods of warming practically known

among buildings, are a series which, in their application to school-houses, must be condemned in the most unequivocal manner. Of the most deleterious, or dangerous, and the most carefully to be avoided, are those which may be classified under four general heads, as follows, viz. :—

- "1. All warming by means of ordinary stoves, not provided with a flue for the escape of smoke or the products of combustion.
- "2. Any method which merely warms the same air again and again.
- "3. Any system by which the air is liable to be vitiated by direct contact with overheated metal surfaces.
- "4. All methods in which warmth is obtained by water pipes heated at high pressure.

"The first of these requires no comment, their objectionable nature being now pretty well understood and condemned by experienced school promoters and managers.

"The second refers to methods which have been, and still are, almost universal in their application to churches, public halls, &c., and which are unfortunately not unknown to schools. One of these consists of a coil of hot-water pipes placed in a corner, or of lines of pipes carried round the walls, without any provision for a renewed supply of air. The coil, or line of pipes, heats the particles of air with which it is in contact, and thus transmits warmth: but the principle is merely to heat and re-heat the air which happens to be in the room, and which is being breathed by the children again and again, with the certainty of becoming more impure at each respira-

tion. Another system, although having its apparatus of heating surfaces placed in the basement, yet frequently draws its supply of professedly fresh air from the *interior* of the room or building, and is even worse. The heated air rises to the ceiling, and, as it descends by cooling, is again drawn down to the basement to be re-heated, and to perform the same process as before. The heat is certainly economized, and the process may, by some, be ranked as 'cheap,' but the principle is eminently vicious, and the effects on health disastrous in degree according to the length of time during which the air is breathed.

"Another method, the result of over-zeal for economy, usually aggravates its evil by obtaining heat from metal stoves. The radiation of heat from iron plates in contact with the air (almost always fired violently when warmth is quickly required), is also cheap, but most dangerous to health. The air is deteriorated, and numerous instances could be given, from actual observation, of the bad effects produced.

"Generally, all methods are objectionable which deteriorate or render too dry the air, which in any way tend to prevent a copious supply of oxygen, and which are not capable of simple and easy management.

"It is much easier to point out the various systems which are bad in principle or in practice, and to determine what we ought not to do, than to draw final conclusions as to the course best for adoption in each case. The subject of warming and ventilation is perhaps the most difficult among all those questions which arise in connection with School Architecture. The conditions of the problem may easily be stated. The building requires not warmth only, or ventilation only, but the two in combination, each efficient, thorough and ample. The air for respiration must be perfectly fresh, comfortably warm, yet never too warm, always in movement so imperceptible as never to be productive of draughts. The system should be so entirely under control that, when the temperature of the external air changes suddenly, that of the internal air may be regulated accordingly, and on no account allowed to become stagnant or unwholesome. The apparatus should be capable of warming the building within a short time of the lighting of the fires, so that when the children first arrive the effects may already be at their maximum.

These desired results may be attained in any one of several different ways, according to the building to be treated; but, whatever the course pursued, there is one great principle applicable alike to every system possible to be devised, which we must strongly insist upon at the outset, viz., that of *demand and supply*. The removal (or attended removal) of heated or vitiated air from a room by means of an aperture or flue is often supposed to be ventilation. It is only a part—a necessary part—of ventilation. To be of use, indeed to act at all in the manner intended, such a flue or aperture requires that fresh air of at least equal volume shall, by some other source placed at a lower level, be admitted to the room at the same time. The *demand*, set up by the outlet flue, requires the *supply* which can only be met by the provision of an inlet flue. In all those systems which attempt to warm the air of a room without allowing any of the warmth to escape, ventilation is entirely lost sight of. None can be really good which do not contemplate a continual removal of foul and supply of fresh air to the room. The amount of fresh air to be *continuously* admitted requires some consideration, for on it depends the amount of warming-power to be provided, whether by open fires, hot water or other means. Calculating the movement through the inlets to be at the rate of 150 feet per minute, *from 15 to 20 cubic feet of air per child per minute* is required to pass into the school-room in a ceaseless stream. To provide such an amount of heating power as will admit of a constant movement and renewal of the air, the warm fresh supply being admitted at one place and the vitiated air being carried out of the building at another, involves sometimes a cost so considerable that sound hygiene forgotten in a mistaken zeal for defending the purse-strings. *A large outlay at first cannot be avoided if we would have thorough warming and thorough ventilation effectually combined*, for, if the foul air be continuously extracted, and fresh air continuously admitted, the arrangements for warming the latter must be of great power, and for removing the former of great extent. True economy dictates that only such methods as are sound in principle, healthful in practice, easy of management, and therefore suitable for a school-house, should be considered.

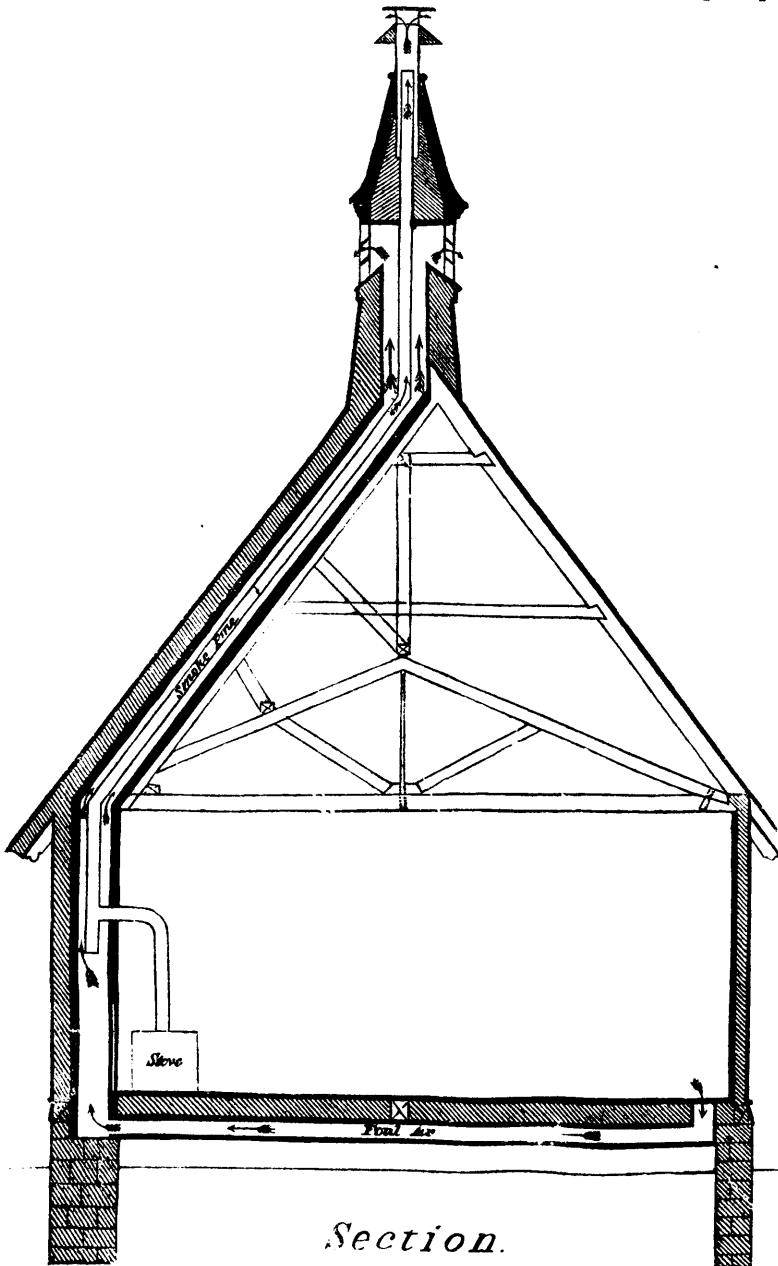


Fig. 1.—SHOWING ARRANGEMENT OF HEATING AND VENTILATION.

"In applying any system of artificial warming to a large school-house we must be careful that the ventilation is ample, and that a condition of stagnated air is impossible. This can only be effected with certainty by gathering together all the outlet flues to one common shaft placed in a central position in the roof, and by applying the artificial extracting power of gas, hot water, or other means. Fire is the most effectual agent, but the trouble of maintaining a fire at so great a height from the ground renders it practically out of the question. Air, when expired from the lungs, flows upwards, because of its greater heat and consequent lightness. Each exit-flue should therefore carry off the vitiated air at the highest point of the room, where the heat is greatest. Each inlet should supply copious

volumes of warm fresh air as near the floor-line as may be. With such a system carried out thoroughly, the small amount of carbonic acid gas which will have separated itself from other impurities, becomes cold, and settled to the bottom of the room, may reasonably be left to itself. The warm air inlet should be about 6 ft. 6 in. from the floor, so as to clear the boys' heads, but the extraction is from the bottom of the room in winter and the top in summer. The theory of extraction from the bottom instead of the top may be scientifically and theoretically the best, but it is practically inapplicable to a school-house. It may be perfectly true that the

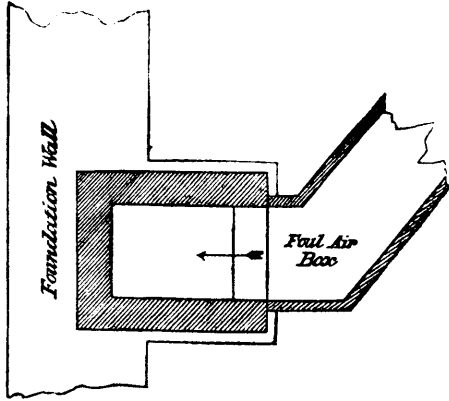


Fig. 2.—PLAN AT BOTTOM OF VENTILATING SHAFT.

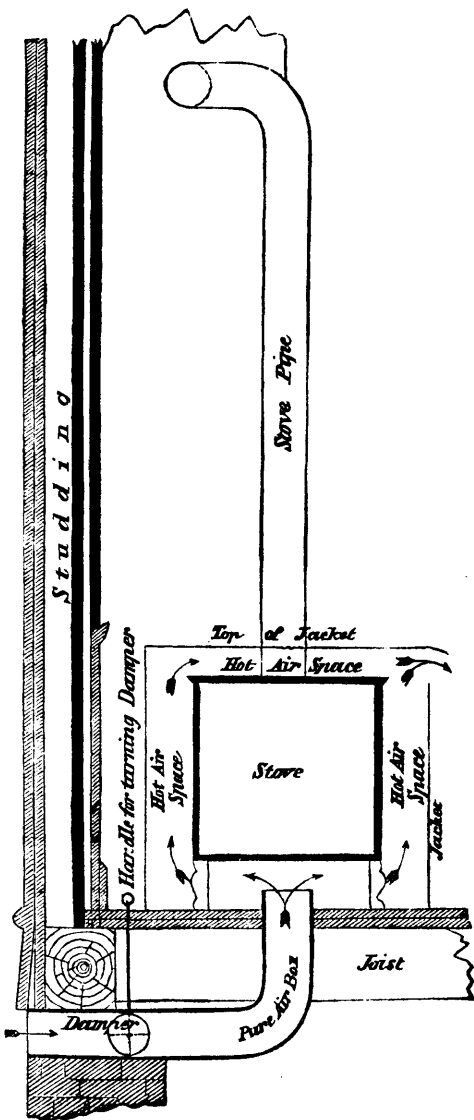
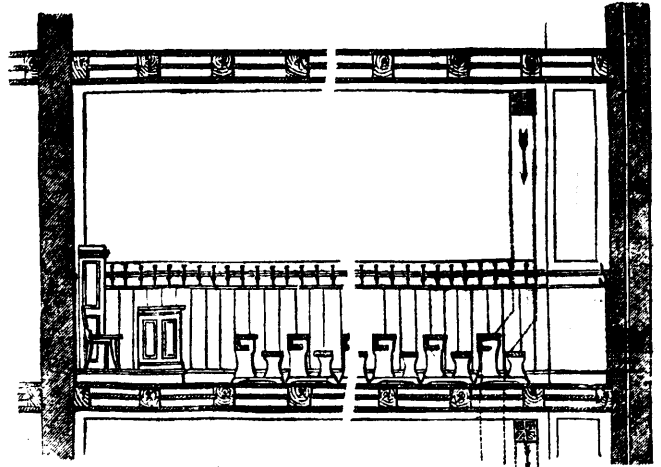


Fig. 3.—SECTION THROUGH STOVE, &c., SHOWING PURE AIR PIPE AND JACKET.



VENTILATION AS ARRANGED IN A GEMBINDE SCHULHAUS, BERLIN.

circulation of air in a room should be as constant as that of blood in the body. In practice it can never really be so. We go to sleep and forget all about the circulation of the blood, which continues its action without attention. If we go to sleep and forget the duties of the stoker, the fires die out and the warming power also dies a natural death. In all systems of warming and ventilation, the practical and working daily use must have a voice in the arrangements. Extraction from the bottom requires, from its great friction, so enormous a motive power as to be out of the question except in buildings of very great size, and, for school purposes, affords no advantage sufficient to compensate for reversing the order of nature."

The following are an outline of specifications applicable to the New Brunswick illustrations of Heating and Ventilation, which we insert:—

SPECIFICATIONS FOR VENTILATION AND HEATING.

The ventilating shaft to be finished above roof as shown in Fig. 1, the sides to have openings fitted with Louvre slats; the slats on one side, and one centre post, to be removable, and this post to be fixed in place with screws. The roof to be shingled and to have a galvanized smoke cowl 12 in. in diameter, securely fixed and made tight to roof.

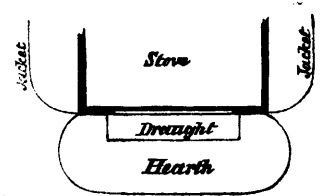
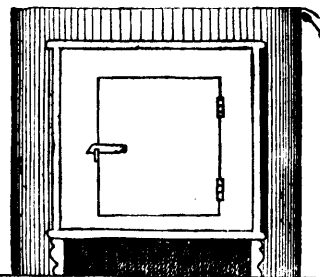


Fig. 4.—ELEVATION OF FRONT PART OF STOVE, Fig. 5.—PLAN OF FRONT PART OF STOVE, SHOWING FITTING OF JACKET.

Provision to be made in each school-room, and class-room, for drawing off the foul and cold air by means of 8 in. by 12 air-tight wooden or other tube secured to the underside of the floor joists, and fitting air-tight into each ventilating shaft; each foul air-tube to have an opening into room at the end opposite entrance into ventilating shaft (Fig. 6); this opening to be made in the floor close to the base-board, and fitted with a register to open or shut at pleasure, and connected air-tight with the tube under the joists. (Fig. 3.)

A circular opening to be made in the ceiling of each school-room and fitted with register, having a cord carried above ceiling joists and in the wall to platform, so that the teacher may open and shut at pleasure. A clay, sheet iron, galvanized iron, or other unin-

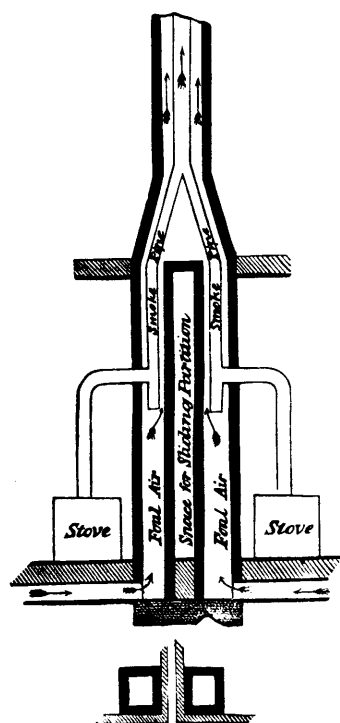


Fig. 6.—PLAN AND SECTION OF VENTILATING SHAFT FOR DESIGN.

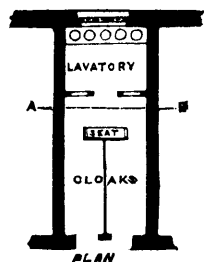


Fig. 7.—LAVATORY AND CLOAK-ROOM COMBINED.

is it a good plan to utilise one or both sides of a porch or entrance passage with lavatory fittings. For wherever the washing process is carried on there is sure to be more or less of sloppiness or untidiness, which is best placed apart and away from the eye in a separate,

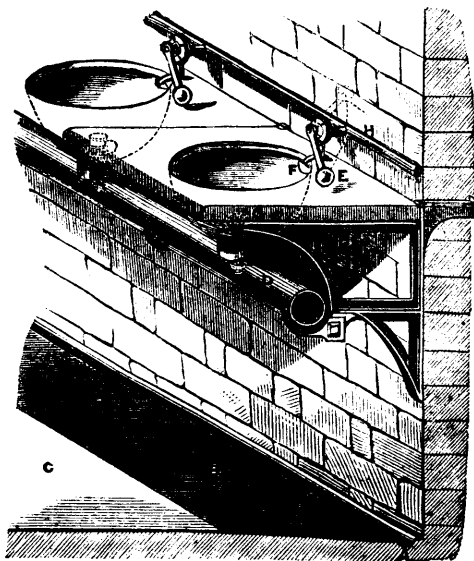


Fig. 8.—SKETCH SHOWING MECHANISM OF LAVATORY.

- References.
- A. Gutter in floor, under lavatory.
 - B. Portion of floor sloped.
 - C. Level floor.
 - D. Iron Drain.
 - E. Tap, with lever and ball of lead or iron.
 - F. Overflow in enameled iron basin.
 - G. Slate slab.
 - H. Supply pipe.

flammable pipe, to be provided for supplying PURE AIR to each stove, connecting with the outer air through the foundation wall, and carried up through the floor directly under and to within 3 in. of the bottom of the stove. This pipe to be fitted with a damper with rod coming through the floor close to the base-board, to regulate supply of air.

Each stove is to be fitted with a common sheet iron or galvanized iron jacket (Fig. 4), leaving a space of 6 in. on all sides between it and the stove, except about the door and draught (Fig. 5), where it is to be turned in all around close against the stove. This jacket to fit tight to the floor, and to have a cover open 3 in. for the escape of hot air into the room on one side only, that next the teacher's desk; the cover to project over the opening and to bend downwards. The jacket is to be carried up to the cover on the side above the stove door (Fig. 4), and also on the other two sides; the stove pipe to pass through the cover or jacket, and to be fitted tight into the smoke-flue.

PAINTING.—The whole of the outside woodwork to be painted three coats of the best London white lead in linseed oil as required, the last coat to be of such colours as shall be directed.

The interior woodwork to be stained and varnished one coat. The roofs to have one coat of coal tar or mineral paint.

As intimately connected with the internal economy of the school-room, we insert the following remarks from Mr. Robson's book, on Lavatories :—

“The washing-rooms for children should not be so placed as to involve possible cold or wet feet in reaching them, as when a yard or playground has to be crossed. Neither

though small apartment, convenient of access from the school-room. The common method of placing the basins across one end of the cap and cloak-room (Fig. 7) should not be adopted where the general plan admits, without extravagance, of a better arrangement, for the caps and cloaks are thereby liable to become splashed and wetted. The wood cut (Fig. 8) shows a kind of lavatory which has proved best under all circumstances. Instead of being made to tip up on a pivot, the basin is fixed, but the removal of a couple of screws is sufficient to release it for the removal of any stoppage. The plug cannot be removed, and lost, as when attached to a chain. For letting out the water, it is lifted half an inch and turned half round. The water cannot be left running, for the removal of the child's finger lets drop the leaden (or iron) weight and turns off the tap. An overflow should always be provided from the basin, so that in case of accident the room be not flooded. In the floor, and immediately under the line of basins, there should be a gutter to carry away the water always splashed on to the floor.”

I. Education in Various Countries.

1. ANOMALOUS CONDITION OF HIGH SCHOOLS.

We have already more than once called attention to the anomalous and unsatisfactory condition of a large number of our High Schools. We also deprecated the motives which too often influenced many of those who controlled them. So far from there being, as a general rule, any improvement in these respects, the efforts to obtain large grants, without making any corresponding improvement in the quality and value of the instruction given or in the efficiency of the schools, seems to have been redoubled. The necessities of the schools and their utterly inadequate local support are urged as an excuse, and here is the root of the evil, local ambition causes the establishment of these schools, and local neglect reduces them to misrule. It is time, therefore, that an effectual check should be put upon this gradual deterioration of our High Schools. They were designed by the Legislature to be a distinct and independent class of institutions, occupying a place midway between the Public Schools and the University, where a really superior English or classical education could be obtained. But do they at all, as a rule, occupy anything like that position? certainly not. With the exception of about a dozen creditable High Schools and Collegiate Institutes, a large number of the rest take no higher rank than that of inferior Public Schools. And what is worse, they are not only very poor High Schools, but where they exist they prevent the growth of the Public Schools, and effectually destroy the efficiency of both.

Owing to the standard adopted for admission to the High Schools, the effects of late have been to entirely deplete the Public Schools of its fourth and fifth classes, and rush them wholesale into the High Schools, so as, by their large average attendance, to draw as large a share as possible of the High School grant. Then again, not content with depleting the Public Schools, many of the High School Boards seek to carry on their schools with a single master, or with a master and pupil-monitor, or pupil-assistant. In extenuation of this anomalous and unsatisfactory state of things, many of the High School Boards plead poverty and the unwillingness of County Councils to make anything like adequate provision for the support of the High Schools. They reduce the grant to the minimum which the law allows, they curtail the boundaries of the High School district to the mere village in which the High School exists, and thus prevent the trustees from obtaining that support from a respectable High School district, which is absolutely necessary to support the school. Under these circumstances it cannot be wondered at if the trustees of High Schools should resort to means to sustain their schools, which the Legislature never contemplated and which their own judgment condemns.

2. NORMAL SCHOOL, TORONTO.

On the Report of the Central Committee of Examiners as to attainments, and of the Principal as to ability and aptitude to teach, the Chief Superintendent has granted the undermentioned Certificates to students of the Normal School, under the Act 37 Vic., Cap. 27, sec. 31 (12).

Dated 22nd December, 1874.

CLASS I.

Grade B.

Grade C.

Mr. Jamieson, Hugh Alfred.

Mr. Campbell, Cassius.
 “ Hotson, Alexander.
 Miss Allen, Amelia M.
 “ Cornor, Mary M. L. J.
 “ Newman, Margaret.
 “ Paoel, Eleanor, F. L.

CLASS II.

Grade A.

Mr. Cunningham, Aiken W.
" Stuart, Duncan.

Mr. White, Christopher.

Grade B.

Mr. Black, Hugh.
" Carruthers, James B.
" Dales, John Robt.
" Davis, Bidwell N.
" Dickson, John F.
" Fletcher, John.
" Hockey, John Edwin.
" Huntsman, Lution E.
" Kelly, Simeon.
" Kerr, James.
" Lennox, John.
" Patrick, Thomas.
" Powell, Francis.
" Hogarth, Jabez, (student of the 51st session.)

Miss Baily, Louisa.
" Cameron, Wilhelmina.
" Freeman, Alice.
" Gray, Eliza Rebecca.
" Hall, Eliza Ann.
" Hopkins, Kate Georgina.
" Hudson, Celeste.
" Jack, Alma.
" Mitchell, Lizzie Bruce.
" McCrea, Anna Laura.
" McLaughlin, Alice.
" Scarlett, Evelynne S.
" Smith, Minnie Bloomfield.
" Westman, Mary Ann.

Candidates for Second Class Certificates who received Third Class Certificates.

Mr. Bell, Stephen Henry.
" Brown, Richard Ellis.
" Cameron, Angus.
" Cooke, Edgar M.
" Elliott, Thomas.
" Holmes, Edward.
" Kemp, John Hunter.
" Stones, George.
" Scott, Walter W.
Miss Arner, Isabel.
" Aylward, Sarah Anastasia.
" Baxter, Sarah Sophia.
" Blacklock, Elizabeth.
" Burton, Maggie.
" Carlyle, Thomasina.
" Church, Eliza Jane.

Miss Clarke, Emmeline.
" Cole, Cordelia Elizabeth.
" Fisher, Mary McIntosh.
" McAree, Annie.
" McArthur, Mary.
" McBrady, Eliza Jane.
" McKay, Myra.
" McKellar, Nancy Jane.
" Oliver, Maggie Goldie.
" Rodger, Mary Jane.
" Spence, Margaret.
" Sutton, Eleanor.
" Trotman, Annie.
" Waugh, Fanny Racy.
" Whitfield, Maggie.

CLASS III (Limited to one year).

Mr. Hughes, Joseph Henry.
" Kennedy, Archibald.
" Sample, Samuel.
Miss Dobbin, Selina.
" Duncan, Agnes.
" Foulds, Elizabeth.

Miss Lang, Helen F.
" Mitchell, Margaret.
" Shea, Hattie Elizabeth.
" Sims, Florence.
" Simpson, Marianna.

In addition to the Certificates published in July, 1874, the following were granted:—

Miss Davidson, Alice, III Class, dated 15th July, 1874.
" Espie, Margaret, Class II, Grade A, dated 24th July, 1874.
(Trained in Ireland.)

3. THE QUEEN'S COLLEGE.

Queen's College, as the President's report tells us, contains altogether 228 matriculated students, of whom 154 are entered in the Faculty of Medicine, 58 in the Faculty of Arts, 7 in the Faculty of Law, while 19 belong to the School of Engineering. This gives 238 as the total of the different departments, but 10 students are reported as attending lectures in two faculties, and that number must accordingly be deducted from the estimate. It is clear from the above that it is as a School of Medicine that Queen's College is in most request. The Law and Engineering Departments are quite inconsiderable, while the students in Arts—the only ones who could properly be considered as University students at all—are scarcely more than a quarter of the whole number upon the books. In addition to the above, there are 22 non-matriculated or occasional students, who attend such College lectures as they wish on payment of the class fees, but do not go through the regular University course. The matriculations in October last, at the commencement of the College year, were 58, and as seven of those matriculated did not subsequently attend lectures at all, the total is brought down practically to 51. Now, even 58 new entrances are scarcely sufficient to keep up at their present amount the names upon the College books, and we fear, therefore, that unless the tide turns, the reports of succeeding years are not unlikely to show a reduction, which Queen's College, with her present numbers, can certainly very ill afford. The fact is that Queen's College, Cork, like the other Queen's Colleges in Ireland, has had to contend with very formidable difficulties, quite great enough to explain and to excuse its

failure to effect all the good that was expected from it. There is not much demand for the higher education in Ireland, and it is not enough simply to add to the supply, and to furnish rewards to such students as may avail themselves of the advantages offered them. Such demand, too, as exists, has been met by several other educational societies, with which the Queen's Colleges have not been able to compete. Some Irishmen have come for their education to the English Universities; others to the richly endowed University at Dublin. For others, too, the Catholic University, with its various affiliated schools and colleges, has offered, if not a better training, at least one which many Catholics have preferred.—*London Times*.

4. HIGH AND PUBLIC SCHOOLS, OTTAWA.

From a recent report of the Ottawa Public School Board, we make the following extracts. The report is signed by Messrs. Le Sueur (Chairman), Graham, Kirby and Barber.

The last matter brought under consideration was the Inspector's Report on the examination of pupils, from within and without the Public Schools, in regard to eligibility for admission into the Collegiate Institute, and upon this subject your Committee deem it proper to offer some comment.

The total number of children who came forward for examination was 230, of which 216 were from the public schools, and 14 from the Collegiate Institute itself (where it seems a preparatory department or class has been revived, with the view, no doubt, of giving advantages to junior pupils which it is presumed they cannot obtain in the public schools), and from one or more private schools. Of the 216 from the public schools 67, or about 31 per cent., passed a satisfactory examination, but of the 14 who had received their training in the Institute and in private schools, not a single one proved competent. If the positions had been reversed, and the collegiate and private school pupils had all, or nearly all, succeeded, while those of the public schools had uniformly failed, few persons would have been entitled to express surprise, seeing that the education of the former probably costs to the State and the parents together, four-fold as much as that of the public school children, and your Committee most certainly do hold that if it be true that the more expensive system should be the best, and the results proportionate to the disbursements, there must have been some great lack in the institutions which failed to carry any of their pupils through the examination. The success of the public school children in this honourable competition is a very significant fact, and your Committee feel that it is entitled to, and will assuredly receive, a large measure of public attention, for if it demonstrates anything at all, it is that the educational training given to the children attending the public schools has reached a high standard of excellence, not only as compared with other systems, but *per se*, the proportion of pupils passing successfully through a confessedly difficult examination being fully as large, if not very much larger, than could have been expected. And your Committee, therefore, congratulate the Board upon the extremely satisfactory result—a result, however, which is due to the zeal and discrimination with which the interests of the schools have been administered. The result is the more satisfactory since it cannot fail to modify to some extent the unreasoning prejudices which still exist in some quarters against the public schools, as not adapted to the children of the better class so called.

II. Educational Intelligence.

The students of Queen's College, Kingston, publish a newspaper, the "Queen's College Journal," which is creditable to those who conduct it.—*Toronto Liberal*.

A very successful conversazione was held at University College, Toronto, on the 5th instant, under the auspices of the Literary and Philosophical Society.—*Ibid*.

From the report of the P. S. Inspector for West Huron, the *Signal* obtains the following facts:—The district comprised the Townships of Ashfield, Colborne, Goderich, Hay, Stanley, Stephen, Osborne, West Wawanosh and the Village of Exeter. The amount received during 1874 for school purposes was \$72,172.55, of which had been expended in salaries, new buildings, improvements, &c., \$62,538.97½ leaving a balance of \$9,633.57½. The amount of indebtedness throughout the district for salaries, repairs, buildings, &c., was \$8,325.76. The value of school property was \$96,779, while in 1871 it was \$36,820. The whole number of school sections was 80—Ashfield 13, Colborne 7, Goderich 10, Hay 10, Stanley 11, Stephen 12, Osborne 8, West Wawanosh 8, Exter 1; Union Sections 17; R. C. separate schools 2. The number of school-houses was 81—29 brick, 2 stone, 1 concrete, 45 frame, 4 log. There were 27

log schools in 1871. There are no rented buildings in the district. Each school had at least half an acre of ground as required by law. The standing of the schools in the different municipalities was as follows:—

	Excellent.	Good.	Middling.	Bad.	Very Bad.
Ashfield	2	7	3	0	1
Colborne	1	2	4	0	0
Goderich	0	3	3	3	1
Hay	2	2	6	0	0
Stanley	2	4	5	0	0
Stephen	0	3	7	1	1
Usborne	3	2	3	0	0
W. Wawanosh	1	1	4	2	0
Exeter	0	1	0	0	0
Total	11	25	35	6	3

Three Teachers' Institutes have been formed at Exeter, Varna and Dungannon. Two of these are doing excellent work.—*Ibid.*

From the report of the P. S. Inspector of South Huron, we gather the following information. I may state that the schools within my jurisdiction are, on the whole, in a very satisfactory condition. They are not all efficient in an equal degree, nor do the teachers possess aptitude for teaching in an equal degree, yet I am satisfied that generally the schools are doing very fair work and are in a state of very creditable efficiency. Some schools (not a few either) are in a high state of efficiency, and a few, it must be confessed, can bear a little improvement, and I trust in new hands will show the desired improvement. It is but just, however, to state that in some places the teacher has to contend with serious difficulties, of which one of the most annoying is irregularity in attendance. A school in which this evil exists can lay claim to no great efficiency, as the progress of regular attendants is sadly interfered with, and the best efforts of a teacher rendered comparatively fruitless. One would naturally suppose that, in all cases, parents would be shrewd enough to keep their children regularly at school, as by that means only can there be any reasonable expectation of receiving value for the money expended in sustaining the schools. It should not, however, be forgotten that teachers themselves can do a great deal in diminishing this bane of schools very materially. There has been a change of teachers in 44 schools. These changes are unfavourable to the advancement of pupils unless the new teacher should be better than his predecessor. A number of the changes have, however, been unavoidable, as many of the teachers gave up their schools in order to prosecute their studies with the view of raising themselves in the ranks of their profession. Another year will, under ordinary circumstances materially add to the number of teachers holding first class certificates. New school-houses were erected during the past summer in the following places, viz., Nos. 2, 5 and 9, Hullet; Nos. 2 and 7, McKillop; Nos. 3 and 11, Morris; No. 2, Turnberry; No. 10, East Wawanosh; Nos. 6, 9, 11, 17 and 18, Howick. These houses are all substantial, sufficiently large and comfortably seated. School Section No. 18, Howick, and School Section No. 11, Turnberry, had no existence until this year. Meetings were held in the various School Sections in Tuckersmith to determine whether the legal majority, giving the township Council the power to establish a township board of school trustees, could be secured. The necessary majority was obtained, and the election of the board will take place at Brucefield on the sixth of February. The Council purposes to convert the surplus money coming to it into a school fund.—*Huron Expositor.*

The Philadelphia Board of Public Education calls upon the principal of each school to report upon the hygienic arrangements in the schools, and upon the effect of study upon the pupils.—*Liberal.*

Nevada has \$250,000 as the beginning of a University fund, and the *San Francisco Chronicle* suggests that, instead of organizing an institution of its own, the State shall unite its forces with California and build up one strong University. A college of mines is also suggested.—*Ibid.*

A memorial is to be presented to the Wisconsin Legislature, asking for the passage of an Act authorizing the women of any city, village or county of the State to establish industrial schools for the reception, custody and training of the unprotected children of such city, village or county.—*Ibid.*

Public practical training for women is advocated by the *Philadelphia Age*. It says:—"Training for the parlour and the drawing-room can be reached by private means. But such an education as will fit a woman to benefit the community in which she lives must be a matter of public concern and action."—*Ibid.*

Superintendent MacAlister, of Wisconsin, very wisely says:—"We want professional teachers—men who will make teaching

their life work, and we can only get such men by paying them enough so that they can support their families in comfort, and live like gentlemen—as well as they could do in any other business."—*Ibid.*

The success of Kindergarten training in Boston has led Mr. Philbrick to recommend the establishment of three or four experimental schools, instead of one. While he is not prepared to argue its adoption as a permanent part of primary school instruction, he believes that the system contains many invaluable elements which should be applied universally in the first stages of school education.—*Ibid.*

An American paper says:—"The average monthly wages of male teachers in Michigan are \$52.45. Female teachers receive \$27.01. This difference is a shame to the State that makes it." To which we may add that the difference is at least as great in Ontario, and far greater than can be justified on any reasonable grounds. If female teachers are capable of doing the work they should be paid for it; if not they should not be engaged at all.—*Ibid.*

There are floating about in Pennsylvania at present three distinct propositions for technical education. One is to establish and maintain chairs in colleges and universities in the interest of the mechanic arts, one to appropriate funds to the high schools of the State, and the third to establish at once separate schools, amply furnished with apparatus, for full and thorough instruction, theoretical and practical, in the industrial arts.—*Ibid.*

The greatest difficulties lie where we are not looking for them.—*Goethe.*

III. Correspondence of the Journal.

1. PUBLIC DISTINCTIONS AND CIVIL HONOURS.

To the Editor of the Journal of Education.

In a Report issued last year by the Chief Superintendent of Education for the Province of Ontario we notice that he mentions, as a characteristic sign of the times, that during the preceding year the Government of Austria had conferred the "Golden Cross of Merit" on eight teachers, and the "Silver Cross" on eight others—all for long and faithful educational services. He further states that the father of the Minister of Public Instruction, an elementary teacher, living at Würzburg, had received, on reaching his fiftieth professional anniversary, the "Order of Ludwig," with a congratulatory letter from the king. Nor was it kings alone who did honour to such "veterans." In the town of Brumgarten the people, with one accord, shut up their stores and workshops, and turned out in holiday attire to celebrate the fiftieth professional anniversary of Mr. Kottman, the Principal of one of their Public Schools. The Chief Superintendent adds that, "What was so gracefully done in this direction elsewhere should also be done in Canada;" and that he "should rejoice to see a provision in our School Law whereby there would be some means of officially marking the public sense of obligation and respect to long and successful teaching in this Province." Kind and patriotic words! Words which cannot fail to bear much fruit, coming, as they do from one of the oldest and most successful educational officers on this Continent. Any cause which commands the support of such a wise and prudent official as the Father of the Ontario School System must be good and worthy, and contain within itself the elements of success.

We believe that such a provision as that alluded to by Dr. Ryerson would elevate the profession by imparting greater momentum to individual effort, and therefore be the means of diffusing a better education amongst the masses. Hence we venture to express an humble, yet earnest, hope that our legislators—moved by zeal for the honour of this rising nationality, and incited to jealousy by the spirit of improvement visible in other states—may lose no time in adopting such a happy suggestion. It is high time that "Civil Honours" and "Public Distinctions" should be awarded on higher principles, and from worthier motives than those which directed the donors in former ages. The Executive and Legislative Officers of every commonwealth might give a powerful impulse to educational progress by following the example of their German friends, or by granting a liberal national pension to those "veterans" who have proved themselves to be real masters in their art—successful and distinguished "craftsmen" in the Public Schools. Such a recognition would not only incite the recipients to renewed efforts, but, better still, it would kindle professional emulation and create a generous enthusiasm amongst their fellow labourers.

G. V. LE VAUX.

2.—TABLE COMPILED FOR ANALYTICAL PARSING.

ETYMOLOGY.			SYNTAX.		
CLASSIFICATION.		INFLECTION.	DERIVATION.		
NOUN.	I. PROPER.	{ 1. Strictly so. 2. Becoming Common.	I. Gender. { 1. Masculine. 2. Feminine. 3. Neuter.	I. Structure. { 1. Primitive. 2. Derivative. 3. Compound.	I. Relation. { 1. Subjective. 2. Predicative. 3. Objective. 4. Attributive.
	II. COMMON.	Denoting. { 1. Class. 2. Collection. 3. Multitude. 4. Material. 5. Quantity.	II. Number. { 1. Singular. 2. Plural.	II. Origin. { 1. Saxon. 2. Latin. 3. Greek, &c.	II. Rule. { 1. Concord. 2. Government.
	III. ABSTRACT.	Denoting. { 1. Quality. 2. Action. 3. State. 4. Period. 5. Degree.	III. Case. { 1. Nominative. 2. Possessive. 3. Objective.		
ADJECTIVE.	I. DEFINITIVE.	{ 1. Demonstrative. 2. Possessive. 3. Relative. 4. Interrogative.	I. Gender.	I. Structure. { 1. Primitive. 2. Derivative. 3. Compound.	I. Relation. { 1. Attributive. 2. Predicative.
	II. QUANTITATIVE.	{ 1. Definite. 2. Indefinite. 3. Distributive. 4. Continuous. } Numerical.	II. Number.	II. Origin. { 1. Saxon. 2. Latin. 3. Greek, &c.	II. Rule. { 1. Concord. 2. Government.
	III. QUALITATIVE.	{ 1. Positive. 2. Privative. 3. Diminutive. 4. Augmentative. 5. Causative. 6. Potential, &c.	III. Case.	IV. Degree. { 1. Positive. 2. Comparative. 3. Superlative.	
PRONOUN.	I. PERSONAL.		I. Gender.	I. Structure. { 1. Primitive. 2. Derivative. 3. Compound.	I. Relation. { 1. Subjective. 2. Predicative. 3. Objective. 4. Attributive. 5. Reciprocal.
	II. DEMONSTRATIVE.		II. Number.	II. Origin. { 1. Saxon.	II. Rule. { 1. Concord. 2. Government.
	III. INDEFINITE.	{ 1. Conjunctive. 2. Restrictive. 3. Indefinite. 4. Negative.	III. Case.	IV. Person. { 1st. 2nd. 3rd.	
VERB.	I. TRANSITIVE.	I. Rank. { 1. Principal. 2. Auxiliary of (a) Voice. (b) Mood. (c) Tense.	I. Voice. { 1. Active. 2. Passive. (a) Ordinary. (b) Progressive, or (c) Emphatic Form.	I. Structure. { 1. Primitive. 2. Derivative. 3. Compound.	I. Relation. { 1. Predicative.
	II. INTRANSITIVE.	II. Form. { 1. Regular. 2. Irregular. 3. Defective. 4. Redundant.	II. Mood. { 1. Indicative. 2. Subjunctive. 3. Potential. 4. Imperative. 5. Infinitive. 6. Participial.	II. Origin. { 1. Saxon. 2. Latin. 3. Greek, &c.	II. Rule. { 1. Concord. 2. Government.
		III. Meaning. { 1. Active. 2. Passive. 3. Middle. 4. Reflective. 5. Causative. 6. Intensive. 7. Diminutive. 8. Inceptive. 9. Frequentative. 10. Desiderative.	III. Tense. { 1. Present. 2. Past. 3. Perfect. 4. Pluperfect. 5. Future. 6. Future Perfect.	IV. Number.	V. Person.

TABLE COMPILED FOR ANALYTICAL PARSING.—Continued.

ETYMOLOGY.			SYNTAX.		
CLASSIFICATION.			INFLECTION.	DERIVATION.	
ADVERB.	I. TIME.	{ 1. Present. 2. Past. 3. Future. 4. Continuous. 5. Repetitive.	I. Degree.	I. Structure. I. Origin.	I. Relation. II. Rule.
	II. PLACE.	{ 1. Position. 2. Motion to. 3. Motion from.			
	III. QUALITY.	{ 1. Manner. 2. Degree.			
	IV. QUANTITY.	{ 1. Measure. 2. Number. 3. Order.			
	V. MOOD.	{ 1. Affirmative. 2. Negative. 3. Contingent. 4. Inferential.			
PREPOSITION.	I. PLACE.	{ 1. Position. 2. Motion. 3. Direction.		I. Structure. II. Origin.	I. Relation. II. Rule.
	II. TIME.	{ 1. Point. 2. Precedent. 3. Subsequent. 4. Continuous.			
	III. CAUSALITY.	{ 1. Agent. 2. Instrument. 3. Condition. 4. End.			
	IV. REFERENCE.				
	V. SEPARATION AND EXCLUSION.				
	VI. INCLINATION AND CONFORMITY.				
	VII. AVERSION : OPPOSITION.				
	VIII. SUBSTITUTION.				
	IX. POSSESSION : MATERIAL.				
CONJUNCTION.	I. CO-ORDINATE.	{ 1. Copulative. 2. Alternative. (a) Affirmative. (b) Negative. 3. Adversative. (a) Exclusive. (b) Arrestive. 4. Illative.		I. Structure. II. Origin.	Rule
		I. Time. II. Place.			
	II. SUB-ORDINATE.	III. Manner IV. Cause.			
		{ 1. Point. 2. Continuous. 3. Repetitive. 1. Position. 2. Motion to. 3. Motion from. 1. Likeness. 2. Comparison. (a) Equality. (b) Inequality. 3. Effect. 1. Reason. 2. Condition. 3. Concession. 4. End.			
INTERJECTION.	1. JOY. 2. GRIEF. 3. WONDER. 4. APPROBATION. 5. AVERSION. 6. ATTENTION.			I. Structure. II. Origin.	Rule.

(For remainder, See page 26.)

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 NOVEMBER, 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—Rev. George Grant, B.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, North Latitude, West Longitude, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, MONTHLY MEANS, RANGE, LOWEST, HIGHEST, TEMPERATURE OF THE AIR (DAILY RANGE, HIGHEST, LOWEST, MEAN RANGE, MEAN MAXIMUM, MEAN MINIMUM), MONTHLY MEANS (7 A.M., 1 P.M., 9 P.M., MEAN), WARM-EST DAY, COLDEST DAY, TENSION OF VAPOUR (7 A.M., 1 P.M., 9 P.M., MEAN).

Approximation. dOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. aOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. mOn the Detroit River. kInland Towns.

Table with columns: STATION, HUMIDITY OF AIR (MONTHLY MEANS, 7 A.M., 1 P.M., 9 P.M.), WINDS, NUMBER OF OBSERVATIONS (SURFACE CURRENT, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND), AMOUNT OF CLOUDINESS (MONTHLY MEANS, 7 A.M., 1 P.M., 9 P.M.), RAIN (DURATION IN HOURS, DEPTH IN INCHES, NO. OF RAINY DAYS), SNOW (DURATION IN HOURS, DEPTH IN INCHES, NO. OF SNOWY DAYS), AURORAS (CLASS I, II, III, IV, UNFAVORABLE, OBS. IMPOSSIBLE, SKY FAVORABLE).

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

0 denotes that the sky is covered with clouds; 0 denotes that the sky is quit clear of clouds

REMARKS.

Pembroke.—Hall, 17th, 23rd. Fog, 4th. Snow, 1st, 11th, 12th, 17th, 20th, 23rd, 26th. Rain, 5th, 8th, 17th, 23rd, 26th. "John Egan" for Des Joechims. Peterborough.—Wind storms, 5th, 11th, 26th. Fog, 3rd, 4th, 5th. Snow, 1st, 13th, 15th, 20th, 21st, 23rd, 26th, 28th, 29th. Cornwall.—Lightning and thunder with rain, 6th. Wind storms, 6th, 10th, 17th. Fog, 3rd. Snow, 1st, 12th, 17th, 20th, 25th, 29th. Rain, 6th, 9th, 11th, 17th, 27th. Parhelen and Lunar Halo, 16th.

29th. Rain, 4th, 9th, 16th, 17th, 22nd, 23rd, 26th. Lowest barometer for several years, 7 a.m., 23rd.
 STRATFORD.—Wind Storms, 5th, 11th, 22nd, 23rd, 24th. Fog, 4th. Snow, 1st, 11th, 12th, 20th—24th, 27th—30th. Rain, 5th, 8th, 14th, 17th, 22nd, 23rd. First sleighing, 22nd. Millpond frozen, 26th. Excess of mean monthly temperature over average of 13 years, +1° 55'.
 HAMILTON.—Wind storm, 5th. Fog, 10th. Snow, 1st, 20th, 21st, 23rd, 24th, 26th, 28th. Rain, 1st, 5th, 17th, 21st—23rd, 26th.
 SIMCOE.—Hail, 1st. Wind storms, 5th, 23rd, 24th, 28th. Fog, 10th. Snow, 20th, 22nd, 24th, 28th. Rain, 5th, 8th, 17th, 23rd. First snow, 20th. Warm, open month for the season.
 WINDSOR.—Wind storms, 1st, 23rd, 24th. Fog, 9th. Snow, 20th, 28th. Rain, 5th, 8th, 16th. Meteor through *Ursa Major* towards W. on 7th.

Conclusion of the Table on page 24.

The parsing of the following passage from Milton, may be compared with that given in Bain's English Grammar, on page 204.
 The teacher must determine the extent to which the Table is to be used in accordance with the standing of the class. It is suggested, however, that when a pupil is promoted to the IV Class, he should begin to take up all the points noted in it.

"Far less abhorred than these,
 Vex'd Scylla, bathing in the sea that parts
 Calabria from the hoarse Trinacrian shore."

Far	Adv.—Qual.—Deg.—Pos.—Prim.—Sax. <i>Feor</i> ,—Attr. rel. "Far less,"—Rule,—
Less	Adv.—Qual.—Deg.—Comp.—Der.—Sax. <i>Laesse</i> ,—Attr. rel. "Less abhorred,"—Rule,—
Abhorred	Adj.—Qual.—Pos. deg.—Der.—Lat from <i>ab</i> and <i>horreo</i> , to shudder,—Attr. rel. "Abhorred (hell-hounds),"—Rule,—
Than	Conj.—Co-ord.—Cop.—Der.—Sax. <i>Thanne</i> ,—Rule,—
These	Pron.—Demons.—Masc.—Plur.—Nom.—3rd pers.—Der.—Sax. <i>This</i> ,—Subj. rel. "These (were abhorred),"—Rule,—
Vex'd	Verb.—Trans.—Princ.—Reg.—Act.—Ind.—Past,—Plur.—3rd pers.—Lat. <i>vexo</i> , to disturb,—Pred. rel. "(Hell-hounds) vex'd,"—Rule,—
Scylla	Noun.—Prop.—Sing.—Obj.—Lat.—Obj. rel. "vex'd Scylla,"—Rule,—
Bathing	Verb.—Intrans.—Princ.—Reg.—Act.—Part.—Pres.—Der.—Sax. <i>baethian</i> , to wash,—Attr. rel. "Scylla bathing,"—Rule,—
In	Prep.—Place.—Posit.—Sax.—Gov. "In sea,"—Rule,—
The	Adj.—Defin.—Demons.—Prim.—Sax.—Attr. rel. "The sea,"—Rule,—
Sea	Noun.—Com.—Class.—Neut.—Sing.—Obj.—Sax. <i>sae</i> from <i>ae</i> , water,—Obj. rel. "In sea,"—Rule,—
That	Pron.—Rel.—Restr.—Neut.—Sing.—Nom.—3rd pers.—Antec. Sea, "sea that," Rule,—Sax. <i>thæt</i> ,—Subj. rel. "That parts,"—Rule,—
Parts	Verb.—Trans.—Princ.—Reg.—Act.—Ind.—Pres.—Sing.—3rd pers.—Lat. <i>Partio</i> , to divide,—Pred. rel. "That parts,"—Rule,—
Calabria	Noun.—Prop.—Neut.—Sing.—Obj.—Lat.—Obj. rel. "Parts Calabria,"—Rule,—
From	Prep.—Place.—Mot. with Dir.—Sax.—Gov. "From shore,"—Rule,—
Hoarse	Adj.—Qual.—Pos.—Attr. rel. "Hoarse shore,"—
Trinacrian	Adj.—Qual.—No Comp.—Lat. der. from Prop. noun.—Attr. rel. "Trinacrian Shore,"—Rule,—
Shore	Noun.—Com.—Class.—Neut.—Sing.—Obj.—Sax. <i>Scean</i> , to cut.—Obj. rel. "From shore,"—Rule,—

V. Mathematical Department.

1. SOLUTIONS OF PROBLEMS IN THE DECEMBER NUMBER OF THE JOURNAL.

1. The base of an isosceles triangle is a , and the segment of one of the equal sides, made by a perpendicular from one of the base angles, is b : required the sides.
 Solution.—The rectangle under the side and segment next the base is equal to one-half the square on the base.

Let x = the side; then $bx = \frac{a^2}{2}$; $\therefore x = \frac{a^2}{2b}$

2. Find the sides of an isosceles triangle, inscribed in a circle whose radius is r , having the base equal to one-half of each of the other sides.

Solution.—When the side of the inscribed triangle is twice the base, the square on the radius: that upon one of the sides :: 4 : 15.

Let x = side; then $r^2 : x^2 :: 4 : 15$. Hence $x = \frac{r}{2} \sqrt{15}$.

3. In the figure to I, 5 book of Euclid, join FG ; then $FG = 150$; angle $BGF = 22^\circ$, and the difference between the angles FCG and $BGC = 40^\circ$; find the parts of the triangle ABC .

Solution.—By Mr. J. W. Henstridge, Collin's Bay.
 Let BG, CF cut each other in H . Then $FG = GB$, and $BF = CG$; $\therefore \angle CFG = \angle BGF = 22^\circ$; hence $\angle FHG = 136^\circ$; $\therefore \angle CHG = 44^\circ$, and $\angle CGH + \angle GCH = 136^\circ$; but $GCH - CGH = 40^\circ$; $\therefore FCG = 88^\circ$, and $BGC = 48^\circ$. Hence $AGF = 48^\circ + 22^\circ = 70^\circ = ABC$ or ACB ; $\therefore BAC = 40^\circ$.
 Then $\text{Sin. } 40^\circ : \text{Sin. } 70^\circ :: 150 : AG = 219.28532$.
 As $\text{Sin. } 88^\circ : \text{Sin. } 22^\circ :: 150 : GC = 56.22524$.
 $AC = AG - GC = 163.06008$.
 Then $AG : AC :: FG : BC = 111.53966$.

Correct Solutions received:—
 J. W. Henstridge, Collin's Bay, solved 1, 2, 3; S. R. Brown, London, 1, 2, 3; J. W. Place, S. S. No. 7, Augusta, 1, 2, 3; A. Burwash, pupil in Arnprior High School, 1, 2, 3; Archibald Lee, Ottawa, 1, 2; E. E. Fraser, West Essex, 1, 2; Wm. H. Risk, Aughrim, 1, 2; Wellington, Fergus, 1, 2; Rudolph H. Fischer, Chippawa, aged 12 years, solved 1, and also the question of "Clericus." Con. O'Gorman, White Lake, 1.

The following additional Solutions to Clericus' question have been received:—Miss Mary Jane Bates, Windham; Thomas Marshall, Easthope; Clarke Moses, Seneca; David McArdle; Nemo, Manotic; J. E. Johnson, Landsdown; J. M. Mundell, Elma; W. L. Johnson, South Monaghan; Wm. Waddell, Mornington; Alex. Dickie, Clyde; David F. Ritchie, Southampton; James Cumming, Massie; S. W. Ward, M. D., Sand Point; T. B. White; James Miller, Abingdon; Jeremiah S. Ballamy; A. Stevenson, pupil, Markham P. S., and John Ireland, who gave a general solution for a level or inclined plane.

Solutions of the following problems required:—
 Address, A. Doyle, Ottawa.

1. Find the compound interest of \$200 for 1, 2, 3, &c. months, at 7 per cent. per annum.
2. Solve $x^2 + \sqrt{x} = 18$, by a simple equation.
3. A, B and C, in partnership, gain \$1,800. If we take C's time from the sum of A's and B's, 7 times the remainder will be equal to eleven times the sum of A's and C's diminished by B's. C's stock is to the sum of A's and B's stock, as A's time is to six times B's time; the sum of all their times divided by the sum of B's and C's minus A's, equals 19; and three times the difference between the stocks of A and B, is equal to twice C's stock. Required the gain of each, strictly within the limits of Simple Proportion.
4. A weight of 5 lbs. hangs perpendicularly by a string passing over a pulley at the vertex of an inclined plane, 30° inclination; what weight can it draw 3 feet up the plane in 2 seconds?

VI. Papers on Scientific and Literary Subjects.

1. DRAWING AS AN EDUCATOR.

In referring to the usefulness of the art of drawing, in education, the *Illustrated London News* says: "The school board have taken an important and, we think, very wise step by resolving to introduce the elementary teaching of drawing into the schools. The teaching of drawing confers, as it were, a new sense; it develops perceptions which reading and other branches of education can never reach. To say nothing of the increased pleasure it affords through life, so long as the power of sight endures, it trains precisely those faculties which are most regarded in nearly all mechanical occupations, and it forms, therefore, the basis of most technical education. There are few mechanics who would not be benefited in their work by a knowledge of drawing; while here and there the proposed teaching may stimulate genius that otherwise might remain dormant. The system of teaching adopted in the German *kindergarten* has been recommended and the suggestion deserves consideration."

2. THE PROGRESS OF TELEGRAPHY.

In the last number of the *Scientific American* there is a valuable account of the origin, progress and present condition of Ocean Tele-

graphy, from which we gather the following facts: Up to 1848 no substance suitable for the insulation of a submarine wire was known. It was in that year that Mr. J. J. Craven experimented with some gutta percha, and discovered its adaptability to sub-aqueous communication. It was first tried in the Passaic River in connection with the old New York and Philadelphia Railroad, and was so successful that the Company were induced to employ it in crossing the Hudson from Jersey City to New York, by laying wires, thus insulated, under water. The communication thus effected was quite successful.

Previous to this time, in 1846, a Mr. Reynolds, of New York, had invented a machine for covering wire with India rubber, but in consequence of the difficulty of drying it, (the vulcanization of rubber not being then known) it proved a failure. To this Mr. Reynolds, early in 1848, Mr. Craven submitted his plan, and asked him to cover wire with gutta percha with his machine. The manufacture of gutta-percha-covered wire was thus begun. Mr. Reynolds subsequently covered the cable which was laid between New York and Jersey City, which was the first gutta percha cable ever made, and the first submarine wire ever constructed and successfully operated for the transmission of intelligence over a distance of half a mile.

A workman of Reynolds', named Champney, communicated the secret to the English Gutta Percha Company, who at once availed themselves of it. Gutta-percha-covered wire was first used in Great Britain, according to the testimony of Mr. Charles Vincent Walker, an experienced telegraph engineer, in November, 1848. The first submarine cable ever laid in the open sea was laid between Dover and Calais in 1850. It was a single strand of gutta percha, unprotected by any outside coating. It worked only a day. The next cable was laid between the same points in 1851. It contained four conducting wires, was 27 miles in length, and weighed six tons per mile. This cable is still working. The next long cable was laid in 1853 between Dover and Ostend, a distance of 80 miles, and contained six conducting wires, and weighed 5½ tons per mile. In the same year a cable of one conducting wire, and weighing 1½ ton per mile, was laid between England and Holland, a distance of 120 miles. From this time till 1868, 37 cables were laid down, having a total length of 3,700 miles. Of these 16 are still working, 13 worked for periods varying from one week to five years, and the remaining ones proved total failures.

In August, 1858, as many of our readers will recollect, when our city, like many others, rejoiced with great but short-lived joy, the first Atlantic cable was laid between Ireland and Newfoundland. The weight of this cable was one ton per mile, and its total cost, \$1,249,235. It worked from August 10th till September 1st, during which time 129 messages were sent from Valentia to Newfoundland, and 271 from Newfoundland to Valentia. The failure of this cable was due to carelessness in the manufacture and subsequent handling. During the process of manufacture it was coiled in four large vats and left exposed to the heat of the sun, and, as might have been expected, the gutta percha melted. The conductor, also, which was required to be insulated, was so twisted by the coils that it was left quite bare in several places, thus primarily weakening, and eventually, after submersion, destroying the insulation.

The next long cable which was laid was from Suez to India, a distance of 3,500 miles, in 1859. It was laid in five sections, which worked from six to nine months each, but it was never in working order from end to end.

The total length of all the cables which have been laid is about 70,000 miles, of which over 50,000 miles are now in successful operation. Up to 1865 none of them had been tested under water after manufacture, and each of them was covered with a sheathing of light iron wire, weighing in the average only about 1,500 lbs. per mile. These two peculiarities are sufficient to account for every failure that has taken place. No electrical test will show the failure of flaws in the insulating cover of the wire, unless water or some other conductor enters into the flaw and establishes an electrical connection between the outside and the inside of the cable, and all cables laid in shallow water should have an armour weighing not less than five tons per mile.

Including the original cable of 1858, five cables had been laid down between Ireland and Newfoundland, of which only three are now in working order. These were laid in 1866, 1873 and 1874. The cable of 1865, similar in type to the above, has not been in working order for over two years. The conductor of the Atlantic cable of 1858 consisted of a strand of seven copper wires of No. 22½ gauge, weighing 93 pounds per mile, while those of 1865, 1866, 1873 and 1874 have each 300 pounds per mile. The highest rate of speed obtained through the 1858 cable was 2½ words per minute, while with those of 1865, 1866, 1873 and 1874 a speed of 17 words per minute in regular working, and of 24 words per minute on an experimental test, has been obtained. The introduction of sub-

marine cables has caused a revolution in the transmission of intelligence of which the most sanguine votaries of science in former times never dreamed.—*Montreal Gazette.*

3. LIBRARY AND READING.

At this season of the year, when the long nights afford our mechanics, artisans and general toiling populations, leisure and opportunities unknown to the busier months of summer, it may not be considered out of place if we offer a few suggestions on a subject perhaps not sufficiently pondered. Few there are of the class referred to who have not facilities, more or less, for vast mental and moral improvement; and it would seem that nothing tends with greater directness towards this "devoutly to be wished-for consummation," than a large acquaintance with our soundest literature. Were but a portion of the time which is so studiously devoted to less worthy, not to say questionable, pursuits, but once and fairly redeemed, and turned into self-improving material, the ultimate effect upon personal and social life would be at once both marked and beautiful. And more especially does this subject assume an aspect of importance when viewed in its relation to the young men of our Churches, to whose increasing moral power, and to whose growing religious influence they are looking forward with such yearning anxiety.

Whatever tends to the expansion of the human intellect, the refinement of sensibility, and the augmentation of mind power, must be regarded evermore as a mighty moral and social force. We live in an intensely active and inquiring age, and the great cry of the mighty masses of the people is "Give us mental aliment." This anxiety is both natural and relevant, and is in perfect keeping with the original constitution of the human mind. It has also come to pass that no very vigorous intellectual life can be lived without great indebtedness to books. If a man be known as a thoughtful, earnest, appreciating lover of books, and often asking their counsel, he will be held as a lover of wisdom; or at least, his interest in books will be considered as a pleasing sign of self-improving character. Full culture of the individual would seem impossible without the aid they alone can impart. A life of immense power of thought and action is ever associated with our highest literature. Books enlarge, enlighten, improve and empower us. The mind of the writer has laid its affluence of thought, recollection and hope at our feet. We are, by sweet and silent contact, brought to sympathize with loftier minds; excitement, freedom, energy, are the result. Old mental limits are defied, old bondages crumble, and holding high the banner of our individual liberty, we step to higher thoughts and deeper intuition; and in laying aside an old self we assume a new and sprightlier manliness. Others, in offering us their mental worth, reveal to us *our own*. Plato is mightier than Cæsar, and the pen of the thinker than embattled battalions. Thrones and coronets, palaces and pyramids, rocks and mountains, are weaker than the world's best books. But *reading* is a work, a Herculean labour, and the reader must come to his book, with a purpose strong, determined and persevering, if he would read with the highest result. Reading, in the highest sense, is as necessarily a work of labour and solitude, as is earnest thought. Deep mental life seeks seclusion, hides most purposely from vulgar gaze, that alone it may struggle for a body and a development. So it is with reading; read alone we must, with pains, with patience and oft-returning glance, for reading's full effect upon our higher being. In reading a great and good book, we come in contact with a great and benevolent mind. The book itself was not a momentary growth, a mere efflorescence, but the result of close-bent, hard-strained, oft-foiled agony and effort. If then we would embrace thoughts painful and agonising in their birth, it is by no means a great thing that we should patiently, earnestly, anxiously, seek their mastery and appropriation. Our thoughts will never rise to the height of the authors we read, unless we are prepared to toil where they toiled, to groan where they groaned, and to writhe where they agonized. The merely desultory reader seldom benefits either himself or others. By all he thus does he impairs his faculties and teaches his memory to become treacherous. He reads much, but knows little; his little becomes "beautifully less," until he has become an absolute stranger to earnest and concentrated thought. His mind is always too much in haste to think, or reflect, or deliberate; he merely seeks to skim the surface, and hence he robs himself of the ability to ratify or reverse the assumptions or conclusions of others. His memory becomes inert, his imagination folds its wing, his judgment droops and wilts, he feels a momentary flash and all is gone for ever. Thus all the ends of reading are perverted; the price of wisdom, of knowledge, of endless delight, is in the hands of a fool, and the poor fool has nothing to show for his pains. It is an ominous augury when a young man can sit down and devour a sickly tale, or the "last novel," with the zeal

hungry hunter, and yet fight shy of a thoughtful and elevating book. But unhappily this rage for novels, romances, legendary tales and plays, together with comic renderings, though by professional, and even famous, readers, is too general, even in Canada, to be considered less than a great social blemish. It has become a great moral blight which overspreads the land; and which blasts the blossoms of virtue, withers every natural feeling and benevolent principle, every serious thought and religious purpose, and unfits the soul for every thing important, dignified or divine. This *rage* has the lamentable effect of keeping the fancy awake and the understanding asleep, of paralyzing the mind; and after having rendered its deluded votaries incapable of all useful effort and painstaking practice in this life, consigns them over to irretrievable ruin in the life which is to come. There can be nothing more destructive in its nature, or in its tendencies more inimical to the best interest of the public and the individual, than this general and deeply rooted passion for books of fiction, and exhibitions of a similar character. Every determined and judicious self-improver has faculty enough to become a good reader. His objects being power, stability, force of thought, "though baffled off," he wins the prize. Reading becomes a mighty instrument by which he throws a new complexion over his moral history, and secures for himself an ever increasing vigour of soul. Public, boundless and unending sympathies, attach to the wise and earnest reader. In no partial, circumscribed, or partizan spirit can he, without self-reproach, permit himself to live. Books are always the highest representative value of the world; and the age has gathered around us the amplest treasures of thought, and opened the proudest mines of intellectual affluence. Let our young men penetrate the surface, become familiar with the venerable and everlasting thoughts of the great classics of our own tongue, master our mighty standards; and taking them by the hand scale the battlements of the loftiest truth, and touch the highest standard of the man.—*Hamilton New Dominion*.

VII. Biographical Sketches.

1. MR. SYLVESTER SKINNER, who died at Gananoque, was born near Hartford, Conn., in 1800; removing to Chenango County, New York, where he lived till about the age of 16 years, and acquired the trade of a blacksmith. The hard times that followed the war of 1812 induced Mr. Skinner to come to Canada, and he arrived at Brockville—where his half-brother had preceded him—in 1816. He located first at Coleman's Corners (now Lyn), and remained there for several years. Shortly afterwards he went to Brockville, and in company with Gideon Sheppard carried on a carriage and blacksmithing business. He was a careful and competent mechanic, and his carriages were of such superior make and finish that they found ready sale in all parts of the Province, many being shipped per steamer *William IV.* to York (now Toronto). The old Johnstown District contained a large number of Methodists, with whom Mr. Skinner became identified, and being an ardent politician he exercised great influence among his co-religionists. This got him into trouble, as he arrayed himself in opposition to the Family Compact, and fought in the front of the battle for the people's rights and Responsible Government. At the breaking up of the rebellion of 1837 Mr. Skinner was arrested with others, and thrown into prison, but he was soon released. He then took a contract for building locks on the Black River Canal, in New York State, at which work he spent two or three years. On his return to Brockville he worked at his old business for a short time. In 1857 he came to Gananoque, where he manufactured scythe snaths, hames and other articles. Mr. Skinner was a thorough mechanic, and took great pride in turning out first-class goods, regardless of the time and trouble necessarily expended.—*Reporter*.

2. R. S. STRUTHERS, Esq., son of Rev. Daniel Struthers, and born at Waterbeck, Scotland, in 1818. At the age of 16, having received a Collegiate Education of Scotland, he came out to Quebec in the year 1834, and settled there. Becoming acquainted with the French language, he went to Montreal, and engaged in the lumber trade for about two years, and then removed to Kingston, where he engaged in the mercantile trade for some years. He then went to Brighton, County of Northumberland, in the year 1844; and was engaged for a year after as a Teacher. Shortly after he was appointed Superintendent of Schools, which office he held until he removed West in 1853, with his family, and settled in Louisville, where he was engaged in the mercantile business up to the time of his death.—*Chatham Planet*.

3. ANDREW PETTIT, Esq., of Grimsby, died 15th Nov., aged 84 years. Mr. Pettit, the son of a U. E. Loyalist, was the second or third white child born in the neighbourhood of Grimsby. He served

in the war of 1812, being present in several engagements at that time. Two of his sons served in the rebellion of 1838; two more and his son-in-law in 1866. Among the oldest of the settlers there was no man in the surrounding country more universally respected and esteemed in every department of life. An honourable man, a worthy representative of his father's staunch loyalty to the British crown, a generous neighbour, a friend that could always be trusted, a father that must be revered, a sincere Christian and devoted member of the Church of England, for whose creed and services he ever manifested an ardent and active love.—*Hamilton Spectator*.

4. JOSEPH FREDERICK WILLIAM DOUGALL was born in New Hampshire, in March, 1787, and died in December, 1874, aged 88. When nine years old he emigrated to Canada with his father (the late Dr. Dougall) and settled at Fredericksburg, on the Bay of Quinte. A few years after, the whole of the family removed to Prince Edward, and took up land a few miles west of Picton. In the year 1812 the subject of this sketch wandered through the wilds of Canada in search of a better locality for settlement, and was somewhere in the vicinity of Niagara when the news of the Declaration of War reached the colonists. In less than six hours after the news arrived William Dougall had enlisted in the 2nd Regiment of Norfolk Militia, and the same evening was drilling with his Company, preparatory to meeting the enemies of his King and country, who, a few years before had driven his father from his happy home in the old Granite State to seek a refuge in the wilderness of Canada! Shortly after enlisting he was attached to the Division which General Brock led against Detroit, and took part in the engagement which resulted in the surrender of that Fort to the British troops; for which service he was awarded the Detroit medal, issued by order of Her Majesty in 1848. After his return Eastward, the noble band to which he was attached were detailed to march to Queenston Heights to reinforce their comrades then engaged in deadly conflict with a superior force; but had the misfortune to arrive within a few miles of the field when they were met by the sad intelligence that the battle was over and that General Brock was killed. After his discharge from the service, in 1813, he resided for a time in Toronto (then little York) in consequence of which he was a few years ago elected a member of that venerable body known as "The York Pioneers." After a short sojourn in the west he returned to Prince Edward where he remained till his death. William Dougall was always noted for extreme loyalty to the British Crown, and was a man of unchangeable views. He was one of that peculiar class who hate the name "Conservative," and was proud to be called a Tory. In 1837 he voluntarily took his team and waggon to Kingston. He was one of the earliest magistrates, and acted in that capacity for many years. In society, he was noted for peculiar cautiousness, in never talking of his neighbours. It was the boast of his last days that he was never summoned as a witness in any court in the land. He carefully selected his associates and was fondly attached to them.—*Picton Gazette*.

5. THOMAS PARDO, Esq., was born in Colchester, Essex, in 1799. The deceased came, with his father's family, to Kent more than sixty years ago, and, with a few more of the old families, laid the foundation of the lake shore settlement in what has since become one of the most wealthy sections of the Province. At quite an early age he gave evidence of that indomitable energy and rare executive talent which have since helped him to accumulate the largest estates ever amassed in this county in one lifetime.—*Chatham Planet*.

6. MRS. PATTY C. DORLAND died in September, aged 90 years and 8 days. Mrs. Dorland was the eldest daughter of Willet and Jane Casey, of Adolphustown, and was born at Stanford, Dutchess County, N.Y., in the year 1784. After her marriage to Gilbert Dorland in 1804, they removed to "Lakeview Farm," Hallowell, where she spent the remainder of her life.

7. MR. ADAM MONTGOMERY was born in Fermanagh, Ireland. He came to Canada in 1833, and settled in St. Catharines in 1836. He followed the business of a cooper for some years, and in 1844 was appointed Chief of Police, a position he held without interruption for 18 years. He also held for several years the office of License Inspector.—*St. Catharines Journal*.

8. MR. ROSS ROBERTSON came to Kincardine in 1860, and soon became more or less identified with every movement having for its object the prosperity of Kincardine or the development of our resources. He was one of the earliest movers in the matter of salt, and was secretary of the first salt manufacturing company esta-

blished here. To him, in a very great degree, are we indebted for the present useful state of our Harbour. He was also, for many years, actively connected with the School Corporation of Kincardine as Secretary-Treasurer of the Board of Trustees, the labours of which office he performed with the same untiring zeal and energy which always characterized his discharge of every duty; and, no doubt, to his indefatigable exertions we owe the present very efficient state of our schools.—*Review.*

VIII. Council of Public Instruction.

REPORT OF PROCEEDINGS AT MEETINGS OF THE COUNCIL OF PUBLIC INSTRUCTION HELD ON THE SECOND AND THIRD FEBRUARY, 1875.

No. 383.] COUNCIL ROOM, EDUCATION OFFICE,
TORONTO, February 2nd, 1875.

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.
Hammell M. Deroche, Esquire, M.A., M.P.P.
James MacLennan, Esquire, M.A., Q.C., M.P.
The Reverend J. Ambery, M.A.
The Reverend S. S. Nelles, D.D.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Samuel C. Wood, Esquire, M.P.P.
Goldwin Smith, Esquire, M.A.

1. The following communications were laid before the Council:—
2089. From the Very Rev. Principal Snodgrass, Kingston, on his absence.
14548. From Mr. Charles Camidge, of Niagara, referring to previous correspondence.
14431. From the Inspector of Public Schools, Toronto, on the introduction of books on drawing.
14911. From Messrs. James Adam & Co., Toronto, submitting a Historical Chart.
15454. From Mr. John Lovell, Montreal, on the revision of the General Geography.
108. From the Rev. Professor Young, in answer to a communication respecting the revision of the English Grammars.
211. From Miss Kate Hagarty, Toronto, respecting her appointment in the Model School.
15523. From Messrs. J. Campbell & Son, Toronto, respecting the revision of their Geography.
829. From the same, submitting a number of Text Books for approval.
1796. From the same, with specimens of binding for the First Book, for approval.
625. From Mr. John Lovell, applying for permission to print the authorized Readers and the Spelling Book.
283. From the same, on the Elementary Arithmetic and History of Canada.
1850. From the same, on the revision of his Geographies.
1950. From the Rev. J. W. Shearer, submitting his "Combination Speller," and testimonials.
2009. From Messrs. Adam, Stevenson & Co., submitting books for approval.
1122. From the High School Inspectors, respecting an allowance for travelling expenses.
1861. From the Principal of the Normal School, on the course of study.

Also, applications from nine teachers for pensions.

2. The Report (2018) of the Committee on Regulations and Text Books was read, and on motion of the Chairman (Professor Wilson), seconded by the Chief Superintendent, was adopted, the rule requiring a day's notice being suspended.

3. The Chief Superintendent gave the following notices of motion:—

1. That the Books for free High and Public School Libraries, and for Prizes in the High and Public Schools shall be supplied by the Education Department to Municipal and School Corporations at cost.
2. That Mr. John Lovell be permitted to print the series of five Readers and the Spelling Book or Companion to the Readers, upon the same conditions as other publishers.
3. That the application of the Inspectors of High Schools be recom-

mended to the favourable consideration of the Lieutenant-Governor in Council; and that a sum of not less than two hundred dollars be granted to each of the Inspectors for travelling expenses.

4. Dr. Wilson gave the following Notice of Motion:—

"That a special Committee be named by the Council to take into consideration the working of the Book Depository, in reference to the supply of the best class of books for prizes and school libraries; and also in reference to the general interests of the Province with regard to the free circulation of literature through the ordinary trade channels, with power to call for all requisite information from the officers of the Education Department.

5. Professor Smith gave the following Notices of Motion:

1. That the Council desire that the School Books sanctioned by them should be pervaded, wherever morality is concerned, by the sentiment of a christian community; but they do not consider themselves authorized, or deem it within the line of their duty, to circulate any statements of religious doctrine or anything in the nature of theological discussion. That this be an instruction to the Text Book Committee.

2. That the Committee on Text Books be authorized, when any change of Text Books shall have been approved by the Council, to give notice through *The Journal of Education* of the proposed change.

6. Mr. MacLennan gave the following Notice of Motion:

That the names and prices of books submitted by booksellers or others to the Council, and approved, be published in the next number of *The Journal of Education*, with the dates at which the same books were received at the Department and laid before the Council for examination.

7. *Ordered*, That with respect to the communication of Mr. Camidge, the Council, having regard to what has already been done in the matter therein referred to, do not deem it necessary to take further action.

8. *Ordered*, That a communication be sent to Mr. Shearer, thanking him for his letter and the book that he has submitted; but that he be informed that the Council do not regard it as within the line of their duty to examine and pronounce an opinion upon any inventions of the kind.

9. *Ordered*, That the specimens of binding submitted by Messrs. Campbell for the first book be not approved, the Council preferring the style formerly sanctioned.

10. The other letters on Text Books were referred to the Committee.

11. The following applications for pensions from the Superannuation Fund were considered and approved.

709. Mr. Timothy D. Coglon, of Kingston, 29 years' service.

15325. Mrs. Elizabeth Greerson, of Port Hope, 27 years' "

14749. Mr. Levi T. Hyde, of Haldimand, 17 years' service.

conditional on an annual medical certificate being produced.

15467. Mr. Michael McAuliffe, of Maidstone, 23 years' service.

14356. Mrs. Isabella McQueen, of Winnipeg, 16 " "

conditional on an annual medical certificate being produced.

830. Mr. Jacob Tyndall, of Ottawa, 20 years' service.

11736. Mr. Chas. F. Russell, of Napanee, 19 years' service.

conditional on an annual medical certificate being produced.

14543. Mr. Robt. H. Wickham, of Camden East, 33 years' service.

1909. Mr. William Watson, of Weston, 24 years' service.

12. It was then resolved that the rule requiring a day's notice be suspended, and that the Council do now proceed with the consideration of the motions of which notice has been given this day.

And the first four motions having been considered, it was

13. *Ordered*, That a special Committee be named by the Council to take into consideration the working of the Book Depository in reference to the supply of the best class of books for prizes and school libraries, and also in reference to the general interests of the Province with regard to the free circulation of literature through the ordinary trade channels; with power to call for all requisite information from the officers of the Education Department; and pending such investigation, that the Department continue to act on the principle hitherto in use, with regard to prices of books.

That such Committee consist of the Chief Superintendent, Mr. Goldwin Smith, Professor Ambery, Mr. Deroche, Mr. Wood, Mr. MacLennan, and the mover, Professor Wilson.

14. *Ordered*, That Mr. John Lovell be permitted to print the series of five Readers, and the Spelling Book or Companion to the Readers, upon the same conditions as other publishers.

15. *Ordered*, That the application of the Inspectors of High Schools be recommended to the favourable consideration of the Lieutenant-Governor in Council; and that a sum of not less than two hundred dollars be granted to each of the Inspectors for travelling expenses.

16. *Adjourned* to Wednesday, 3rd February, at three o'clock p.m.

(Signed) H. J. GRASSETT,
Chairman.

No. 384.]

COUNCIL ROOM, EDUCATION OFFICE,
TORONTO, 3rd February, 1876.

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.
The Reverend J. Jennings, D.D.
James Maclellan, Esquire, Q.C.
The Reverend S. S. Nelles, D.D.
The Reverend A. Carman, D.D.
Daniel Wilson, Esquire, LL.D.
Samuel C. 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:—

284. Being the Report of the Central Committee of Examiners, naming the successful competitors for the medals for 1874.

15111. From the Principal, on an appointment in the Model School.

2090. From the Rev. J. W. Shearer, respecting his proposed lecture.

3. The Rule requiring notice having been suspended, it was *Ordered*, That the medals granted by the Council to the candidates for Public School Teachers' Certificates, who passed the best examinations in 1874, be awarded as follows:—

The Gold Medal.....Mr. Isaac James Birchard.
" First Silver Medal.....Mr. Archibald Smirl.
" Second do.....Mr. Joseph Standish Carson.
" First Bronze Medal.....Mr. Morris Johnson Fletcher.
" Second do.....Mr. Edwin D. Parlow.

4. *Ordered*, That the appointment of Miss Kate Hagarty as third assistant teacher, in the Girls' Model School, temporarily made by the Chief Superintendent, be confirmed.

5. The British History and the Outlines of General History, with the manuscript revision thereof by the Committee, were laid before the Council and approved.

6. The Report (2106), of the Committee on the Course of Study in the Normal School was read and adopted.

7. The motions of which notice had been given by Professor Smith having been considered, it was

Ordered, That the Council desire that the School Books sanctioned by them should be pervaded, wherever morality is concerned, by the principles and sentiments of a Christian community, but they do not consider themselves authorized, or deem it within the line of their duty to sanction any statements of religious dogma of a sectarian character, or anything in the nature of theological discussion. That this be an instruction to the Text Book Committee.

8. *Ordered*, That the Text Book Committee be authorized, when any change of Text Books shall have been approved by the Council, to give notice through *The Journal of Education*, of the proposed change.

9. The Rule requiring a day's notice having been again suspended, the following motion of Professor Smith was adopted.

Ordered, That the following notice be inserted in the *Journal of Education*,

"The Council of Public Instruction desire to make it known to authors and publishers, that they have at present before them no History of Canada, which appears to meet the requirements of schools; and that they would gladly take into consideration the claims of any new work on the subject, which might be submitted to them with a view to its adoption as a Text Book.

10. The minutes were read and approved.

11. *Adjourned.*

(Signed), H. J. GRASETT,
Chairman.

(Certified),
ALEX. MARLING,
C. C. P. I.

LIST OF PRIZE AND LIBRARY BOOKS.

Book List, published as required by 37 Vic., chap. 27, section 27, (27 c).

List of Books for Libraries and Prizes, received at the Education Department, May 19, 1874, from Messrs. James Campbell and Son, and laid before the Council for examination, May 21st. Books sanctioned by the Council, June 12th. (Publication of list deferred in consequence of the several

matters arising out of the question of the "cost" of books, &c., to the schools having, in the meantime, been submitted to the Superior Courts).

N.B.—The Books named in the following list will be supplied from the People's Depository at the prices named.

Name of Book.	Name of Publisher.	Style of Binding.	Publishers' Retail Prices.	Prices to Schools.
Hebrew Heroes.....	Nelson & Sons.....	cloth.	s. d. \$ cts.	5 0 0 90
Pride and Prisoners.....	do	do	5 0 0 90	5 0 0 90
Draytons and Davenants.....	do <i>cheap edition</i>	do	5 0 0 90	5 0 0 90
Victory of Vanquished.....	do <i>do</i>	do	5 0 0 90	5 0 0 90
Under Southern Cross.....	do	do	6 6 1 17	6 6 1 17
Helena's Household.....	do <i>cheap edition</i>	do	5 0 0 90	5 0 0 90
In Holy Land.....	do	do	6 6 1 17	6 6 1 17
Spain and People.....	do	do	7 6 1 35	7 6 1 35
Western World.....	do	do	7 6 1 35	7 6 1 35
Beautiful Birds.....	do	do	6 6 1 08	6 6 1 08
Eastern Seas.....	do	do	6 6 1 08	6 6 1 08
Wilds of Africa.....	do	do	6 6 1 08	6 6 1 08
Forest, Jungle and Prairie.....	do	do	6 6 1 08	6 6 1 08
The World at Home.....	do	do	6 6 1 08	6 6 1 08
Birds and Flowers.....	do	do	6 6 1 17	6 6 1 17
Poems of Natural History.....	do	do	6 6 1 17	6 6 1 17
Children's Week.....	do	do	3 0 0 63	3 0 0 63
Earnest Men.....	do	do	3 0 0 63	3 0 0 63
Tim's Troubles.....	do	do	3 0 0 63	3 0 0 63
Frank Oldfield.....	do	do	3 0 0 63	3 0 0 63
Willing Hearts.....	do	do	3 0 0 63	3 0 0 63
Man on Ocean.....	do	do	3 6 0 63	3 6 0 63
Which is my Likeness.....	do	do	3 6 0 63	3 6 0 63
Tales of Martyr Times.....	do	do	3 6 0 63	3 6 0 63
History of United States.....	do	do	3 6 0 63	3 6 0 63
Lives of Labour.....	do	do	3 6 0 63	3 6 0 63
Primeval World.....	do	do	3 6 0 63	3 6 0 63
School-Boy Heroes.....	do	do	3 6 0 63	3 6 0 63
Living to Purpose.....	do	do	3 6 0 63	3 6 0 63
Youthful Diligence.....	do	do	3 6 0 63	3 6 0 63
Christian Daily Life.....	do	do	3 0 0 54	3 0 0 54
Fairy Tree.....	do	do	3 0 0 54	3 0 0 54
White Rock Cove.....	do	do	3 0 0 54	3 0 0 54
Willing to be Useful.....	do <i>cheap edition</i>	do	3 0 0 54	3 0 0 54
Parliament in Play-Room.....	do	do	3 0 0 54	3 0 0 54
Upward Path.....	do	do	3 0 0 54	3 0 0 54
Plain Paths.....	do	do	3 0 0 54	3 0 0 54
Old Gems Re-set.....	do	do	3 0 0 54	3 0 0 54
Geoffrey the Knight.....	do	do	3 6 0 63	3 6 0 63
Grey House on the Hill.....	do	do	2 6 0 45	2 6 0 45
Light at Evening-time.....	do	do	2 6 0 45	2 6 0 45
Home Pictures.....	do	do	2 6 0 45	2 6 0 45
Useful Plants.....	do	do	2 6 0 45	2 6 0 45
Temples, Tombs & Monuments.....	do	do	2 6 0 45	2 6 0 45
Shipwreck.....	do	do	2 0 0 36	2 0 0 36
Walter in Woods.....	do	do	2 6 0 45	2 6 0 45
Humility.....	do	do	2 6 0 45	2 6 0 45
Integrity.....	do	do	2 6 0 45	2 6 0 45
Reflection.....	do	do	2 6 0 45	2 6 0 45
Wonders of Plant World.....	do	do	2 0 0 36	2 0 0 36
One Hour a-Week.....	do	do	2 0 0 36	2 0 0 36
Christian Missionary.....	do	do	2 0 0 36	2 0 0 36
Afar in Forest.....	do	do	2 0 0 36	2 0 0 36
Parents and Children.....	do	do	2 0 0 36	2 0 0 36
Snowdrops.....	do	do	2 0 0 36	2 0 0 36
Round the World.....	do	do	2 0 0 36	2 0 0 36
Mark Willis.....	do	do	1 6 0 27	1 6 0 27
Barbadoes Girl.....	do	do	1 6 0 27	1 6 0 27
Susy's Flowers.....	do	do	1 6 0 27	1 6 0 27
Fairy Stories with Purpose.....	do <i>cheap edition</i>	do	1 6 0 27	1 6 0 27
Way of the World.....	do <i>do</i>	do	1 6 0 27	1 6 0 27
Homes of the Birds.....	do	do	1 6 0 27	1 6 0 27
Playfellow.....	do <i>cheap edition</i>	do	1 6 0 27	1 6 0 27
Reuben Inch.....	do	do	1 6 0 27	1 6 0 27
Stories, English Life.....	do	do	1 6 0 27	1 6 0 27
Martha's Home.....	do	do	1 0 0 18	1 0 0 18
A Friend in Need.....	do	do	1 0 0 18	1 0 0 18
The Giants.....	do	do	1 0 0 18	1 0 0 18
Edith and Her Ayah.....	do	do	1 0 0 18	1 0 0 18
Boy Artist.....	do	do	1 0 0 18	1 0 0 18
Mattie's Missionary Box.....	do	do	1 0 0 18	1 0 0 18
Good for Evil.....	do	do	1 0 0 18	1 0 0 18
It's His Way.....	do	do	1 0 0 18	1 0 0 18
The Two Watches.....	do	do	1 0 0 18	1 0 0 18
Upwards and Downwards.....	do	do	1 0 0 18	1 0 0 18
Olive Branch.....	do	do	1 0 0 18	1 0 0 18
Old Robin.....	do	do	1 0 0 18	1 0 0 18
Children and Robin.....	do	do	1 0 0 18	1 0 0 18
William and Uncle Ben.....	do	do	1 0 0 18	1 0 0 18
Good Grandmother.....	do	do	1 0 0 18	1 0 0 18
The Rocket.....	do	do	1 0 0 18	1 0 0 18
Hope on.....	do	do	1 0 0 18	1 0 0 18
Blind Farmer.....	do	do	1 0 0 18	1 0 0 18

Name of Book.	Name of Publisher.	Style of Binding.	Publishers' Retail Prices.	Prices to Schools.	Name of Book.	Name of Publisher.	Style of Binding.	Publishers' Retail Prices.	Prices to Schools.
River Bank	Nelson & Sons	cloth.	1 0	0 18	Wonders of Acoustics	Cassell, Petter & Galpin	cl'th	1 00	0 67
Summer Days	do	do	1 0	0 18	Wonderful Balloon Ascents	do	do	1 00	0 67
Moravian Missions	do	do	1 0	0 18	Wonders of Architecture	do	do	1 00	0 67
Hymn My Mother Taught	do	do	1 0	0 18	Wonders of Bodily Strength	do	do	1 00	0 67
Elizabeth and Beggar Boys	do	do	1 0	0 18	Forest Life in Acadia (1869)	Chapman & Hall	do	2 00	1 34
Life of the Ship	do	do	0 9	0 14	Travels in Alaska (1869)	John Murray	do	2 00	1 34
Chit Chat	do	do	0 9	0 14	Our Life in Japan (1869)	Chapman & Hall	do	2 00	1 34
Three Little Kittens	do	do	0 9	0 14	British Columbia & Vancouver Island (1862)	John Murray	do	2 00	1 24
The Robber Kitten	do	do	0 9	0 14	British Sports & Pastimes	Virtue & Co.	do	0 90	0 60
Butterfly's Ball	do	do	0 9	0 14	Bell's New Tracks (1870)	Chapman & Hall	do	4 25	2 84
Meadow	do	do	0 9	0 14					
Ned the Shepherd Boy	do	do	0 6	0 09					
Search for Happiness	do	do	0 6	0 09					
Happy Old John	do	do	0 6	0 09					
The Good Friend	do	do	0 6	0 09					
Mountain Daisy	do	do	0 6	0 09					
Not Easily Provoked	do	do	0 6	0 09					
Miriam's Reward	do	do	0 6	0 09					
Is God For Me?	do	do	0 6	0 09					
Nellie Russell	do	do	0 6	0 09					
Head or Heart	do	do	0 6	0 09					
Fanny Burton	do	do	0 6	0 09					
Wisdom's Ways	do	do	0 6	0 09					
Little Alice's Palace	do	do	0 6	0 09					
What Walter Did	do	do	0 6	0 09					
Picture Book of Mabel May	do	do	0 6	0 09					
Picture Book of Sports & Plays	do	do	0 6	0 09					
Effie's Dream	do	do	0 6	0 09					
Peeps of Home	do	do	0 6	0 09					
Songs for Children	do	do	0 6	0 09					
Parables of Our Lord	do	do	0 6	0 09					
Life in Bible Lands	do	do	0 6	0 09					
Seven Churches of Asia	do	do	0 6	0 09					
Bible Plants	do	do	0 6	0 09					
Mountains of the Bible	do	do	0 6	0 09					
The First Weavers	do	do	0 6	0 09					
The First Builders	do	do	0 6	0 09					
The First Paper Makers	do	do	0 6	0 09					
Packet Birds of Great Britain	do	do	0 6	0 09					
" Song Birds	do	cards.	1 0	0 18					
" Birds of Prey	do	do	1 0	0 18					
" Humming Birds	do	do	1 0	0 18					
" Sea Birds	do	do	1 0	0 18					
" Garden Flowers	do	do	1 0	0 18					
" Queen Esther	do	do	1 0	0 18					
" Ten Commandments	do	do	1 0	0 18					
" Pilgrim's Progress	do	do	1 0	0 18					
" Joseph & His Brethren	do	do	1 0	0 18					
" Broken Bow, 6 Books	do	pkcts.	1 0	0 18					
" New Home Stories, 8 do	do	do	1 0	0 18					
" New Sunday Books, 16	do	do	1 0	0 18					
" New Sunday Stories, 16	do	do	1 0	0 18					
" Apperley Chronicles, 4	do	do	1 0	0 18					
" Children's Treasury, 12	do	do	1 0	0 18					
" New Stories, Cousin Kate	do	do	1 0	0 18					
" Wisdom's Stories, 12	do	do	1 0	0 18					
" Grace of Charity, 12	do	do	1 0	0 18					
" Places Passed by Pilgrims	do	do	1 0	0 18					
" Charlie's Friend, 12	do	do	1 0	0 18					
" The Evergreen, 6	do	do	1 0	0 18					
" The Casket, 6	do	do	1 0	0 18					
" Bird's Nest, 6	do	do	1 0	0 18					
" The Garland, 24	do	do	1 0	0 18					
" The Wreath, 24	do	do	1 0	0 18					
" Miracles—Heavenly Love	do	do	1 6	0 27					
Silent Partner	Jas. Campbell & Son	cloth.	\$0 50	0 30					
Beadle's Gardener	do	do	2 50	1 70					
Cyril Ashley	do	do	0 75	0 50					
Rescued from Egypt	do	do	0 75	0 50					
Holiday Chaplet	do	do	0 75	0 50					
Triumph over Midian	do	do	0 75	0 50					
House Beautiful	do	do	0 75	0 50					
Children's Treasury	do	do	0 75	0 50					
On the Way	do	do	0 75	0 50					
Lady of Providence	do	do	0 75	0 50					
Emily's Choice	do	do	0 60	0 40					
Katie Johnston's Cross	do	do	0 60	0 40					
Lucy Raymond	do	do	0 60	0 40					
Old and New Home	do	do	0 60	0 40					
Sowing Good Seed	do	do	0 50	0 34					
Jessie Grey	do	do	0 50	0 34					
Lump of Coal	Cassell, Petter & Galpin	do	do	do					
The Fishing Girl	do	do	do	do					
Labor Stands on Golden Feet	do	do	do	do					
One Trip More	do	do	do	do					
Stories of Olden Times	do	do	do	do					
Love and Life in Norway	do	do	do	do					
Noble	do	do	do	do					

IX. Miscellaneous.

1. CANADA'S TOBACCO BILL FOR 1873.

The following statement from the Monetary Times, shows the amount and cost of the tobacco consumed in the Dominion. The average annual consumption of the weed for the year is calculated at 6,451,119 pounds of home-manufactured tobacco.

Besides the tobacco and cigars manufactured at home, we also import quite largely of these articles. In 1873 we find that our importations were as follows:—Cigars, 486,255 lbs., valued at \$569,775; manufactured tobacco and snuff, 197,771 lbs., valued at \$64,467; and we ought also to add, tobacco pipes—for you can't smoke without a pipe—\$57,043. When we sum up all these items, it will be seen that we have quite a formidable total as the value of the tobacco we annually consume. The account for 1873 (taking the retail prices) will stand about as follows:—

6,141,494 lbs. tobacco, at, say 75c.....	\$4,606,120
201,377 " cigars, at \$5 per lb.....	1,006,885
108,248 " snuff, at 60c.....	64,948
197,771 " imported tobacco, at \$1....	197,771
486,225 " " cigars " \$5....	2,431,275
Tobacco pipes, say 100 p. ct. advance....	114,086
Total.....	\$8,421,085

We do not claim for this calculation infallibility. But it must approximate pretty closely to the truth, and the sum of \$8,421,085, it must be admitted, is a pretty large amount to puff away in smoke in the course of a single twelve months. Very few people, we fancy, supposed the amount could be so large, but it is quite probable our calculation is within the mark, as the excise and customs' returns are almost certain to fall below the actual quantity introduced into a country, and consumed. The figures are only an illustration of how much a nation will spend upon luxuries, which, putting it in the very mildest way, they would be quite as well without.—Montreal Witness.

1. CANADA'S LIQUOR BILL FOR 1873.

The Monetary Times, under the heading of an article "The drink we consume," thus sums up the actual consumption of liquor in Canada for the year 1873:

"Of imported liquors, such as brandy, wine &c., we consumed 2,573,623 gallons, and of home-made spirits, mostly whiskey, 4,739,027 gallons—making a total consumption of 7,312,650 gallons. Of foreign ale, porter, beer &c., there were drunk 439,875 gallons, and of the product of our own breweries, 10,975,160—making a total consumption of this class of stimulants of no less than 11,414,035 gallons. In other words, there was enough used of the former to give every man, woman and child from the Atlantic to the Pacific, two gallons each, and of the latter, over three gallons! Five gallons apiece all round! That certainly was—all things considered—a liberal supply for a single twelve months."

The quantity of grain and malt used last year in Canada in the manufacture of liquors, was no less than 121,742,342 pounds, the greater portion being Indian corn, chiefly imported from the Western States. An approximate calculation is made as to the amount paid for liquor consumed in Canada last year, the greater part being valued at its price per glass and the remainder at so much a gallon, and the result is as follows:—Brandy, &c., 2,573,623 gallons at say \$5, \$12,868,115; Whiskey, 4,739,027 gallons at \$2, 50, \$11,847,567; Beer, &c., 11,415,035 gallons at 60c., \$6,849,021; Total, \$31,

The Publishers issue two series of these, 1s. 6d. and 2s. 6d. each. Price of 1s. 6d. ed. non 27 cents each. Price of 2s. 6d. ed. non 45 cents each.

564,703. Thirty-one and a half million dollars a year is a pretty liquor bill for Canada, is it not? And yet the figures, it is believed, are short of the actual expenditure on liquor. This cannot be an item worth counting. It is probable, however, that there is a good deal of liquors used on which no duty is paid.—*Montreal Witness.*

X. Departmental Notices.

THE NORMAL SCHOOL SESSION.

The Council of Public Instruction at their meeting on 3rd February, 1875, enacted;—

That in future there be one session of the Normal School annually instead of two; the time to be as follows:—

The session to commence on 15th September, and to close on 15th July with vacations from the third Wednesday in December, to the second Tuesday in January: and from the Wednesday before Easter to the Tuesday after Easter, inclusive.

Also, that the Second Division consist of a Junior and a Senior Section, the work of which shall be entirely with a view to Second Class certificates; that the candidates for this section be those who are able to pass the entrance examinations, and these be prepared for II B certificates. That candidates for the Senior Section who are to be prepared for II A certificates shall be (1) those holding II B Provincial certificates if they can pass an examination in Arithmetic, Algebra, and Natural Philosophy within certain limits; and (2) those who can pass the entrance examination.

Further, that the First Division shall contain the Normal School graduates from the Second Division, and those holding II A certificates from County Boards, provided they can pass in certain specified subjects.

The above arrangement will go into effect after the close of the present session of the Normal School.

HISTORY OF CANADA.

The Council of Public Instruction desire to make it known to authors and publishers, that they have at present before them no History of Canada which appears to meet the requirements of schools; and they would gladly take into consideration the claims of any new work on the subject, which might be submitted to them with a view to its adoption as a text book.

PRICES OF PRIZE AND LIBRARY BOOKS REVISED.

After the First of March, proximo, and until further notice, it has been decided

TO SUPPLY ALL THE BOOKS

enumerated in the two Official Catalogues of Prize and Library Books issued last year by the Education Department at the rate of EIGHTEEN CENTS on the shilling sterling of retail cost (being also at the rate of NINETY CENTS for a five shilling sterling book, at retail cost), instead of the rate of Nineteen and Ninety-five cents respectively, as mentioned in these Catalogues.

After that date, therefore (1st March, 1875), and until further notice, the Books enumerated in the two Catalogues named will be supplied from the

PEOPLE'S DEPOSITORY OF ONTARIO

to Municipal and School Corporations at the revised official prices named above.

100 PER CENT ALLOWED ON REGISTERS.

The Chief Superintendent will allow the 100 per cent. on all remittances of \$5 and upwards, which may be sent to the People's Depository for Maps, Charts, Apparatus, General and Daily Registers, Pupils' Monthly Reports and Merit Cards. Trustees who have, during the present year, paid the full net price for Registers, will, until the 1st of July next, have the 100 per cent. allowed on such purchases, in any remittances up to the minimum amount (\$5) which they may send in to the People's Depository up to that date, for Maps, Charts, Object Lessons, Apparatus, Monthly Reports and Merit Cards, but the Registers cannot be sent (or allowed) with Prize or Library Books. Parties will please be particular to give date of remittance for Registers since the 1st of January, and Post Office.

INSPECTION—DEPARTMENTS IN PUBLIC SCHOOLS.

The Education Department, in giving a liberal construction to the provisions in the School Law authorizing the payment of \$5 per school under the jurisdiction of each Inspector, agreed to pay that amount not only for every school, but for every department of a school, which was taught in a separate room (had a separate register), and by an assistant who held a certificate from the old or new County Boards of Examiners. It cannot go beyond that limit, especially as objection is so strongly urged against any departure from the strict letter of the law in this matter. Any department of a school taught by the assistants (or monitors) licensed by the Inspectors themselves cannot be recognized as a "department" within the liberal construction of the Act, as given by the Education Department in the payment of Inspectors' salaries. In authorizing the employment of monitors, it was never intended that a monitor should be placed in charge of a department of a school, but that he should merely be authorized to assist in teaching in a department.

CORRESPONDENTS OF THE DEPARTMENT.

1. Letters should be addressed to the "Education Office," or "Education Department," and not to the "Normal School," which is a Branch of the Department, having its own letter-box at the Post Office.

2. Application for Maps, Apparatus, Prize or Library Books should (as stated on the face of them) be accompanied with the remittance named in the application. It should not be enclosed in a separate envelope, unless the fact is specially noted on the application. Very often the application (stating that a certain sum is enclosed) comes in one envelope and the money in another. This discrepancy should not occur without an explanation being given in the letter. The Post Office authorities do not now allow the form of application filled up to pass through the post as printed matter.

3. The name of the Post Office of the writer, or School Section, should invariably be mentioned in the letter. Frequently letters are received without either the date or post office being given in them.

4. Letters are often posted and registered at one office, while another one is mentioned in the letters themselves. This fact should be noted in the letter by the writer, otherwise the discrepancy causes confusion and inconvenience in the letter registry of money receipts.

INTER-COMMUNICATIONS IN THE "JOURNAL."

As already intimated, a department is always reserved in the *Journal of Education* for letters and inter-communications between Inspectors, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no letter or communication partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long letters are not desirable; but terse and pointed communications of moderate length on school management, discipline, progress, teaching, or other subjects of general interest are always acceptable, and may be made highly useful in promoting the great objects for which this *Journal* was established.

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in postage stamps or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1.12 per annum. Back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 12½ cents each. All communications to be addressed to the Editor, J. GEORGE HODGINS, LL.D., *Education Office, Toronto.*