

these conditions differed at the same ages in the two sexes, where those facts were not noticed, the argument must be incomplete, and inconclusive. He favoured the position in the main taken by Mr. Buchan. Mr. McMurchy had at one time held the opinion that girls and boys of the same age might properly be engaged at the same studies; but he had changed his opinion to the extent that he did not think that girls could succeed in all studies that were imposed at school. He would not, however, insist on separate schools for the sexes. Mr. Campbell, of Toronto, was a woman's rights advocate, and opposed the views expressed by the essayist. Mr. McCallum, Hamilton, differed from Mr. Buchan in his estimate of the capacity for receiving instruction in the sexes. His experience of the mental qualities in boys and girls went to show that the girls were quite equal to the boys in their competitions for honours, and carried off a full share of them. As to the separation of the sexes in their education, it was a most important question, and in this also he was forced to differ from Mr. Buchan.

There were numerous voices raised at this point for the President to give his opinion, and he rose with some deliberation. He said he had been connected with educational institutions of a high class, but he had had no experience of a mixed education at all. The system of co-education, as it was termed, did not exist in any institution with which he had been connected, except in Cornell. He had had some intercourse with President Elliott, of Harvard College, a man who was given to bold views, but who, he believed, was in favour of separate education for the sexes. For himself, he would soon again be at Cornell University, when he would make enquiry as to the result of the mixed education there, but he observed that it was very likely the young ladies at that Institution were exceptional students, and the inference to be drawn from this example would be limited as the experiment itself. Mr. Buchan closed the discussion by some explanatory remarks.

THE ANNUAL MEETING.—It was resolved that the appointment of a Committee to consider the advisability of a change of time for the annual meeting of the Convention be left to the Executive Committee.

ELECTION OF OFFICERS.—The Committee on nomination of officers had their report ready, which was presented by the chairman, Mr. McIntosh. The following were the nominations:—For President, Professor Goldwin Smith; Vice-Presidents, Dr. Kelly, D. J. Johnston, Cobourg; James Turnbull, Edward Scarlett, Cobourg; Wm. Watson, Weston; Dr. Thorburn, Ottawa; Cor.-Secretary, Thomas Kirkland, M.A.; Recording Secretary, A. McMurchy, M.A., Treasurer, S. McAllister. Mr. Buchan moved, seconded by Mr. Dawson, that the report be adopted, which was carried with cheers.

The President said he was proud to render any service in his power to the profession, which was his own, and to those engaged in it. (Applause.)

Mr. McIntosh moved and Mr. Hughes seconded, votes of thanks to the Railway Companies, Education Department, and the Press, which were carried.

A motion for adjournment was then passed, when at the request of the President, the meeting closed with the National Anthem which was sung with great enthusiasm.—*Globe Report.*

I. Papers on Practical Education.

VALUABLE HINTS ON SCHOOL MANAGEMENT.

The old schoolmaster, with his bundle of rules under one arm and his bundle of rods under the other, belongs to the past. The modern teacher, with no rules and rods, is the opposite extreme. The golden mean requires necessary regulation, judiciously enforced.

Principles.—1. The regulations should be few, but exhaustive. 2. They should be universal in their application. 3. They should merit the approval of all teachers. 4. They should command the approval of pupils and patrons. 5. They should be such as the teacher can enforce. 6. The regulations should tend to form desirable habits.

REGULATIONS.—Requirements.—1. Regularity. 2. Promptitude. 3. Good morals and manners. **Prohibitions.** 4. Unnecessary noise. 5. Immorality. 6. Communication.

I. REGULARITY. The teacher and the pupils ought to make an earnest effort to attend regularly. **Enforce.** (1) Intensely interest the pupils; they will manage to be regular. (2) Interest the patrons. The intelligent patrons will not willingly detain a pupil from a single class. (3) See that the irregular feel the loss. Irregularity is a serious misfortune to the pupil and the school. If chronic, it should work a forfeiture of seat, of position in class and even of position in school. (4) Urge regularity as a sacred duty. Appeal

to self-respect, self-interest, and the love of right, to impel every pupil to spare no effort to secure constant attendance.

II. PROMPTITUDE. All pledge themselves to make an earnest effort to be prompt at all times, and in the discharge of all duties. **Enforce.**—(1) Let the teacher be prompt. Not only should he never be a moment late, but he should be present at least fifteen minutes before the time to open school. (2) Make the opening exercises especially interesting. (3) Keep a tardy list. At rests have the tardy explain before going out. If the explanation is not satisfactory, let them remain. (4) Impress the importance of promptitude. Point out the evils of being habitually tardy. A healthy public sentiment can thus be created. Tardiness will be regarded as a misfortune and a disgrace. Washington once said to a tardy officer "Sir, you may waste your own time, but you have no right to waste ours." Supt. Harris places regularity and promptitude at the very foundation of efficient school management.

III. GOOD MORALS AND MANNERS. The teacher and his pupils agree to faithfully strive to do the right thing at the right time, in the right manner. Good morals and gentle manners are the result of training. Precepts are good, examples are excellent but without training they fail to produce the best results. *Doing alone gives culture.* **Enforce.** (1) The teacher should be a model. Children tend to become like the teacher. For this work good morals and gentle manners must ever be the first qualifications. The school-room should never be disgraced by a drinking, chewing, swearing, uncouth, ill-mannered teacher. (2) The pupil should be trained to the habit of right and proper conduct. Educate the pupil to make an earnest effort to do right and act properly at home and at school; during rests and on the way; with associates and with strangers; at all times and in all places. (3) Each pupil should be made to realize that good morals and manners condition success and happiness. This culture, being first in importance should be systematic and constant. Gow's recent work, "Manners and Morals," is pure gold. I commend it to all teachers and students. It is invaluable. It is destined to revolutionize this neglected field of culture.

IV. UNNECESSARY NOISE. All agree to carefully avoid all unnecessary noise. *Study to be quiet* is imperative in the school-room, and should be boldly written over every teacher's desk. **Enforce.** (1) Be quiet yourself. A fussy, boisterous teacher soon demoralizes a school. Talk in a low or medium tone. Move quietly. At the same time let energy and vigour characterize your work. (2) Never permit boisterousness in the school-room. (3) Secure quiet from principle, not from fear. (4) Train pupils to the habit of quietude. Let noisy acts be repeated quietly. Your pupils will become toned down, and your school will become a constant blessing.

V. IMMORALITY. The teacher and the pupils pledge themselves to try to avoid all immorality. **Enforce.** (1) Teach by example. (2) Attack one at a time. Work up a feeling against swearing. Get each to resolve not to swear. Then attack lying, dishonesty, etc. (3) Show that immorality always leads to misery. (4) Train the pupil to love the right, and to become strong to do it. Also train him to hate the wrong, and manfully repel it.

VI. COMMUNICATIONS. Each pupil agrees not to communicate during school hours, except through the teacher. This must be absolute. Its violation is the prolific source of disorder. **Enforce.** (1) The teacher must have an iron will. His resolve to train his pupils not to communicate must be deeply felt. (2) Never grant permission to *speak*. (3) Lead the pupil to realize the injuries that result from violating this regulation. (4) Prevent. The skilful teacher does this by look, or word, or sign, or changing his seat. (5) Train pupils to the habit of non-communication. This has been done in thousands of schools. What others have done you may do. **REMARKS.**—These six regulations cover all the ground. They are alike suited to the primary school and university. They command the hearty approval of teachers, pupils, and patrons. In substance, they are now in general use, and may be made universal. Teachers must change, but the regulations and the programme may remain unchanged.

THE FUTURE CITIZEN.—From the family the child passes to a wider field of activity in the school. From the school to a still wider field of active life. He assumes the responsibility and exercises the rights of citizenship. Parents guide and protect the child. In the school he is taught self-reliance, and is trained to help govern others. The school is a miniature republic of which the teacher is president. Here the child is fitted for citizenship. The school is a community of which the teacher is the leader. Here the pupil is trained for society. The pupils are indirectly the teacher's constituents. His re-election may depend on his power to lead them up to a higher life; to train them to self-reliant action; to develop in them a profound respect for law; to create in them willingness to obey and sustain right regulations.

ADOPTION OF REGULATIONS.—The teacher proposes the regula-