

his subject, National Education. He said he believed in education because he believed in the dignity and destiny of man. He repudiated the doctrine of Evolution, which teaches that man is only a few removes from the brute creation, for if such could be established and if the distinction is only one of degree and not of essential difference of kind, then there is no claim upon which we can base the doctrine of National Education. But we are inclined to think differently by our researches in the Divine word; a man bears in mind the lessons taught at his mother's knee, lessons as old as the everlasting hills, telling of his origin, his inheritance and his end. The superiority of man is seen in the history of intellectual pre-eminence, the mind of man is set in judgment by the universe. Man walks erect and lifts his forehead to the stars, and his hope pierces far beyond the stars. Man cannot attain his true destiny, except in society, which as a Divine institution, lays on him the duty of self-sacrifice, and asks him to take up his position as his brother's keeper. Upon this principle we base the edifice of education, which is the bringing out in all their harmony, the powers and energies of the mind, and society cannot escape the responsibility of aiding the object of education so far as it may be provided. If the Church were in a position to take up the matter, it would be their legitimate work, but as they are not, the State should provide an opportunity for educating those whose abilities fit them for it. The great object the educator should have in view is to develop the mental power of the nation in all its grandeur, and to make men good citizens. It may be thought the duty of the State in this respect need go no farther than to afford a good primary education, but it is requisite they should do more, for when people occupy a high social position, they should be educated to know how to grace that position. There is no single industrial art in which education is not of advantage; if a man is to be a shoemaker, education will make him a better workman, etc. The lecturer contrasted this country with uncivilized Africa, and showed how the superiority and power of mental energy asserted its sway in the improvement and development of industry and science. He praised the efforts made by Scotland in the education of her people, many of whom went directly from the parish school into the University, and returned to be teachers of the parish school. Thus it is if you want a man to manage a workshop, or a ruler to govern an empire, you may go to the Scotchman (applause). In Germany, the system of education is most effective, for the nation has thereby become one of the greatest in the world, and her progress in science and art indicated the wisdom of those who established state education. In Ireland the fair faces and warm hearts of that precious "gem set in the sea," beam and throb with the brightness and integrity arising from National Education. He honoured the Irish peasant for making a sacrifice that his family may be educated. They are sent forth to every land, and take with them the benefits of mental culture they receive at home. With many, however, their native genius is so great that they do not require any education at all (laughter). It is sometimes said that it is not fair to ask the masses to make provision for educating the higher classes, but he was glad to say that he always found the wealthy men of Picton ready to honour men as men should do, and to give of their wealth to further the cause. He considered the son of the agriculturalist should be fitted to take his place in the highest ranks if his ability enabled him to do so. An objection was made that the result of all this education would be that after a time there would be no "hewers of wood and drawers of water," like the party in New York, who said that the girls were getting such a fine education at present, that shortly there would be no servants (laughter). He (Dr. McLellan) often had opportunities of mixing with some of these high class grumblers, and he found, generally speaking, that a great need of education existed among themselves. He related some anecdotes to bear out these remarks, which caused much laughter; and in conclusion, urged the teachers to faithful duty, to the cultivation of high principles in their pupils; to teach them not to despise the industrial arts, but to improve their minds so as to improve mechanical skill, and to become benefactors to generations yet to be born. Mr. W. Ross moved a vote of thanks to Dr. McLellan for his brilliant lecture, which animated the audience by the pathos and eloquence with which it was delivered. He hoped the Doctor would often favor them with his presence. The vote was seconded by Mr. Platt, and carried enthusiastically. The meeting then adjourned. *Second Day.*—A very large number of teachers assembled at the morning session. Mr. Rothwell gave an interesting lecture on the Railways of Ontario, illustrating his subject by a map drawn with chalk on the blackboard. He answered some questions relative to the value of the subject as a school exercise. Mr. W. K. Bowerman exemplified the principles of measurement of angles, after which Dr. McLellan, by request, took up Algebra, and showed some handy methods of solving problems which are not to be found in the text-books. In the afternoon the officers were elected as follows:—President, G. D. Platt, B. A.; 1st Vice-President, B. Rothwell; 2nd Vice-President, P. B. Mastin; Sec.-Treasurer, John Kinney. Auditors, John Wilson, R. M. White. Executive Committee, W. K. Bowerman, Blakely, A. T. Platt, J. H. Dulmage, D. Clapp, H. M. Faul, S. B. Nethery. Mr. Nethery gave a most interesting and instructive account of his visit to the Islands of the Pacific. Dr. McLellan then gave an address to the teachers, marked by the sound practical ability which is his characteristic. On the motion of Mr. W. T. Kinney, a cordial vote of thanks was passed to Dr. McLellan for his invaluable services at the Convention. Next

meeting of the Association to be determined by the ex-committee. Adjourned.

REVIEWS.

ELEMENTARY LESSONS IN ENGLISH.—Teachers' Edition. Boston: Ginn & Heath, 80 cents. The scholar's edition of this book has already been noticed in the Journal. The book before us is intended for the teacher's use, and we have no hesitation in ranking it as one of the most valuable books for teachers which we have seen. The preliminary discussion of the principles of oral teaching is admirable—worth more, in fact, than many of the expensive manuals of method. The book contains the text of the children's book entire, and, in addition, plans for developing the lessons of the text; observation lessons, dictation and text exercises, questions of oral and written reviews, materials for composition exercises; plans for conducting picture lessons, &c. Teachers who find "Grammar the dullest of all subjects," would find every page of this book a revelation to them.

CLASS BOOK OF MENTAL ARITHMETIC.—London: John Walker & Co. This is a small manual which gives capital suggestions as to the method of teaching Mental Arithmetic, and a large collection of examples for mental working. Mental Arithmetic is too often regarded as an exercise of thought rather than practice. We are glad to see that Mr. Murwood gives only examples which exercise the calculating or computing faculties, without troubling the reasoning powers. This is true Mental Arithmetic.

MOFFATT'S BRIEF HISTORY OF THE WORLD; BY JAMES MURRAY. Price Two Pence. This is a small primer about the size of the First Reading primer, contains a brief sketch of Mathematical Geography, and fully as much as should be taught in Public Schools concerning the physical geography of the Continents and the British Empire and dependencies.

THE SCHOOL-MASTER OF THE NINETEENTH CENTURY. Translated from the German. New York: Daniel Slote & Co. This work is a philosophical development of objective teaching, chiefly with a view to the natural growth of the mind, and the cultivation of language. It consists of a series of lessons, or rather of suggestive outlines of lessons on common things. There is more gold in it than in a bushel of the ordinary books on object lessons, but it may take a third reading to find it. Each part must be taken in connection with the whole before its full value can be seen.

ILLUSTRATED SCHOOL SPEAKER AND READER. Written by A. K. Isbister, M. A., LL.B. London: Longmans, Green & Co. This is a most valuable book. Its general aim is to teach, not merely a few specially gifted pupils, but all, to read well, and also to speak well. With this as his object, the author gives first a brief, but exceptionally clear and comprehensive explanation of the principles of elocution. This is followed by a number of exercises marked for emphasis and expression, and a very large collection of the most elegant selections to be found in the English language. There is also a capital chapter on *gesture*, with several pieces marked for appropriate action. The book concludes with extracts from foreign languages, Greek, Latin, French, German. The best feature of the book is the simplicity of its theoretical parts. The author's intention has clearly been to make his subject plain; not to lead his readers to think elocution a mysterious something, only to be comprehended by a favored few.

THE ELEMENTS OF EDUCATION. C. W. Bardeen & Co., Syracuse, 15 cents. This is one of Bardeen's Schoolroom Classics. It is a paper read before the Alumni State Normal School, by Mr. Charles J. Buell, one of the leading High School Principals of Eastern New York. He is evidently a clear-headed, earnest teacher.

MAGAZINES.

THE ATLANTIC MONTHLY for November begins with the first instalment of "The Portrait of a Lady," by Henry James, Jr. The scene of this, as of many other novels by the same author, is laid in England, but the principal characters are American. It promises well. "His Best" is a complete, well-told story. Mr. Richard Grant White contributes "Letters and Notes from England." The eighth chapter of the very interesting "Reminiscences of Washington," deals with the administration of President Tyler. "A True Republic" is a review of a work of that name written by Mr. Stickney, whose views as to the noxiousness of party are very much the same as those of the "Bystander." The remaining contents are: "The Jew's Gift," a poem by T. B. Aldrich; "The Silk Industry in America"; "Storms of Autumn," a poem; the third part of the "Intimate Life of a Noble German Family"; "The Future of Weather Forecasting"; "A Sleeping City," a poem; "Philosophy and Apples," by G. F.