

may be said that *respect* is a thing which any man may *command*, but which is never given *gratis*. No one will deny that; still the general feeling towards teachers, even among those of comparatively low as well as considerable high rank, is such that young men frequently get restive under it, and feel as if their position would be more clearly recognized, and themselves possibly more honoured as merely merchants clerks than as teachers of schools. While on the other hand, governesses in private families, or tutors, too often find their position, for somewhat similar reason, all but intolerable. A "first-rate" cook has a recognised position and corresponding respect, while the person who is employed to mould the character of the children of the house, to determine to a great extent the colour of all their subsequent lives, in short, to be their educator, may scarcely the consideration of an ordinary menial. They manage things differently in Russia even, and the sooner a change in this respect is inaugurated, the Anglo-Saxon world over, the better for all parties concerned. We are greatly tempted to discuss this matter at length but merely hint at it just now. Children cannot get that benefit which they ought to receive at school, if they find their parents speaking disparagingly of the teacher or receiving him into their houses as entirely beneath them, whom it is something like a condescension for them to notice, and as belonging to an entirely different and inferior grade.

There is another point which deserves very special notice in the whole system of modern education. Has the rage of "appearance" not found its way too much into this as well as into other quarters where it has no business? We suppose that it is universally settled that any education to be thorough and satisfactory, must be slow, and that there must be especially thorough grounding in what is more elementary. Is this not too much forgotten? Those who have professionally had a good deal to do with these things tell us that often pupils are found professedly acquainted with all imaginable ologies who cannot SPELL, that there are others, found great on Euclid or Algebra to whom notation and numeration are as yet the deepest mysteries. This we know, as if to show that the tendency is not by any means confined to this continent, that a year or two ago at the examinations instituted by the University of Oxford, for middle-class education, at which persons could come from any kind of school so as to test their noble proficiency, one-half and more of between two thousand were rejected, not for deficiencies in Latin and Greek and mathematics (in these and such like branches they were pretty fair) but for marked incompetency in spelling, in doing the four simple rules of arithmetic.

We have been diverted, however, somewhat from our purpose, which was specially to notice, in connection with the Teachers' meeting, Mr. Porter's lecture on "Child-Neglect," and the somewhat vexed question of admission of girls into Grammar Schools. To these we may return by-and-bye. In the meantime, we can only again express our lively sense of the great value of such meetings and our earnest desire that the teachers and friends of education generally in the Province may be increasingly successful in their efforts at elevating the character of education in our country still higher, and in bringing its blessings to bear upon the whole community a still greater extent than hitherto. If we are to be a great, prosperous, and free people, we must be a thoroughly educated one; and every well wisher of Canada will do everything in his power to strengthen the hands and encourage the hearts of those who are engaged in efforts to make this a manifest and unquestionable reality. Much has already been done, but much still requires to be accomplished—so much as well demands the united efforts of all who are truly interested in our country's prosperity and honour.—*Globe*.

2. EDUCATION AND SCIENCE IN ONTARIO.

We reported at length in Saturday's *Globe*, the proceedings at the annual Convocation of University College, and may with all confidence congratulate the friends of that institution and the Province at large, on the evidence of its healthful progress, and increasing influence. We note with pleasure that, while Upper Canada College retains its just pre-eminence among the Grammar Schools of the Province, it has a rapidly increasing number of competitors for University and College honours. The London Collegiate Institute carries off scholarships and honours in proof of the good work it is doing in the West. Richmond Hill Grammar School takes an equally creditable place; while the Grammar Schools of Hamilton, Galt, Whitby, Woodstock, Fonthill, Peterborough, &c., all sent up successful competitors for first-class honours at the late University Matriculation examinations.

But there is another subject to which we desire to draw particular attention. When the University of Toronto was placed on its present footing, one of the most important reform of its curriculum and the staff of teachers of the College, was in the department of Natural Sciences, with its Professors of Chemistry, Chemical Physics, Geology, Mineralogy, Natural History and Botany. In the

report presented at the recent meeting of the British Association at Dundee, by Lord Wrottesley, as Chairman of the Parliamentary Committee, after referring to the hitherto unsuccessful efforts to obtain the sanction of the Legislature to a National Public Schools' Bill, it thus proceeds:—

"But it is a subject for congratulation that the discussions in Parliament and elsewhere, which have followed its introduction, have already born fruit. The attention of the public appears to have been awakened to the necessity for introducing scientific teaching into our schools, if we are not willing to sink into a condition of inferiority as regards both intellectual culture and skill in Art, when compared with foreign nations. The voluntary efforts of the masters of two of our great schools to add instruction in Natural Science to the ordinary Classical course are deserving of all praise; and some evidence of their success may be derived from the interesting fact—disclosed in the able report of the Committee appointed by the Council of the Association to consider this subject—that some of the boys at Harrow have formed themselves into a voluntary Association for the pursuit of Science."

Such of our readers as take any special interest in the subject of higher education cannot have overlooked one gratifying feature in connexion with the proceedings at the Convocation of University College on Friday last. One of the prizes was a medal in Natural Sciences, the gift of Mr. Wm. Barclay McMurrich, a graduate of the University, who, himself won the gold medal in Natural Sciences at the completion of his under-graduate course. No more satisfactory evidence could be produced of the important place which the Natural Sciences now occupy in the University Curriculum, and the excellent fruits already resulting from their encouragement as a favoured department of study. It is no less gratifying to see the hold that the University and College are taking on the affections of those who have enjoyed the high educational advantages they place within the reach of all who care to avail themselves of them. The McMurrich medal for the encouragement of the study of natural science, is an honourable return by its donor for the fostering care he received from his Alma Mater. A prize in English Literature was the gift of another graduate, Mr. W. H. Vandersmissen; and a third prize the gift of another graduate, was announced as offered for competition among the students of the present year. The Macdonald Bursaries, founded by one of our most liberal citizens, have also been increased in value, and placed on a less restricted basis than was originally contemplated. In this way the wise providence of the legislature in placing facilities for higher education within the reach of all, is beginning to meet with some adequate response, alike in the progress of education, and in the liberal co-operation and hearty sympathy of all who desire to see a thoroughly national system consistently carried out alike in the Common Schools, the Grammar Schools, and the Colleges, not only of our own Province, but, as we trust, of the Dominion at large.*

3. EDUCATION OF THE CLERGY IN CANADA.

In regard to the provision which is being made for the education of the clergy, we need but refer to the high character of the Colleges of Lennoxville, Kingston and Toronto, and to the determination to which the Faculty in each of them has come, to make them worthy of the venerable churches and Universities which they may be said to represent in England and in Scotland. Gratifying to us is, also, the determination by the Canada Presbyterian Church to establish a Theological College in this city, to be affiliated to McGill College, so that the candidates for the ministry in that Church may receive their education in arts at McGill College, previously to or contemporaneously with their instruction in Theology. Victoria College, too, the institution which has been established by the vigorous and influential Wesleyan body, we are glad to observe, by the Report lately presented at Hamilton, is in a flourishing condition. An ignorant clergy would form a dangerous element in the country; we rejoice that the Churches are alive to the danger, and are resolved, in this age of rapid progress in knowledge, to keep the pulpit in advance of the age.—*Montreal Gazette*.

4. AGRICULTURAL EDUCATION IN ONTARIO.

From the recent address of the President of the Ontario Agricultural Association, we make the following extracts relative to Agricultural Education and progress in the Province:—

I may mention as a sign of progress in connection with the improvement and enhanced value of farm stock, the Veterinary school that has been established in Toronto by the board of Agriculture, for the benefit chiefly of the agricultural interests. You will be

* The same spirit of generous liberality has for years been shown by the graduates and friends of McGill, Victoria, Trinity and Queen's Universities who have also founded prizes, bursaries and scholarships in these institutions.—*Ed. Journal of Education*.