

care requires individual study and in some respects special training. He succeeds best who knows how to bring this to bear on those placed under his charge. A system of education to be complete should provide for the varieties to be found in human nature, but in practice general results only can be hoped for; and happily the mass can be thus dealt with, if some individuals should at times suffer. In some countries, Germany especially, the State takes the matter of education into its own hand; and from the primary school to the university, everything is controlled by the State. In France it is almost the same thing, excepting that compulsory education is not the rule but the great Lyceums—the public schools of France following the primary schools—afford education to the great mass of the people at a moderate rate. The Government control is so rigid, that the very speeches delivered by the presiding authorities at a public distribution of prizes must be submitted in advance to the proper Governmental office. In England State aid is provided for primary education, and the Government grants require that certain results should be forthcoming. I hold that in all such cases compulsory education must follow. If the State takes upon itself to say that public education is so essential to the general welfare that property must be taxed to provide for the education of the people, then the rights of the individual merge in the State and compulsion should be brought to bear to enforce the attendance of the children, otherwise the action of the State is one-sided by obliging men to pay for State advantages which the State neglects to enforce. It is constantly maintained that Englishmen have a birth right privilege of family Government free from State dictation, but it must be self-evident that this must give way when the State declares that the general welfare demands the education of each of its members. In England, however, there is, apart from or rather beside this State aid to education, a large freedom in the general education of the people. Public and private schools abound in every direction; those of a public character based on endowments created by large-minded men of present or bygone times. A parent has only to watch carefully the bent of his child's mind, and he will find no difficulty in being able to place him where his natural bias will have free scope for its development. The great universities recognise the same principle in offering rewards and the privilege of graduation to men of widely different mental pursuits. We in Canada—and speaking generally, of the Province of Quebec—also contribute State aid, not to primary schools only, but to the whole educational system of the country, requiring as regards the primary schools, that the contributions of the people shall be commensurate with their wants, and limiting the aid granted to the fulfilment of the conditions laid down. We have, however, one thing wanting in this enforcement of the compulsory principle, and we try to achieve the result of universal education by the collection of school fees from families whether using the common schools or not. The principle, as we all know, does not work. School fees are sometimes not collected at all, and large numbers of parents systematically neglect the sending of their children to school. If we are to keep pace with other nations; if we are to be true to ourselves, a change must be made—and that soon—so that the coming generation may be able to hold its own in the great race of the world. But to have good schools we require good teachers, and a good teacher, as you ladies and gentlemen very well know, is a "*rara avis*," even in these days of special training. Your discussions in convention—your mutual record of experiences, of difficulties, trials, disappointments, hopes and successes—are all great helps to increasing the efficiency of the teaching body, and thereby of its influencing society. You may be assured of the hearty sympathy of all right thinking persons, who know how to appreciate your patience, your good temper, your cheerfulness and, above all, your absolute justice and right standard of principle in dealing with the wonderful little world around you. It has been said over and over again that the art of the teacher is shown, not with the good and quick student, but with the dull, the impatient, the idle and, aye, even with the vicious child. Encouragement and repression, the inculcation of habits of perseverance, and the gentle restraining of the too eager for health's sake, the implanting a spirit of ambition in the dull mind, and the checking the excess of the same quality in those of opposite tendency; the raising the tone of those of untruthful nature, and the cultivation and strengthening of the moral character. All these and the other incidental duties of the teacher's office make the pursuit one of very great mental and even of physical toil, and yet at the same time of surpassing interest. I need not, I am sure, dwell on the great necessity of example, as well as precept, in your lives. I have known eminent men split on this rock. The life of a teacher is a more important education than any amount of learning, whether taught from books or by word of mouth; and the true teacher will never lose sight of the fact that his duty is not limited to the teaching of language in figures, but extends to the higher qualities of the mind and the soul, in which latter points example is a better guide to order and truthfulness than any book doctrine, however exalted the name of the author. I hope to find the discussions on the various subjects that will be brought before you conducted with

decorum and courtesy. We may reasonably expect great difference of opinion, but these may be held with the most perfect sincerity, and yet with a display of gentleness and courtesy towards those who hold opposite views. I believe your conventions have always been remarkable for the good taste to say the least, exhibited in your discussions, but we all know that it is often hard, when men feel strongly, always to keep within bounds when urging their views. I would recommend to you that you should in your profession be governed by the same principles which have in general guided the professions of the Clergy and the Bar. With these it is enough to be a clergyman or a barrister to engage the sympathies of professional brethren. Avoid inter-professional jealousies; be ready to aid and sympathize with one another in all your work. You will then raise a healthy tone within your body, and increase the respect felt for you outside.

I would also call your attention to a means not much used hitherto, but which might be used to produce practical discussion on the difficulties of your office. The press is the greatest of modern levers for acting on society. Use the press more and more when you have information to gain, doubts to solve, experience or advice to give, successful results to chronicle. You have already a special newspaper published by the Department of Public Instruction, through which all this may be done. By your exertions make this paper the echo of your minds, and in all literary discussion avoid the acrimony which too often accompanies professional correspondence. There is a great danger in being able to write or speak sarcastically. Sarcasm, as I need not inform you is a weapon of such keenness that it requires to be used with the greatest care. The razor, unless skillfully used for its legitimate purposes, will often inflict a gash on him who uses it. Your motto should be "*Faith, Hope and Charity*." Faith in the results of a conscientious discharge of your duty. Hope that you may be found equal to the work you have undertaken, and that your Faith may not be misplaced. Charity, or the spirit of love towards your pupils and brethren, without which no work can be properly or successfully undertaken.

At the close of the President's Address several speakers expressed their gratification at what they had heard, and their conviction that the information which Mr. Heneker had so usefully given and the counsels uttered by him, could not fail to be highly appreciated, both by those present and by the larger number outside who might afterwards peruse his remarks in print.

Professor McGregor read a most interesting paper about the

TRAINING OF TEACHERS.

The paper was an elaborate testimony of the usefulness and eminent superiority of Normal School over academics. He preferred the former for their special fitness in the training of teachers and the great advantages derived by them. Normal School training in the experience of the Board of Protestant School Commissioners had been a great success. He cited cases of the quality of the educational abilities possessed by the teacher who had left Normal schools. If proof were wanting he could say that school trustees were willing to pay from \$100 to \$150 a year more to teachers who had a Normal School diploma. Out of the 101 teachers in Montreal 90 had diplomas from this schools.

Mr. Andrews, the well known elocutionist, being called on by the President, gave a reading, by which all present were very much delighted. The subject of it was "*A night with the baby*."

Mr. Colby, M. P., Stanstead, P. Q., next gave his experience of his school teaching days, and congratulated the President upon his admirable address.

Principal MacVicar (Potsdam, N.Y.) next referred to Mr. McGregor's able paper, with the views of which he sympathized to a large extent. He held the work of a school teacher to be a missionary work of the highest importance, and in earnest language appealed to them to put their whole souls into their vocation.

After another most amusing reading by Mr. Andrews, in verse, the meeting adjourned until to-morrow (Friday.)

Morning Session, Oct 12th.

After the usual routine, the Rev. T. W. Fyles was called upon by the President to read his paper on "*The teaching of Natural History*." We hope to procure a copy of Mr. Fyles' very interesting and judicious exposition of the value of natural history as a subject for instruction in schools, and of the best modes of teaching it, in order to present it in full to our readers in a future number of the Journal of Education. He selected his illustrations chiefly from collections of Canadian insects—specimens preserved by himself and sent round for inspection by the audience—beautifully arranged according to genera and species.

In the discussion which ensued, Dr. Baker Edwards spoke in high terms of Mr. Fyles' paper, and of Natural History generally as a branch of school instruction.