

nity, calmness, self-possession, self-command and kindness. Never forget this: to govern others, you must govern yourself. The teacher who loses his temper is not fit for his post. Perpetual flagellation argues utter incapacity; and yet, I am as far as possible from sympathy with those who would banish the rod. It will be, to our schools, a day pregnant with disaster, when the Legislature or the Department condemns the rod. It will open the floodgates of license and youthful riot. Let the rod remain. Give it a conspicuous place. Use it in extreme cases, with evident reluctance, but unmistakable effect. This school was a bedlam three years ago. The then teacher was hoarse in his vociferous struggles after order. He put the cause for the effect. He was not hoarse because the school was boisterous: the school was boisterous because he was hoarse. You have here observed the best methods of teaching; you have been trained *how to teach*; and your admirable appearance to-day proves your diligence and devotedness. You have now had actual experience in this noble work. You have been drilled and trained in various matters of supreme importance, for dexterity in which no provision was wont to be made in times past; such as reading, mental arithmetic, keeping the registers, and that most important factor in successful school work, the daily recording of recitations. This is the basis on which rewards ought to be distributed. Without it prizes are presents, and infinitely worse than useless; yet without rewards a school is dead. Issue weekly or monthly reports. Be punctual to the moment in opening and closing school—in beginning and ending recitations. Get a good, ringing bell on your school. Keep the premises clean and in order. Don't be afraid of fresh air. Your pupils will copy you in everything, unless indeed they see that you are not worth copying. Then be dignified in demeanor, gentle in address, neat in your person, upright as well in attitude as in character. Be firm; be true; be diligent; study every lesson; you can't teach a class in even the first book without previous study. Suppress lying and discourage the sneak. Have your boots polished; and don't forget to put on a shirt collar in the morning. I have seen muddy-booted schoolmasters—yellow-toothed—unfamiliar with the brush. In their schools, bare-footed urchins with unkempt hair, and streaky faces, and mucilaginous nostrils; feet covered with mud; not the mud of the day, nor the day previous nor the week before—not *modern* but genuine antediluvian mud. And now it becomes my pleasing duty to announce to you the doubtless welcome fact that *you have all passed*—(cheers): not all alike, but *all*: some first-rate, some second, the others third. This Board is delighted. The masterly reports of your Principal have rendered our duties light; your excellent preparation has made them peculiarly pleasing. For the first time in six years have I been a party to the issuance of a whole batch of certificates without secret misgivings, for mere literary attainments are no guarantee of success in teaching. Go forth, then, and may God's blessing go with you. Each of you may be a centre of light in surrounding sections. The influence of one good teacher on adjacent bad ones is simply immense. I have had notable instances of this in the County of Carleton. The influence of Thomas Potter, for example, was felt, and its good effects were distinctly traceable in more than a dozen sections. Go and do likewise." That Mr. May here speaks the opinions of the great majority of inspectors we have the most indubitable evidence, and in his own concluding words we would say to the few who for any reason still hold aloof: "Go and do likewise."

The Board of Directors of the Education Society of Eastern Ontario have succeeded in providing an ample bill of fare for the meeting of the Society to be held in Brockville 26-28 prox. Papers are to be read by Mr. W. R. Bigg, I. P. S., County Leeds, on "Defects in the School Law;" by Mr. S. S. Robins, M.A., Montreal, on "Teaching Arithmetic;" by Mr. W. R. Rudell, B.A., B. Sc. O. N. School on "The Examination Questions;" by Mr. R. Dawson, B.A., (T.C.D.), Beilleville, on "Discipline;" by Dr. J. S. Atkinson, Model School, Prescott, on "Model School Work;" by Mr. G. D. Platt, B. A., I. P. S., County Prince Edward, on "Upbuilding of Character," and by Mr. E. D. Parlow, C. S., West Ottawa. Mr. M. Sparrow, of the Ottawa Normal School, will give practical explanations on teaching Free Hand Drawing. In addition to the above, public lectures are to be given in the evening by Prof. Robins on "Popular Misunderstanding Respecting Education;" by Prof. J. Macoun, M.A., of Albert College, on "The North-west Territories, their Climate, Topography and Resources;" and by J. G. Hodgins, LL.D., Deputy Minister of Education, on "The Centennial."

The South Grey Teachers' Association was fortunate enough to

secure the presence of the Minister of Education at its last meeting. Extracts from the address to the Minister and his reply will be of interest to our readers. The former contained the following expression of opinion: "When the late Chief Superintendent of Education vacated the office which he had filled so long, so ably, and so zealously, and the change of relation between the Head of the Department and the people was effected, we confessed that we watched the result with some degree of anxiety, fearful that politics and Education would become so inextricably interwoven that the beautiful educational fabric, which had cost the country so much, would become at last but 'the baseless fabric of a vision.' However, since you have accepted the new portfolio, and evinced so much interest in matters pertaining to your office, and displayed such zeal in making yourself acquainted with our entire Educational system and improving it, and eschewed politics and attended strictly to educational matters, our apprehensions, and the apprehensions of the country too, have vanished." In reply to which Mr. Crooks spoke as follows: "Mr. Chairman, Ladies and Gentlemen,—I have attended many Teachers' Associations, and made it my special duty to obtain from these and all other practical sources all the information I possibly could to further improve the public education system in vogue in the Province. It is the first time that I have been in this part of the country or attended any of your associations, but I must say, that although but newly organized, you will compare favorably with those much longer established. I have been very much gratified indeed by the address presented, and if I live as long as you desire, I trust I will prove myself worthy of the confidence placed in me by you and the public generally. I have done what I believe was right for the establishment of such Associations, and hope that the annual grant of \$50 to each County Association will be as well utilized as, I am sure, it will be appreciated. The principle on which I have endeavored to proceed in all the changes that I have introduced into our School Law and Regulations is not to propose a change for change's sake, but after a large amount of due investigation, deliberation and thoughtful prudence. It is certain that thoughtless jurisprudence in connection with our school system would be as injurious as thoughtless quackery in the treatment of disease in connection with the flesh and blood of an individual. Looking upon our school system as, in a certain sense, the flesh and blood of the Province, I have introduced no changes but such as I believe were highly beneficial to the system; and in thus acting I think I have the precedent of Dr. Ryerson, who, for thirty years of his life among us, in carrying out what appeared to be the more immediate object of his mission, did not hesitate when he considered changes beneficial. As a native-born Canadian I was not entirely ignorant of the public educative system of the Province, but before I attempted the introduction of any changes I took a long time for examination and deliberation with many of the leading friends of our school system, and as I have had no particular hobby I could go straight to work in preparation for those necessary changes demanded by the educational interests of the country."

#### QUEBEC.

The School Commissioners of Montreal have determined to introduce telegraphy into their schools.

Efforts are to be made to raise the annual income of the Diocesan (Anglican) Training College, in Montreal, to \$3,000, so as to provide the Principal with an efficient assistant.

Complaints continue to be uttered about the want of Elementary training in Matriculating candidates. This time it is Prof. Bovey, Professor of Civil Engineering and Applied Mechanics in McGill, who makes the complaint. Various reasons may be assigned for this state of things. Among others, the Universities and Colleges themselves are not free from blame. They have taken upon themselves to supply the training usually obtained at school. It may be from necessity. In the meantime the immediate effect is to force High Schools and Academies into the position of Elementary Schools, to fill the Colleges with boys of 14 or 15 years of age, and to give these latter degrees at an age when they ought to be leaving school. The remedy would seem to lie easily within the reach of the University governing bodies, if they would but apply it. Higher education will never flourish in Quebec if the Universities continue to do the work of schools.

The Literary Convention, lately held in Ottawa on the occasion of the 25th anniversary of the foundation of the Institut Canadien, proposes as a means of developing Canadian Literature, that the Education Department should distribute Canadian works as school