

JOURNAL OF



EDUCATION,

Province of

Ontario.

VOL. XXI.

TORONTO: SEPTEMBER, 1868.

No. 9.

CONTENTS OF THIS NUMBER:

	PAGE
I. RECENT EDUCATIONAL ADDRESSES	129
II. PAPERS ON VARIOUS SCHOOLS.—(1) The Nazareth Infant School in Montreal. (2) Normal and Model Schools, Toronto. (3) Text Books—Toronto City Schools. (4) Hamilton City Schools	132
III. BIOGRAPHICAL SKETCHES.—(1) The Rev. William Agar Adamson, D.C.L. (2) Lieut.-Col. A. W. Playfair	134
IV. MISCELLANEOUS FRIDAY READINGS.—(1) Heber's Missionary Hymn. (2) The Queen's Regularity at Church. (3) The Queen in Switzerland. (4) Prince Arthur's Maiden Speech in Public. (5) Maxims for Young Men. (6) Juvenile Smokers. (7) Sowing Little Seeds. (8) Statistics of India.....	135
V. PAPERS ON PRACTICAL EDUCATION.—(1) The Influence of a good School-House. (2) Discipline in School. (3) Preliminary Medical Examinations. (4) Professional Medical Education	136
VI. MONTHLY REPORT ON METEOROLOGY IN THE PROVINCE OF ONTARIO. (1) Abstract of Monthly Meteorological Results. (2) How to Read the Clouds. (3) Animal and Vegetable Barometers	138
VII. EDUCATIONAL INTELLIGENCE	140
VIII. DEPARTMENTAL NOTICES.....	144

1. RECENT EDUCATIONAL ADDRESSES.

We insert with pleasure the following summary of the addresses delivered at the recent Teachers' Educational Convention for the Province of Quebec. These addresses are useful and practical in their character, and will be read with interest.

COMMON SCHOOL INSTRUCTION IN CANADA.—BY THE HON. MR. SANBORN (PRESIDENT.)

The President of the Association (Hon. Mr. Sanborn), delivered the opening address on "Common School Instruction." He said:—In this age of literature and newspapers the ability to read opens a door to the most extensive knowledge, and many, with only common school instruction, have afterwards educated themselves to the highest usefulness. Common school instruction also is a powerful moral police. It is a great preventive of crime, for, even if it did not improve moral principles as it does, it gives sufficient intelligence to know that honesty is the best policy. Again, education promotes prosperity. The mechanic, the farmer, and all classes become more intelligent, more enterprising, better acquainted with improved methods, and able and willing to add more largely to the common wealth. Education is necessary to our municipal institutions. Reading the newspapers is required to enable people to manage their own affairs. Without this, municipalities, as in some ignorant neighborhoods in this country, fall into the management of one or two educated men, who consult their own selfish ends at the public expense. This age provides instruction for deaf-mutes.

The man who cannot read and write is a deaf-mute, and government is therefore bound to give education. Common schools differ from the higher schools, not only in degree, but in kind. They are the schools for the masses, and can only be carried to a certain length; but so far as common school education goes, it must be complete in itself, not a part of a whole. The uniformity of the Prussian system could not be successfully copied here. In higher education we need more freedom and versatility here; but in common schools there should be a good system adopted, and that should be uniform. The use of normal schools is not so much to enable teachers to copy what they have seen, as to give them the art of teaching, and enable them to turn any circumstances, however untoward, to the best advantage. The stereotyped teacher, who can only do exactly what he has seen, is like a mechanic whom he (Mr. S.) had employèd to make a spring bedstead. When told to put in eight slats, he exclaimed "that he had never seen more than six." "But I want eight." "But bedsteads are never made with more than six." "But," said Mr. S. to the mechanic, "do you know of anything in the law of Canada that prohibits eight slats?" "Why, no," said the mechanic. "Then, if you please, I want eight." A teacher who is indifferent to or tired of his work, or unsuited for it, finds it irksome, and does no good to his pupils. He is a cause of pain to school committees and visitors, and should quit the business. Whilst magnifying the office of the common school teacher, he would by no means discourage young people from teaching, as a means of bringing themselves forward to higher positions. Such young persons are vigorous, enthusiastic teachers, and do great good. He regarded all efforts to teach personal religion in common schools as out of place, for they introduce all the difficulties of Sectarianism; but whilst not distinctively religious, common schools should be guided by the principles of the Christian religion. The difficulties in this respect among a people divided by the double lines of religion and language were great,—but nevertheless efforts should be made to overcome them. The dissident clauses in our laws, although a necessary safety-valve should be seldom used. Finally there should be provision in our common schools for a training in constitutional and civic rights and duties, and, to this end, a hand-book of our constitution, general and municipal, should be prepared. Mr. Sanborn closed with a fine peroration, showing the greater degree of happiness enjoyed by an educated community and, after some business announcements, meeting adjourned to afternoon.