

object of the trainers of youth. Still you have a great mission. I was impressed with the fact by another thing which I witnessed in England, and which it pained an English heart to see. I mean the polling of the *residuum*, which, I have already said, was enfranchised for a party purpose by the Reform Bill of 1867. These miserable possessors of a misbestowed power flocked to the poll, drugged with beer and inflamed with senseless fury, ignorant of everything, devoid not only of the rudiments of political knowledge and duty, but of the knowledge which is imparted in an infant school. Swarms of them were unable to make a cross opposite a candidate's name, and had to vote by the form appointed for illiterates. In the trial of a controverted election, a witness was put on the stand, who had never heard the names of the leaders of the two great parties, and only knew that in his own town one party was blue and the other yellow. In another trial the judge said that the sum spent in bribery altogether had been very small, but that, nevertheless, there had been a great deal of corruption, for the voters were so ignorant of what they were doing, and of their duty as citizens, that they could be bought for a pot of beer. Yet these men are arbiters of the destiny, not of England only, but of the Colonies and India. And it was Conservatism, self-styled, that had invested them with power, and was now appealing to their votes. We need Conservatism here to temper the rawness and wildness of Colonial freedom; but let us hope that it will be a Conservatism of a different kind; a Conservatism of the school-house and not of the pot-house, a Conservatism of intelligence, of morality, of honour, not of party strategy, which does not scruple to snatch a party victory by committing moral treason against the country. In this country we must frankly do homage to popular right. By the hands, by the hard toil and endurance of the people this land has been reclaimed from the wilderness; to the people it belongs. We cannot allow ourselves basely to think of conspiring against them or trying to rob them of their privileges by strokes of party tactics. On the other hand, we owe it to them not to be their flatterers and their sycophants; to recognize their political faults and their political liabilities; in view of those faults and those liabilities to fortify our institutions in a sense honestly and nationally Conservative; and to endeavour by all the means morally in our power to secure the ascendancy of intelligence and principle over passion, to save civil duty from faction and corruption, to bar the way to power against the demagogue, and open it to the man of honour. In this work, by which the foundations of a great community are to be laid, the school and the teacher, if they do their duty and preserve the moral confidence of the country, will have not the smallest or the humblest share. Here before me is a great Conservative party, one without party banners, without party cries, without party wire-pullers, party slander, party trickery, party corruption, but which will continue to live and work when the political parties, with all that belongs to them, have been gathered into an unhonoured tomb.

And now to the business of our Convention; may it be prosperously transacted, and conduce in its results to the interest of our high public trust, and the credit of our common profession. I am sure that we shall act together in perfect harmony, notwithstanding any pending question about which there may be a difference of opinion among us. We all give each other credit for acting on conscientious conviction, however widely divergent our convictions in every case may be. I will endeavour to do my part by attention and fairness in the chair; you, I have no doubt, will abundantly do yours.

Professor Smith was enthusiastically cheered as he resumed his seat.

Mr. McCallum said, he had great pleasure in moving the following resolution:—"That the cordial thanks of this meeting be, and are hereby tendered to Prof. Goldwin Smith, for his able, interesting, and eloquent lecture, with which he has this night favoured us." It was not necessary for him to say that he agreed with every sentiment advanced in the address. He was also sure that they all felt pleased at the strong light in which the educational position of their country had been set forth. What the Dominion of Canada is to the Empire in regard to education, so in comparison did he consider the Province of Ontario was to the Dominion. On the teachers devolved a great task in directing the youthful mind and educational efforts. All had done their duty, and he trusted they would all go back determined to carry out the great duties that devolved on them, in a manner creditable to themselves, and a benefit to the country of which they formed a part. Dr. Kelly seconded the resolution with great pleasure. He heartily re-echoed the favourable sentiment of the lecture itself made by Mr. McCallum. Of course they expected from a gentleman so distinguished as Professor Goldwin Smith, something more than an ordinary lecture, and their expectations had been realized. The resolution was carried unanimously, and amid much applause. Professor Wilson was asked to

address the meeting. He said that after listening to so able an address as that delivered by the President, and which was prepared in that exquisite style of ripe English, which Professor Smith was so distinguished for, he would not be guilty of such bad taste as to make a speech after that.

The Convention met at two o'clock on the second day, when the President, Professor Smith, took the chair.

Dr. Kelly then read a paper entitled "Where we stand." He introduced the subject by noticing that the pursuit the teacher was engaged in was really one of the most important that was known in all those that we recognized. To answer the question propounded would be a difficult task. The view would have to be limited, but it would be attempted to fix the relative position of the parties he would enumerate. He pointed out that before the art of printing oral instruction was the sole method of improving the mind. There were teachers, as at present, who made fortunes out of the instruction they imparted, and some who lived to perform a duty to humanity, and remained poor. At the close of the eighteenth century the condition of Europe was low as far as education was concerned; and even as far as knowledge, national or individual, was concerned; and he quoted a passage from Burke that added force to the observation, and elegance to the essay. Dr. Kelly came then to a consideration of the growth of scholastic institutions in Canada during the past thirty-five years, the present result and figures given showing how great the advance had been. He described the progress of the views of the more advanced for higher education and the establishment of the undenominational university. At the present time, there were few Canadians who were not proud, and justly so, of the freedom and excellence of the High and Public Schools in this country. He glanced at the condition of the schools in early days; the low requirements and qualifications of most of the teachers; the miscellaneous character of the school books, many of which were brought from the United States, and the poor regard in which teachers were held, were proofs of the backward condition of education at the time previous to the establishment of the Normal School. This was in 1846, when Mr. T. J. Robertson was head master; Mr. H. Y. Hind, second; Mr. McCallum and Mrs. Clarke the head teachers in the Model Schools. From this time he traced rapid improvements in the style of education and elevation in the character of the teacher, until now there was but little to be suggested in the way of improvement, and what was suggested was attainable. The paper was well composed, containing many fine thoughts and illustrations, and was listened to with pleasure. Mr. McIntosh, of North Hastings, moved a vote of thanks to Dr. Kelly for the excellent paper he had read; seconded by Mr. Kirkland, and carried with applause.

FINANCE.—The Chairman then called on the Treasurer, Mr. McAllister, to read his report. The report was very brief, showing the various items that had been paid and the sources of supply. The balance to the credit of the Association is \$110; a favourable contrast to that of last year, which was \$59 49c. Mr. McAllister added, that the finances were now in a better condition than they had been before. In 1871, he said, they were supposed to be insolvent, but affairs had from that time improved, until at present they seemed to be on a fair and permanent basis. He also expressed his wish to be allowed to retire from the office of treasurer. The report was adopted, and the thanks of the Association tendered to Mr. McAllister for the labour he had performed.

INDUSTRIAL SCHOOLS.—The President asked for the report of the Committee on Industrial Schools. Mr. McAllister said he was Chairman of the Committee, and that as they had done nothing, he had nothing to report. He proceeded to speak to the question of the necessity of establishing such schools, and concluded by moving that the Committee on Industrial Schools be a Standing Committee, and composed of Messrs. Grote, McCallum, Hughes, and the mover. The resolution was carried.

TEACHERS' ASSOCIATIONS.—In response to a request from the President for reports from the delegates from Associations, Mr. R. Alexander, of North York Association, said the Association had made no report. The Association was in a healthy state, numbering about thirty-four teachers. They had a professional library and a regular appointment for meetings. Mr. A. C. Stule, County of Perth, had no report to make; the Association had only had two meetings during the year. There were probably eighty members in the county. Mr. McIntosh, of North Hastings, had no report to deliver. Mr. Grote, Inspector of East Middlesex, reported the Association in that county as in a good state for work, and doing good. He noticed, however, for the purpose of stimulating young teachers, that it appeared the principal interest in these Associations was taken by the older and longer established teachers. He would be glad to see a change in this respect. He believed there were over eighty members in the Association. Mr. Coates answered