

parts and all the workers are really equal, and the wages of all who do their appointed work will be the same in the end. This is the lesson which social science and political economy, rightly studied, are calculated to teach. They show our relations to each other, our dependence on each other, and the equality of all, except idlers, in the social and industrial frame. A calming hand might thus be laid upon the feverish ambition and cupidity which, amidst the exciting influences of a new commercial country, threaten alike the virtue and the happiness of society.

I need not dwell upon the effects of drill and of regular and rhythmic movements which have a certain influence on character, or on those of decorations, pictures, and so forth, which give effect to character through the taste. But I would say one earnest word in favour of music, all the more as it was unhappily not taught in English boys' schools when I was a boy. Surely it is an influence greatly needed by human nature everywhere, and above all in these restless, eager, hard gold-digging communities in the new world. That the love of music need not interfere with practical energy, the land of Bismarck and Von Moltke is a proof. It conduces to domesticity, and it may supply one antidote to that most fatal of all the plagues that have ever ravaged humanity—the growing passion for strong drink.

There is no use in pitching anything too high. The first duty of a school must be to teach the elementary subjects which it purposes to teach, and by its results of that kind the school must be mainly judged. But the moral effects are not to be left out of sight. We must remember, and in times like these it behoves us especially to remember, that we are training not only the trader or the mechanic, but the Canadian and the man."

Mr. J. Hunter moved a vote of thanks to Professor Smith for the admirable and practical lesson he had just given to them; seconded by Mr. Harrison; carried amid applause.

The Chairman announced that Professor Smith had consented to become President of the Ontario Teachers' Association. (Applause.) Professor Smith thanked them for the honour done him. He would be most happy to do anything he could to help the Association. (Applause.)

TOWNSHIP BOARDS v. SCHOOL SECTION BOARDS.—Mr. Jas. Turnbull, B.A., read a paper on the above subject. He remarked that it would be unjust to undervalue the services which the present School Section Boards have rendered to the Province in the cause of education. The following is a recapitulation of the supposed disadvantages and advantages in the Township Board system:—The change has not been demanded by the mass of the people. The difficulty in making a proper division of school property. The lack of a suitable distribution of the trustees, and consequent neglect and favouritism. Poor and small sections assisted by the more wealthy part of the township. Let what is considered by some well enough alone. A desire to retain power, and a fear that the new Board would not take sufficient interest in all the schools. Advantages:—Economy in time and money and in the number of school officers. The convenience to parents by the abolishing of section boundaries. The saving of expenditure in having a sufficient number of school-houses, and no more, in each township, thus effecting a saving in the erection of buildings, keeping them in repair, with their grounds, &c., and economy in the number of teachers employed. The permanency of teachers in their position, tending to increased efficiency in the schools and a saving of time on the part of the pupils. An impartial tribunal, from which the teacher will never fail to secure justice, which he does not always receive at the hands of the present Boards. Payment of salary quarterly. Teachers' residences. Increased remuneration and consequent adherence to the profession, if not for life at least for a greater length of time than is usual on the part of many at present. The example of many of the States of the Union, which have adopted the system with excellent results, there being no tendency to return to the old system. Increased zeal on the part of inspectors, and more efficient supervision in conjunction with the Board in each township. A superior school in each township, to which the older pupils could be promoted, introducing the principle of township competitive examinations, and serving, to some degree, as a sort of Normal and Model School for the whole township. A vote of thanks was unanimously passed to Mr. Turnbull for the able paper read.

A discussion ensued. The subject was considered an important one. There were many practical objections to the present Board system, but there were a few obstacles in the way of changing it. Mr. Inspector Carlyle, of Oxford, said if there was a change it would be the emancipation of trustees and teachers. The schools were at the mercy of local prejudice, the teachers were under the thumb of the children, backed up by parents, and who in their turn make the trustees back them up. Mr. Inspector Grote said he felt very earnest on this question. If there was a change in the present system the people would have more control over the schools than

they now had. There were not only local prejudice but local differences in having a change. He spoke of two trustees employing a teacher two years in a school against the wishes of nine-tenths of the people in the place. Until they could show the people the benefit of a change, they would not get rid of the present system, which he contended was working against the efficiency of schools, and there was no question but the money voted for schools was thrown away under the present system. He advocated a central Board. Mr. Inspector Smith spoke of the arbitrariness of trustees, and referred to the question of equalization of the assessment in townships for school purposes, mentioning that in one township the people were paying nine mills towards the school, whereas in adjoining townships the people only paid one and a half mills, and had the same school accommodation. Several other speakers condemned the present system, and considered that there should be an immediate change.

EXPLANATION.—Mr. McMurphy regretted very much his absence from the meeting yesterday afternoon when certain references were made, more especially with respect to the Senate of the University to which the High School Masters had seen fit to elect him. He now took this public opportunity of thanking them for their great kindness in electing him to that learned body, and he would now repeat what he mentioned in his circular sent out, namely, that he would try to faithfully discharge his duties as the representative of High School Masters of the High Schools of Ontario. (Applause.)

RURAL SCHOOLS.—Mr. Ross, of Strathroy, Ontario, stated it was the intention of himself and Mr. McCall to offer a prize consisting of books of the value of \$20, for the best prize essay on "The Necessity of Rural Schools." (Hear.)

TREASURER'S REPORT.—The treasurer, Mr. McAllister, presented the following report for the year 1872-73:—Receipts deposited in Savings Banks, \$58 98; members' fees, \$60 00; copies of Annual Report sold, \$22 90; interest on deposit, \$20 00; Reports sold by treasurer, \$5 00; total, \$150 08. Expenditure—Postage, Secretary's account, &c., \$8 78; printing, \$49 00; expenses of delegates to Protestant Teachers' Association at Quebec, \$24 00; gas account, care-taker of W. S. buildings, \$7 75; balance in hand on deposit, \$60 55; total \$150 08.

OFFICERS OF THE ASSOCIATION.—The following officers were chosen for the ensuing year:—President, Professor Goldwin Smith; Vice-Presidents, J. B. Dixon, J. J. Tilley, W. Macintosh, W. W. Tamblin, J. Kilgour, Robert Quinn; Treasurer, S. McAllister; Secretary, A. McMurphy; Corresponding Secretary, J. Kirkland.

COUNCIL OF PUBLIC INSTRUCTION.—There was a long discussion with respect to the manner of selecting a representative to the Council of Public School Instruction, which will be in the presence of the Association on the passing of the Bill to amend the Public School Act, introduced by Mr. Mowat. Some contended that the power of selecting a representative should be left in the hands of the Executive Committee, whilst others maintained the whole Public School section should convene for that purpose. Ultimately it was decided by a resolution that the Chairman of the Association should be empowered to call a meeting to take into consideration the nomination of a candidate for the representation of the Public School Teachers' Section of the Association. The following are the Representative Council:—W. Watson, Weston, President; H. Dickinson, Brantford, Secretary; R. McQueen, Kirkwall; J. Johnson, Cobourg; R. Macintosh, Campbellford; W. L. Brown, Hyde Park, Ont.; J. Dearnley, Lucan.

ATTENDANCE AT SCHOOL.—Mr. Inspector Fotheringham moved, and Mr. McCallum seconded the following resolution:—"That the evils of irregular attendance and non-attendance at our Public Schools throughout the Province is of a most serious character, and demands immediate and stringent legislation for its removal."—Carried.

The following is a summary of the paper prepared by Mr. Fotheringham on the important question of school attendance. The paper was entitled: "We in Ontario have flattered ourselves for years that we possess one of the best, if not the best, school system in the world; but when Dr. Ryerson speaks of the 38,535 who entered no school in 1871, as 'an ominous and humiliating item' in our school statistics, he neither uses too strong language, nor does he exaggerate the figures." To show the probable return from or school expenditure, I have made several comparative estimates of work done in cities, towns, and villages on the one hand, and in counties on the other, and do not find the one much more satisfactory than the other; but as it may be urged that private schools and academies in cities, &c., may make the percentage of attendance or non-attendance on instruction which I may bring forward less reliable, I shall confine myself to statistics of counties for the present; and, I fear, we shall find items "ominous and humiliating" beyond what most have dreamt of. The school population of Ontario (from 5 to 16) in the counties in 1871 was 392,559; w may,