

titles Mr. Alexander to the notice our portrait gives him, it is more particularly due to his efforts in promoting the Association of the Teaching Profession of Ontario, under regular organization for self-improvement and the advancement of educational interests, that we delight to do him honour.

While heartily working in such an organization in North York, and foremost in bearing its burdens, he was essentially the Pioneer of the Provincial Association which, after twenty years of ever widening influence and broadening views, has, at two successive conventions, set him in the President's chair.

The efforts of teachers working alone, without recognition, sympathy, or help from fellow teachers, are but like random shots of advanced guards as compared with the well directed volleys of a united and trained army. The collating of experiences, the defining of duties and privileges, the broadening of views and the division of labour, which the association of any craft can promote, set the members of that association on vantage ground far above the scattered, isolated workers, however well qualified otherwise.

In his faithful labours, his anxious devices, his unflagging zeal for the success of his work and of his profession, by his reading, his intercourse with fellow workers, Mr. Alexander realized the hiatus and at once set to work with indomitable will to bridge the chasm. Assisted in North York by veterans such as Geo. Rose and R. W. Doan, and out of it by such men as the late A. McCallum and W. Watson, the preliminary meeting was held in Toronto, in January, 1861, at which the Teachers' Association of Canada West, was formed. Of the hard labour and discouragements to be encountered at the inauguration of so imperfectly appreciated an organization, no one who has not had the experience can form an adequate idea. For years the up-hill struggle was severe enough, but the men for the occasion were on hand; and, inspired by the good judgment, prudence, courage, and perseverance of Mr. Alexander, the result was hardly doubtful, even during the trying years of the Association's infancy and tutelage. Now that it has reached its majority, all its friends, especially Mr. Alexander, may be congratulated on its robust, well-developed manhood. That it has accomplished much for teachers, and much in the interests of liberal education for the country, no one half acquainted with its past history can for a moment question; even at its inception it gave evidence of latent powers of a high order, and fully have the hopes awakened been realized. At the first convention, a resolution was passed inviting the attention of the Chief Superintendent of Education to the advantages of inter-visitation among teachers, and to the necessity of a central committee of examiners, who should grant certificates of equal duration and value as those given by him to Normal trained teachers. In 1864, a resolution complaining of the evils arising from irregularities connected with the working of County Boards of Examiners, and suggesting their abolition, was carried.

But we cannot further enter into details. Suffice it to say that the history of this Association, now composed of the Public School Teachers, the High School Teachers, and the Inspectors of the Province, runs parallel to, but in advance of the leading reforms and adaptations of the educational system of Ontario during the past twenty years. It has suggested and

vigorously advocated liberal measures, measures often in advance of public opinion, but frequently adopted even sooner than their advocates hoped. It holds a position of influence in the country alike gratifying and surprising, considering the time it has been in existence; so that it commands both respect and admiration through its success and usefulness. Long may Mr. Alexander live to share in the satisfaction its gratifying career begets, as to him very largely this career is due.

—The *Daily Ontario* says:—"The CANADA SCHOOL JOURNAL for June is an excellent number of this most excellent publication. The JOURNAL must be a necessity among teachers. It contains a great deal of information that would interest and instruct the general reader."

SCHOOL SAVINGS' BANKS.

—We have already referred to the fact that in Germany, France, Belgium, and other foreign countries, a systematized arrangement had been made to encourage habits of thrift in the schools, and that the plan had produced good effects in promoting domestic frugality and national financial prudence. The subject has now been made practical in the English schools, and considered of such importance as to cause action to be taken thereon by the Education Department, who have issued a circular of instructions dated July 1st 1881, addressed to school managers and teachers, in which the Lords Commissioners commence by stating:—

"The attention of my lords has been directed to the importance of thrift, and to the exceptional facilities possessed by elementary schools for the encouragement of this practice in early life.

"Experience has shown that many of the evils which weigh most seriously on the industrial classes in this country are the results of improvidence and waste. But some of these evils admit, at least, of partial remedy. To learn how to economise slender resources, how to resist temptation to needless expense, and how to make reasonable provision for future contingencies, is an important part of education. Such knowledge is calculated to protect its possessor from much trouble and humiliation, and to help him greatly in leading an honourable and independent life.

"In mature years, it is often found difficult to acquire this knowledge, and still more difficult to apply it in practice. But in a school much may be done to render its acquisition easy to children, and to show to them the advantages of economy and foresight. Simple lessons on money, on the conditions which affect the rate of wages, on the relations of skill, prudence and knowledge to industrial success, and on right ways of spending and saving, may be made very intelligible and interesting to the young. Economy, however, is a habit; and is to be learned, like other habits, rather by practising it than by listening to demonstrations of its importance. During the school life of a child there arise many temptations to the heedless and wasteful expenditure of small sums; and many occasions on which, if the opportunity were offered, such sums might be usefully and wisely saved. The child who is helped to deny himself some trifling present gratification, who is encouraged to save by degrees a few shillings, and who finds this sum available for the purchase of necessities, for helping his parents at a time of family misfortune, or ultimately for his own equipment on leaving school for work, has received a practical lesson in forethought and self-restraint which will probably abide with him for life.

"The value of such a lesson is not to be measured solely by its effect on the scholar's own character and welfare. The possession of even a small reserve, or capital, places it in the power of the workman gradually to acquire the ownership of his house or a piece of land, to take a share in an industrial partnership, or to enter on a small business, which, although at the outset it may only employ himself and his family, may, by his economy, industry and skill, become the means of employment to many others, and so contribute