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ONTARIO AND NEW YORK TEACHERS' CONVENTIONS.

We insert the following report *in extenso* of the proceedings of the Ontario Teachers' Association. Those of the interesting meeting at Fredonia, N.Y., we have been compelled from want of space to omit, and merely give the closing summary:

—FIFTEENTH ANNUAL CONVENTION OF THE ONTARIO TEACHERS' ASSOCIATION.—The Fifteenth Annual Convention of the Ontario Teachers' Association met in the theatre of the Normal School Buildings, on the 10th ultimo, the President, Mr. Goldwin Smith, in the chair. There was a large attendance of inspectors and teachers. The proceedings opened with the reading of the Scriptures and prayer by the Rev. Mr. Grant. The minutes of the last Convention were read and confirmed. The Treasurer's report for the past year was then read. It showed the receipts to have been since last report, \$212 19; expenditure, \$117 28; balance on hand, \$94 91. On motion the report was received and adopted. The President appointed Messrs. Hughes, Dearness and Dickinson to act as Auditors.

COMPULSORY EDUCATION.

A discussion on the subject of compulsory education was then opened by the reading of a paper on the subject by Archibald Macallum, M.A. After defining education, he laid down, as its first principle, that it should be national. The State must provide for the education of the whole people, from the lowest primary instruction or kindergarten to the university of the nation. Though the legislative provisions for a free and liberal education in Ontario were ample, the State should insist, in mere self-defence, that those provisions of the law should be carefully carried into effect, for ignorance was such an evil that its riddance was necessary. In no other way could the best interests of society be conserved, and maintained than by the compulsory enforcement of the great boon of education. It was the right of every Canadian child to receive such an education as would fit him to become a good loyal subject, to discharge worthily the various social duties enjoined by citizenship, and to fit him for the life to come. This was the end of education. It was the sequence of a free Public School system, and might be regarded as the crowning act in the great educational drama of the past thirty years. Our legislators had placed the ballot in the hands of every elector, and in no other way could this right be exercised to the benefit of all concerned than by the general diffusion of knowledge. Though our system of Government was the best in the world, it could not truly be brought into effect without the general education of the people. We owed it as a right to our posterity to hand down to them the blessing of

education. The importance of securing a good education to the people was shown in the large amount expended for this purpose by civilized nations. In the United States 140,000,000 acres of land had been set aside for educational purposes. There were fourteen and a half millions of children of school age in that country, and \$95,000,000, or one third of one per cent. of the real and personal property of the country, was annually expended on education. 221,000 teachers were employed. All the States had free schools, and in several of them attendance at school was made compulsory. He trusted such a law as this would soon obtain everywhere. In 1873 there were in the Province of Ontario 504,869 children, between the ages of 5 and 16, of whom 460,984 had attended school more or less. Of this total number of children of all ages, 480,679 had been undergoing mental culture in some one or other of our various educational institutions. There were 4,662 school-houses, or a total of educational institutions of one kind or another of 5,124. The number of Public School teachers was 5,642, and the salaries paid them amounted to \$1,520,124. The total expenditure in connection with Public Schools was, in that year, \$2,604,526; and for all educational purposes, \$3,258,125. He was unable to give the total value of our school property, but for our population he believed we would compare favourably with any other nation in the world. These figures would give some idea of the importance of our school system. Railways and manufactures, however important they might be to the wealth of a nation, were small compared with the education interests of the people. He would point out some of the benefits which would arise from the adoption of a system of compulsory education. First, it would prevent pauperism. In Pennsylvania, Ohio and Illinois the statistics kept tended to show that of the illiterate one in every ten is a pauper, while of the educated the proportion is only one in every three hundred. Statistics in general established that pauperism decreased proportionally as education increased. Another benefit of compulsory education was that it diminished crime. Of the prisoners committed in Ontario, in 1870, 1,722, or 27 per cent., were unable to read or write; 427 were children under sixteen years of age. The Commissioner of Education for New York stated that 85 per cent. of the crimes committed in that city were committed by uneducated persons. In New England 80 per cent. of the criminals were persons whose education had been wholly or nearly neglected. The statistics of our own penitentiary and those collected in England and Wales told the very same story. He pointed out the evils, physical and mental, which the want of a knowledge of nature's laws entailed on men, extending even to their offspring, and referred to the efforts of Mr. McGann, of Belleville, in showing the effects of such ignorance, and the proper remedy. Again, compulsory education would effect a great saving in the expenses of the Civil Government. From the Chief Superintendent's Report for 1870 it appeared that the cost of each pupil to the country was \$3.87, while by the report from Mr. Langmuir, Inspector of Prisons, it appeared that each prisoner in the gaols cost the country \$16.03, and this did not include the judges' salaries and other items of that kind which might justly be added. Surely, then, considering the effect which education had in the diminishing of crime, school-houses were cheaper than gaols. Another benefit which would be derived from compulsory education was that it would increase the blessings of life. The tendency of education was to increase the happiness of mankind. If it were general and compulsory, the greatest possible good would be conferred upon the greatest possible number. Lord Brougham, a very good authority, had expressed a very decided opinion as to the great effect which education had upon the happiness of mankind. The Commissioner for Education in the United States had stated that the ability to read and write increased the productive value of labour 25 per cent. Mr. S. Hill, author of a valuable work on education, expressed the opinion that if the countries of the world were arranged in the order of their wealth and prosperity they would also be arranged in the order of their excellence in education. He read a number of other authorities to the same effect, among them Lord Macaulay, who pointed out the effects which a national system of education had produced in Scotland. He (Mr. Macallum) advocated the improvement of school architecture, so that a taste for the beautiful might be increased at the same time that the pupil was receiving a practical education. Every facility for impart-