



FIRST, SECOND AND THIRD STORIES.

S. S. S. School rooms.
A. A. A. Clothes closets.
T. T. T. Teachers' closets.
M. Master's room.

ONTARIO TEACHERS' ASSOCIATION, 1873.

The thirteenth annual convention of the Ontario Teachers' Association was held in the Theatre at the Normal School Buildings.

The first day's session commenced at three o'clock p.m. Prayer was offered up by Dr. E. Crowle, after which Mr. Robert Alexander, of Newmarket, who presided in the absence of the President, Prof. Nicholson, briefly addressed the meeting. He remarked that he was sorry it had devolved on him to fill the chair; sorry that the President was absent, but they had very little to regret, as the President had left behind him an address, which would be read by Dr. Wilson this evening; the address contained all that he had to say to them. In filling the chair, he hoped those present would all aid him in carrying out the duties, and he hoped the meeting would be marked the same as the last one was, with conformity and a feeling of interest in the discussion on the papers that would come up before them.

The minutes of last meeting were taken as read.

INCORPORATION.—Mr. McMurchy, in presenting the report of the Incorporation Committee, said the Committee had asked for the incorporation of the Association as a Society; all they asked for was that they should be allowed the privilege and right to elect to the upper institution three or more members. They were aware that the Attorney-General, Mr. Mowat, had introduced a Bill to amend the Upper High School Law of Ontario; but what they asked for was that the teachers should be conceded the right to elect three members to the board. He asked that the Committee already appointed should be continued. The Committee consists of Messrs. Hunter, Alexander, Anderson, McLellan and McMurchy. Mr. Miller, of Goderich, moved, and Mr. Johnston, of Cobourg, seconded, "That the report be received and adopted, and the request of the Committee granted that they be continued."—Carried.

INDUSTRIAL SCHOOLS.—Mr. Samuel McAllister read a paper on the subject of Industrial Schools. He remarked he had called attention to the condition of vagrant and neglected children five years ago, and suggested a method how many might be reclaimed. Although there had been discussion in the press upon this subject, yet no attempt to deal with this dangerous class of children in this country had been made, and they were allowed to grow up in ignorance and crime. According to the School Report there were 38,000 children in Canada between the ages of five and twelve who did not attend school, 5000 of whom were between 7 and 12 years of age. He asked the questions:—Where are these children, and what becomes of them? Why are there no means adopted to train

them as other children? These children are of three classes. Those who have no natural guardians; those whose guardians are indifferent, and wilfully neglect their careful training; those whose guardians, although well intentioned, lack power and influence over their children. A considerable portion, however, of those ignorant children grow up and spend useful lives, as shown by many who mark their signature with a cross through their inability to write, but a large portion go to swell the ranks of vice, for vice works hand in hand with ignorance and idleness. According to the Prison Inspector's Report, three-fifths of prisoners had no education, or were very imperfectly educated; two-thirds of these were put down as labourers, or have no occupation. He considered imprisonment had very little good effect on prisoners. Many of the prisoners were in gaol from recommitments. He had himself seen a boy who expressed satisfaction at being sent to gaol for six weeks. By the Prison Inspector's Report, one-third of the gross committals to prison were recommitments. The plans on which prisons in Canada were conducted were subversive to the reformation of the inmates. It had been asserted by the Toronto gaoler that he had more hope for a boy committed for 24 hours than one committed for 24 weeks. He remarked on what he considered the inaccuracies of the returns made out as to the cost of the maintenance of prisoners. The cost of each prisoner in 1872 was returned as \$15 40—it should be \$20 26; this divided by the average number of days prisoners were committed—27½ days—would give \$1 6 per day, or \$7 42 per week; this was a liberal allowance for criminals. The question was, how should they reform this class? Compelling them to go to school had been tried, but there remained another plan yet untried; completely withdrawing them from the vice with which they are surrounded, and putting them into an industrial school, where they could get a proper training and be taught habits of industry. The paper spoke of the satisfactory results of the working at the Western House of Refuge, Rochester, of similar establishments at Philadelphia, Massachusetts, and New York. 75 per cent of the children sent to the school in Massachusetts are reported as doing well; two-thirds of those discharged from Industrial Homes in England and Philadelphia were reported as doing well. This was sufficient to warrant the establishment of such an institution in Canada. The age of the inmates averages from 12 to 14 years. The cost of the Western House of Industry was \$2 60, which is decreased to \$1 95; New York House of Refuge \$2 21, decreased to \$1 24; Philadelphia \$2 47, decreased to \$1 45; average cost, \$1 55. At the Massachusetts Home the cost was \$3, which he supposed was the actual cost of each inmate. The paper further dealt with the subject of the necessity for the establishing of an Industrial School for Canada. The Reformatory at Penetanguishene did not correspond with the Houses of Refuge mentioned. A model Industrial School should be established here nearly on the same plan as that at Philadelphia; that each municipality should be called on to contribute towards it according to the number of children sent, and also collect the cost from the parents of the children. There was need of an Industrial School in Toronto, so that the children found about the streets might be sent to school. Dr. Kelly asked if the Truant Officer's services were found effective in Toronto? Mr. McAllister said his services had been effective and satisfactory, so far as to the decrease of truants, and in his school there had been an increased attendance. After some further discussion, Mr. J. P. Groat moved, and Mr. Scarlett, of Cobourg, seconded, "That this Association have considered the subject of Industrial Schools, and believe that such a school, if established by the Government, would result in doing great good for the people of Ontario." Mr. S. E. Glaisher moved as an amendment, "That this Association having considered the importance of Industrial Schools, hereby appoint the following Committee to wait on the Government and impress on them the necessity of establishing one or more of such schools in this Province, the committee to be Messrs. McAllister, Kirkland, and McCallum." The amendment was seconded by Mr. J. H. Smith.—Carried.

PRESIDENT'S ADDRESS.—Professor Wilson having briefly stated the reason of the absence of Professor Nicholson, who had gone on a scientific excursion to the United States, read the following address:—**GENTLEMEN,**—The best and most satisfactory thanks that I could possibly return for the honour you have done me by electing me as your President, would consist in the delivery of an address of some permanent weight and value. For this, however, I feel that my powers are insufficient, and that if my gratitude should be measured by any such standard, I shall be found to fall far short of the due appreciation of your kindness. I trust, therefore, that my hearty recognition of the honour you have conferred upon me may be taken as granted, and that you will be content to listen for an hour to some scattered thoughts upon a subject upon which I have often reflected—the position, namely, that science ought to take in education in general, and more especially in the