

ished his wife and children were to hear him say he was going to church! and ever afterward he was seen at the head of his pew.

Remember little Tom, and that you are never too young to speak a word for God, never too small to help others to love Christ.

5. RAILWAYS OF THE WORLD.

A laborious and interesting statistical article on this subject appears in the *Engineer* of the 3rd instant, from which we select a few results. The actual extent of railway now open throughout the world is probably about 70,000 miles; and the capital expenditure nearly one billion one hundred and seventy millions sterling. This vast sum has almost wholly been raised and expended within twenty-five years. The share of this immense capital which this country and its colonies have expended appears to be upwards of four hundred and seventeen millions sterling; and the miles of open railway on which it has been expended amount to 14,277. On the continental railways, four hundred and seventy-six millions and a half sterling have been expended on 22,692 miles of open railway. On the North and South American continents, exclusively of the British possessions, about two hundred and fifty-seven millions and a quarter sterling have been laid out on 32,102 miles open railway. India is included of course with the British possessions. Thirty-four millions and nearly a half sterling have been expended in India on 1,408 miles of open railway; and upwards of twenty millions and a half in Canada, on 1,826 miles of open railway. Nearly ten millions have been already expended in Victoria on 183 miles of open railway; but in such cases as those of Victoria and India, works in progress are included in the expenditure named. France has expended upwards of one hundred and eighty-four millions and a half on 6,147 miles of open railway; Prussia, forty-four millions and upwards on 9,162 miles of open railway; Austria, forty-five millions and a quarter on 9,165 miles; Spain, twenty-six millions on 1,450 miles; Italy, twenty-five millions on 1,350 miles; Russia, forty-three millions and upwards on 1,289 miles; Belgium, eighteen millions on 955 miles; Switzerland, ten millions on 600 miles; Egypt, four millions on 204 miles; the United States, one hundred and ninety-three millions and a half on 22,384 miles; the Confederate States, nearly forty-nine millions on 8,784 miles; Brazil, five millions on 111 miles and others in progress; and so on.—*Builder*.

IX. Educational Intelligence.

CANADA.

—TEACHER'S PROVINCIAL CONVENTION.—The annual convention of the Teachers' Association for Upper Canada was opened on the 4th inst., in the Temperance Hall. At the last meeting of the Association it was decided to hold the convention this year in Kingston; but in consequence of the apparent apathy of the teachers in that city, the decision was reconsidered and the council determined to change the place of meeting to Toronto. Mr. Lusk of Oakville, was called to the chair in the absence of the President, Prof. Wilson. The minutes of the last meeting which was held in Hamilton, were read by the Secretary and adopted. A letter of apology was read from the President of the Association. Several other letters of apology were read to the Association. At this stage of the proceedings it was discovered that there was no quorum present; and that the acts of the convention would have no legal effect. Mr. Alexander moved "That the Association, if considered as such, adjourn till nine o'clock to-morrow morning; and that we forthwith resolve ourselves into a public meeting."—Carried. On the suggestion of Mr. Wm. Anderson, of Toronto, a discussion took place on the question:—Is corporal punishment in schools beneficial to the interests of the pupils? Mr. Anderson proceeded to speak on the question, and argued that although he was of opinion that the rod should be used as sparingly as possible, yet he would not favor dispensing with corporal punishment altogether, because the very fact of the pupils being aware of the power of the teacher to exercise his authority, would have a salutary effect upon their conduct. Mr. John Connor, of Niagara, supported the views advocated by the previous speaker. He had never known but one teacher, and that a female, who could manage a school without the use of the rod. He opposed, however, to dispense with corporal punishment, but that it should be used in moderation. Mr. Lowry, of South Wellington, spoke at length upon the question, and said that he had too much of the "milk of human kindness" in his breast to use the whip on his pupils, when he could do without it. Mr. E. J. Barrett, of Wellington, thought that a school could be conducted while the teachers had the power of inflicting corporal punishment, but he could not say whether such could be done in case the teacher had not the power

to inflict such punishment. He had been able to dispense with corporal punishment in his school altogether; and the way in which this state of conducting the school was, that he had always sent the unruly pupils to be chastised by his parents. Mr. McGann, of Toronto, strongly advocated the wisdom of conducting a school by showing kindness to the pupils, but to be firm and decided in enforcing the commands of the teachers. Mr. Glashan, of Shakespeare, also expressed himself in favor of inflicting punishment as little as possible. Mr. Alexander, of Newmarket, said that as the teacher was the recognized parent for six hours in the day, it would be more judicious to chastise the pupils when the rules may be violated than to send them home to their parents to be punished. Mr. Parson, of Harrington, said that in conducting a school, teachers would have to steer between two extremes—that of severe punishment on the one side, and being too lenient on the other.

The Teachers' Convention was resumed in the Temperance Hall, Temperance street, at nine o'clock, August 5th, the proceedings being opened with prayer. Mr. Alexander, Newmarket, introduced the subject of "Truancy—its influence and remedy." Mr. Connor, of Niagara, said that in his opinion the cause of truancy among pupils lay chiefly in the ignorance of the parents. The habit of insubordination in the children was one great cause of this evil which existed in the schools. He thought it would be wise to take an hour from each day's teaching to visit the parents. Mr. McGann said he never had many cases of truancy; whenever a child was absent from school he invariably visited the parents to inform them, and cited cases he had met with during his experience in teaching. Mr. W. W. Anderson, of Paris, said there could be little difference of opinion as to the influence of truant playing. His plan was to send home a boy the next time he would enter the school after playing truant, and invariably require him to bring a note from his parents excusing his absence. Miss St. Remy asked what plan Mr. Anderson adopted when the parents were unable to write. Mr. Anderson said, in his school they prepared a number of tickets with the words "absent half a day." A number of these tickets were sent to each parent unable to write, one of which might be sent to the teacher in case of absence. Mr. Irwin thought the fault in cases of truancy was in the teacher. He never had any trouble in his school. Instead of this he frequently had known parents to come to the school and take their children home, because they would attend in spite of their parents. Mr. W. Anderson of Toronto, said that truancy was a crime for which punishment should be inflicted by the parents and not by the teacher. It was, he thought, the duty of the parents to send the scholar to school and that of the teacher to instruct him when there. He would always inform the parents of the absence of the child. Mr. Nichol, of Burford, thought others were to blame besides teachers and parents. In some districts the schools are uncomfortable; the seats and desks so badly arranged that he did not wonder that children would dislike to be confined in them during six hours in the day. Mr. Moyer, of Haldimand, made a few remarks in a strain somewhat similar to those of the previous speakers. Mr. Alexander of Newmarket, moved, seconded by Mr. J. B. McGann, "That Mr. Connor and the mover be a committee to prepare a resolution embodying the opinion of the association on the subject of truancy."—Carried. The following resolution was subsequently submitted to the association:—*Resolved*,—"That truancy in its influence is most pernicious to the individual and baneful to the *morale* of a school, and as its influence clings to the individual in after life, any means that will neutralize or lessen the evil is desirable; that among the means best calculated to lessen the evil of truancy this association recommend the construction of comfortable, commodious and well furnished school rooms, thereby rendering the attendance of the pupils as pleasant as possible in the external surroundings; and that this association entertain the opinion that a large amount of truancy is traceable to defective parental authority, the remedy for which will be found in a more largely extended diffusion of education; and that teachers by care, tact and co-operation with parents can lessen this evil." The foregoing resolution was unanimously adopted. Mr. Anderson, of Toronto, introduced the subject of arithmetic as a school study. He recommended the plan of introducing decimals with notation and numeration, and threw out some hints with reference to the best method of teaching fractions. Miss St. Remy explained her method. Mr. Glashan, of Shakespeare, said his plan of familiarizing the mind of the child with numbers would be to illustrate his theory by using articles of different kinds to represent the different orders of numbers. Mr. Smith, of Hampton, agreed with the previous speakers in reference to the great importance of teaching the rudiments of arithmetic thoroughly. Mr. Alexander, of Newmarket, asked what might