

matter of equal satisfaction to us all, that a number of young men and women whose intelligence is printed on every movement of their countenance should year after year be sent forth from each of their parent establishments, spreading abroad in all directions sound teaching and everything that is necessary to develop the intellectual vigour and activity of the country. I do not know that there is any practical suggestion which it would be incumbent upon me on the present occasion to make to you, and yet there is one observation which I am almost compelled to submit, and that is I would venture to remind you that in your future relations with your young pupils you will be careful to remember that your functions must not be confined merely to the development of their intelligence and the imparting of information, but that there is also another duty as important as either of these, and that is that you should endeavour to refine, discipline, and elevate their general behaviour, rendering them polite, well-bred, deferential, respectful to their parents, to their elders and their superiors. Perhaps in a new country, where on every side we are surrounded by the evidence of prosperity, where a spirit of independence is an essential element of success, where at a very early age young persons are called upon to fight their own battle and to undertake their own responsibilities, it is very natural that there should be developed an exuberant spirit of self confidence. Now what I would venture to ask you from time to time to impress upon your pupils is this, that although upon the one hand there is no quality more creditable than self-respect, yet on the other hand the very idea of self-respect excludes self-assertion, and I say it the more readily because I confess if there is any criticism which I have to pass upon the youth of this new country—I do not say of Canada especially, but of the continent of America—it is that I have been struck by the absence of the deference and respect for those who are older than themselves, to which we still cling in Europe. Now, to use a casual illustration: I have observed in travelling on board the steamboats on the St. Lawrence, children running about from one end of the vessel to the other, whom more than once I have been tempted to take up and give a good whipping. I have seen them thrust aside two gentlemen in conversation, trample on ladies' dresses, shoulder their way about, without a thought of the inconvenience they were occasioning, and what was more remarkable, these little thoughtless indiscretions did not seem to attract the attention of their parents. When I ventured to make an observation on this to the people with whom I have been travelling, I was always told that these little pleasing individuals came from the other side of the line. Well, I only hope that this may be so; at all events, without inquiring too strictly how that may be, I trust that the teachers of the schools of Canada will do their very best to inculcate into their pupils the duties of politeness, of refined behaviour, of respect for the old and of the reverence for their parents, that they will remember that a great deal may be done by kindly and wholesome advice in this particular, and that if they only take a little trouble they will contribute greatly to render Canada, not one of the best educated, most prosperous, most successful and richest, but one of the most polite, of the best bred, and well mannered countries of the American continent."

3. LORD DUFFERIN ON YOUNG LADIES' EDUCATION.

Lord and Lady Dufferin visited the Ottawa Young Ladies' College on Monday, Dec. 16th, where he was met by a number of those most interested in managing the establishment. During his visit he entered freely into conversation with the Rev. Mr. Moore, of the Presbyterian Church, which the Ottawa Free Press reports. Among other things the following is reported:—

"Lord Dufferin—It is a mixed institution, of French and English.

"Rev. Mr. Moore—No; we have no French.

"Lord Dufferin—I suppose it is something on the same principle as the schools conducted by the Nuns. How many have you on the roll at present?

"Rev. Mr. Moore—About 200 on the rolls at present. We have fifty-two boarders.

"Lord Dufferin—I didn't know that it was such a young Institution.

"Rev. Mr. Moore—We teach Latin, French and German. We have no Italian.

"His Excellency—Do you teach Latin?

"Rev. Mr. Moore—We do.

"His Excellency (after a pause)—Do you teach cooking? (Laughter.)

"Rev. Mr. Moore—It is our intention to do so."

There is a moral in this last question, which it would be well for educationalists to take home and consider. His Lordship did not stop at the mere question, but added, in his reply to an address which was presented to him, that—"it gives me great pleasure,

however, in looking over the programme, that the science of cooking has not been overlooked. In a new country like this there could be no doubt but that the subject of domestic economy was one of very great importance, particularly they should, the young ladies, study how to make their future husbands comfortable."

We believe there are few who will not echo the practical lesson here given by the Governor-General.—*Belleville Intelligencer*.

III. Papers on Educational Progress.

1. SUCCESSFUL SCHOOL TRUSTEE MEETINGS.

An energetic Inspector gives the following interesting account of School Meetings which he recently held:—"Since the annual School Meetings have been held I have convened meetings of the various Boards of Trustees in each Township in this County, for the purpose of receiving the annual reports, and correcting any mistakes that might be in them, so that my reports to your department might be reliable. Their meetings have been very successful and I trust that their efforts will prove beneficial. A number of topics for discussion were brought forward, and a great deal of interest manifested in them. The subjects discussed were the advantages of providing 'weekly reports' so as to bring parents and teachers into more direct communication with one another, of 'general registers' so that the general management of the Schools can be readily seen, of 'adequate School accommodation' including play grounds, fences &c., &c., so that our Public Schools shall be more attractive to the young, of 'suitable libraries' especially reference books, and of the employment of none but thoroughly competent 'Teachers,' who are the best and cheapest in the end.

"Several Boards of Trustees requested me to enquire if the 100% will be granted to Trustee Boards who wish to provide 'Worcester's Unabridged Dictionary,' 'The Pronouncing Gazetteer of the World,' and some work of reference on the structure of the English Language, say 'Fowler's Grammar unabridged,' or 'Angus' Handbook of the English Language.' I have recommended these books to be placed in every Public School in this County for the benefit of pupils and teachers. The subject of Township Boards of Trustees was also discussed at several of these meetings, and I believe that the public opinion of this County is going in favour of them."

2. COUNTY OF HURON AND TOWNSHIP BOARDS.

At the recent meeting of the Huron County Council at Goderich, the following resolutions were passed on the recommendation of the Education Committee of the Council:—

1st. That Township Boards of School Trustees be made compulsory, instead of permissive, as at present.

2nd. That in the event of Townships being divided into Wards, one Trustee be elected in each Ward, that the Chairman of such Board be elected by the whole Township, and that the nomination and the election be held at the same time and place as that of Councillors.

3rd. That the property qualifications required for a Trustee be the same as that at present required for Councillors.

4th. That the law be so formed that Township Councils interested in Union Sections, shall be compelled to raise an equivalent sum according to equalized assessment in each part of such Union Section, for all school purposes, including the erection of school-houses.

5th. That in Union School Sections, the management of such schools shall be controlled by the Trustee Board of that Township in which the school is situated.

6th. That the Warden and Clerk petition the Ontario Legislature at as early a day as possible, in accordance with the foregoing recommendations.

3. PREPARATORY CLASSES IN HIGH SCHOOLS CON- DEMNED.

The Public School Board at Ottawa has petitioned the Government as follows:—

The Public Schools so denominated—as contra-distinguished from High Schools and Collegiate Institutes—are legally governed and administered by Boards of Trustees elected by the people in the same manner, and by the same machinery as the Municipal Councils, and are thereby amenable to the judgment of their constituents, the ratepayers who support the said schools, who, if dissatisfied with their management, can at stated periods relieve them of