

JOURNAL OF



EDUCATION,

Province of

Ontario.

VOL. XXIII.

TORONTO, AUGUST, 1870.

No. 8.

CONTENTS OF THIS NUMBER :

ONTARIO TEACHERS' ASSOCIATION.....	113
I. PAPERS ON PRACTICAL EDUCATION.—(1.) Music in our Public Schools. (2.) Wasting Time in School	123
II. INTER-COMMUNICATIONS WITH THE "JOURNAL."—(1.) On Equations Involving the Radical Sign. (2.) Correspondence, &c. (3.) Solution to the Belfast College Problem.....	124
III. MISCELLANEOUS.—(1.) The Children's Prayer. (2.) What an Educational Journal should be. (3.) Facts relating to the Truant System. (4.) Compulsory Attendance.....	125
IV. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO	127
V. EDUCATIONAL INTELLIGENCE.....	128
VI. DEPARTMENTAL NOTICES.....	128
ADVERTISEMENT.....	128

ONTARIO TEACHERS' ASSOCIATION.

THE PRESIDENT'S ADDRESS.

BEFORE giving an account of the proceedings of the Convention proper, we insert, in the first place, the eloquent address to the Association of the President, Rev. Dr. Nelles, of Cobourg, and also of the Rev. E. H. Dewart of this city. Dr. Nelles said :—

UTILITY OF THESE ASSOCIATIONS.

As we are again assembled in our Annual Convention, permit me to open my remarks with a reference to the utility of such gatherings. It is a question with some whether they are really of much service. That must largely depend on the way in which they are conducted. If, however, we fail in effecting any great good, I trust we shall do no harm, which is more than can be said of some other assemblies. Even Parliaments are not always harmless, and whether doing good or evil, tax the people pretty heavily for their labours. Conferences, Synods, and Oecumenical Councils sometimes talk nonsense, and of late have almost seemed inclined to try how great a weight of absurdity the religious faculty will bear. Let us be encouraged ; whatever we do or say, we shall scarcely reach the abyss of folly attained by certain Cardinals and Bishops. Should these discussions not happen to shed any marvellous light, they will at least impose no taxes, fulminate no anathemas, and deluge no fields with blood. It is vacation with us, and if we choose to amuse ourselves with lectures, addresses, and debates pertaining to our profession, we shall perhaps return to our homes somewhat better prepared for the toil of the schoolroom. But we have a higher aim, and in due time shall effect something more than recreation. Nearly every year our Legislature makes an attempt at school legislation, and it

seldom happens that there is not room for more light even after the best exertions of all parties. There is commonly much writing in the newspapers, there are long debates in "the House," there are squabbles in committee, there are petitions and counter petitions, there are meetings of the cabinet, and suggestions from the venerable Chief Superintendent of Education, and sometimes with no other result than a general bewilderment of the legislators, and a withdrawal of "the bill." It is reasonable to suppose that an interchange of views among the teachers of the land may help on the formation of an enlightened public opinion, on which after all the success of our system of public instruction must mainly depend. I welcome you, therefore, teachers of Ontario, to this your customary gathering, and exhort you to an earnest and thoughtful investigation of the principles, methods and results of the noble calling in which you are engaged.

EARLY SPREAD OF EDUCATION IN ONTARIO.

In our last Convention, there was nothing to mar the harmony of our proceedings, and I trust we shall have on this occasion the same courtesy and order, the same willingness to communicate and receive information. The people of Canada, and especially of Ontario, may congratulate themselves that they begin their national career under a good system of popular education. In most countries, it has been otherwise. Even England herself, in so many ways the foremost among the nations, presents to us to-day, after a history of a thousand years, the melancholy picture of a great people unable to agree upon anything like a uniform and efficient scheme of common school training. With some European nations it is not quite so bad, but no people ever began its history under circumstances so auspicious in this respect as our own community. Here the schoolmaster is early in the field, pre-occupying the ground, leading the van, and preparing the way for all other agencies of a true civilization : elsewhere he has commonly come in at first as the helper of a favoured few, and only tardily and under many impediments has found access to the multitude.

HINDERANCES TO THE DIFFUSION OF EDUCATION IN EUROPE.

Paul, speaking of his intended visit to the Romans, tells them that though he "oftentimes purposed to come unto them he had been let hitherto." So a long time stood the schoolmaster looking wistfully at the neglected masses of the old