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TEMPERATURE

as observed by Hearn & Harrison, Thermometer and Barometer Makers, Notre Dame Street, Montreal.

THE WEEK ENDING			Corresponding week, 1882.				
Oct. 20th, 1883.	Max.	Min.	Mean.	Oct. 20th, 1882.	Max.	Min.	Mean.
Mon.	81	39	70	Mon.	71	50	60.5
Tues.	81	39	70	Tues.	72	50	61
Wed.	82	40	71	Wed.	73	51	62
Thur.	83	41	72	Thur.	74	52	63
Fri.	84	42	73	Fri.	75	53	64
Sat.	85	43	74	Sat.	76	54	65
Sun.	86	44	75	Sun.	77	55	66

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LETTERS-PRESS.—The Week—Annual Convention of the Ontario Provincial Teacher's Association—Sixth Fusiliers—Presentation of Challenge Shield and Prizes by the Governor-General and Princess Louise—Kind Hearts are more than Coronets—Keep my Secret—Sir Moses Montefiore—Echoes from London—The Quarrel of the Wheels—The Age of Newspapers—Foot Notes—The Little Black Sheep—Anthony Trollope—Varieties—'I'll Take what Father Takes'—A One-Sided Education—The Painter Millais—Echoes from Paris—Miscellany—By the Washes—Grant White's "Riverside Shakespeare"—Our Chess Column.

CANADIAN ILLUSTRATED NEWS.

Montreal, Saturday, Oct. 27, 1883.

THE WEEK.

THE banquet to Sir Hector Langevin, on Thursday, was a brilliant demonstration and a fitting tribute to a very deserving public man. The gathering was mainly non-political, and as such all the more creditable to the Honorable Minister of Public Works.

THE Apostolic Delegate for the Province of Quebec has arrived in the Ancient Capital, and will at once enter upon his duties. Mgr. Smelders is a Cistercian monk, and although only a simple priest, will take precedence over the episcopate of the Province for the period of his official stay.

THE French Radicals are again astir. Not content with letting the vexed Monarchical question rest, they are resolved, upon the re-assembling of the Legislature, to demand the expulsion of the Orleans princes. There is nothing more relentless and more inimical to real liberty than your rampant Radical.

THERE are also changes contemplated in the Quebec Government, which, it is said, will be announced within a few days. It is satisfactory to know that, at length, the authorities are awakening to the fact that something must absolutely be done to draw the Province from its present false and precarious position.

THE convulsions of nature are spreading over the earth. After Ischia came Java, then the islands of the Grecian Archipelago, and now we are told that several earthquake shocks have been felt at Gibraltar. These commotions doubtless arise from the same cause, which will engage the earnest attention of geologists.

THE Madagascar affair is again creating bad blood. The French Government having decided to pay Rev. Mr. Shaw an indemnity in money for the losses sustained by him at Tamatave, the Paris papers are loud in their denunciation of the act, and the matter will be made the subject of an interpellation before the Chamber.

THERE is trouble brewing in the North of Ireland. Lord Rossmore, Grand Master of the Orangemen of Monaghan, calls attention to the serious state of affairs in Ulster. He says that henceforth the self-restraint of Orangemen can-

not be relied upon. He adds that if the Government allow such disloyal meetings to continue in Ulster, the result will be bloodshed, and, perhaps, civil war.

SOME minor changes have been made in the Dominion Cabinet. Hon. Mr. McPherson, resigning the Presidency of the Council, assumes the Ministry of the Interior, vacated by Sir John Macdonald, who will thus be able to devote himself more exclusively to the general policy of the Government and the administration of his party. It is meet on other grounds that the Prime Minister should be allowed a period of comparative rest.

THE new Governor-General arrived in Quebec on Tuesday, where he met with an appropriately cordial reception from the Government and people. The Marquis of Lorne delayed his departure, purposely to be present at the arrival of his successor, and will not now leave Quebec before next Saturday. Repeating the sentiments of our last issue, we extend a hearty greeting to Lord Lansdowne and a respectful farewell to the Marquis of Lorne and Her Royal Highness.

WE desire to give the advantage of the circulation of the News to the following document issued by Mr. W. D. Johnson, Manager of the Commercial Agency of Dun, Wiman & Co., on the wicked policy of depreciation which is being pursued by certain unscrupulous parties in regard to our best financial and commercial institutions:—"It is to be deeply regretted that sensational rumors and innuendos reflecting upon the collective and individual credit of our banks and merchants are daily circulated. For a month past every day has brought with it a crop of these exciting causes of uneasiness, no class of trade interests being exempt from attack. In our opinion, after gathering pretty close data at most points, there is no good reason for apprehending any general commercial distress. The conditions which lead to general weakness are largely non-existent. No one short crop will cause any great or lasting trouble. With the effect still felt of previous fair harvests in our favor, the temporary evil of one low average growth can well be endured. Commercial interests will still maintain sufficient vitality to be secure from serious interruption. Most of the stoppages we have seen have been created by the most natural causes—would occur in the best of times and carry but little real significance with them—in so far as their reflection upon a community is concerned. If such interests drop quietly out from time to time it is a positive help. Many will remember the excitement of last spring and the character of most of the concerns which went to the wall. Wonder was afterward commonly expressed that the sensations of that time should have reached the pitch they did. Within the past ten days we have been asked the most ridiculous questions about some of our oldest and strongest houses. One of the latest—a house handling a capital of several hundred thousand dollars, with a bank balance in its favor of \$50,000 or more, and with a well-managed business. Another, with a balance in its favor of near \$30,000, conservative and able to pick its custom. No censure can be too severe upon the authors of these rumors, and if created in selfish interests, they take on a coloring disgraceful and unworthy in the extreme."

ANNUAL CONVENTION OF THE ONTARIO PROVINCIAL TEACHERS' ASSOCIATION.

PRESIDENT MACMURCHY'S ADDRESS.

LADIES AND GENTLEMEN,—

In the remarks which through custom it now becomes my duty to address to you, I propose to confine myself to a few of those points with which we, to whom the parents of the country entrust their children for nurture in all that truly ennobles a human being, should be especially conversant.

The work to be done under any school law is threefold. First, to provide sufficient and suitable school accommodation; second, to enforce regular attendance of all children of school age at the schools thus provided; third, to adopt the necessary means to secure for the children thus assembled a complete and efficient education.

On the first object, viz., school accommodation, I do not intend to say anything, except to state that very satisfactory progress has been made, and to express the conviction, which I have had for some years past, that too much attention has been paid to the material development of the schools—and slight interest taken in the well-being of the living agent—to the detriment of the progress of the country—since it is true for all time: like master, like school.

The population of this Province of the Dominion of Canada is now over 2,000,000, and by the last annual report (1881) of the Minister of Education, the whole number of school children is 434,224. From this number deduct one-seventh for those who are not likely to be found in the public elementary schools, and we have 415,049 as the number which should be taught in these schools. I may be allowed to express a doubt as to the accuracy of the returns in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of five and fourteen inclusive, forms about a sixth of the population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual Departmental Reports on Education, I find that for the year 1853 the daily average attendance was thirty-five per cent. of the number on the roll, for the year 1868 the daily average attendance was forty per cent., for 1880, forty-six per cent., and for 1881, forty-five per cent. So that, apparently, the annual increase in the average daily attendance has been one-half per cent. Examining the last report issued by the education authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was thirty-four, whereas the daily average percentage of the number on the roll for the same year was fifty-nine; in one city, the daily average attendance of those on the roll is reported to have been eighty-nine per cent. The school age in England and Wales is between five and thirteen; the percentage of the whole number of school children whose names were on the roll for 1881 was seventy; the daily average attendance of those whose names appeared on the roll for the same year was 88-45 per cent., and is year by year becoming higher. For Scotland, where the school age is between five and fourteen, the percentage for 1881 of the whole number of school children expected to attend public elementary schools, was sixty-six, and for those whose names were on the roll, the percentage of the daily average attendance for the same year was seventy-nine; also, as in England and Wales, this percentage is annually becoming greater. From these figures it is seen that we are far behind England and Wales, Scotland, and even the States of the neighboring Union in the matter of school attendance. The law compels the local school authorities to make provision for teaching all the school children in the country, the money has been invested for this purpose by the parents, teachers have been engaged for instructing the scholars; but though the machinery is complete in all its parts, the learners are not in the school-rooms. The financial loss, though it is not inconsiderable, is only the least part of the actual loss sustained by the people on account of the small daily average attendance of the scholars. Much more attention is required from trustees, inspectors, teachers and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us, that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions, in this essential requisite of prosperous school-keeping.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers; as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. It is quite unnecessary for me to state what are the conditions, both as regards literary attainments and experience gained in teaching, in order to obtain the certificates of the various grades; all these I may safely assume are well known to you. In the public elementary schools, there are 6,928 teachers engaged. By the last annual report of the Minister of Education they are classified as follows: Number of teachers holding third class certificates, 4,346; number holding second class certificates, 2,059, and number holding first class, 523; that is, the percentages of third, second, and first classes, respectively, are sixty-three, twenty-nine, and eight. You will observe, no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of Examiners, nor is the number of those holding permits only excluded from the third class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers to improve the grade of their certificates, and to continue without interruption in the profession. To secure these worthy ends the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service, and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which in the best interests of the country we all regret so much. I found it

impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given us to the longest period of service. Examining the list of those who are receiving the allowance from the superannuation fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of services in Ontario was respectively for the same years, 22. From this it is manifest, either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be fifty per cent. more. A man is only at his best as a teacher between the ages of forty and sixty or sixty-five.

We meet our scholars day in day out during the school year. What is our object? What have we in view in so far as we consciously set a definite aim before us? Is it simply to pass the time or to get a piece of bread? or to make keeping school a basis of operation for gathering money in all possible ways, by taking advantage of the legal holidays for outside business rather than, as designed by law, for reparation of energies and increase of knowledge? Must we confess that amongst the 7,000 teachers of Ontario there are some who put a noble profession to an ignoble use? Is it our aim only to give instruction in the representative subjects of reading, writing and arithmetic? We know that there are some able and zealous teachers, who devote their energies to their duty, and consider it to be the whole function of the schoolmaster. But is this so? Do we meet our whole obligation when we turn out boys and girls good readers, writers of a fair hand, and good at ciphering, expert at telling the location of different countries, etc., etc.? I ask each teacher who has given the question any thought, if he feels satisfied in his own mind that he has done his duty by the boys and girls of his school when he has dealt only with the intellectual part of their being?

Assuredly, I feel certain that I voice only the mature judgment of our efficient and zealous teachers when I give emphatically the answer No to the above question. Here I insert an advertisement which appeared in the public prints not many months since:—"A boy wanted; the boy that is wanted must be active, intelligent, cleanly in his habits, quick to learn, obedient, truthful, and, above all, must be honest." This advertisement clearly reminds us teachers that while we are to attend to the cultivation of the intellectual faculties, we are by no means to forget that if our boys are to fill the places where boys are wanted, we must with the utmost care develop, nurture, and strengthen good character. The conduct of a man, not his attainments, most concerns his fellows with whom he lives, and the nation of which he is a citizen. Many a man is honorable, faithful, and highly esteemed by those amongst whom he moves without being what is called educated. And, indeed, daily experience unmistakably shows us that a cultivated intelligence is often degraded to the worst purposes. It is therefore our deliberate aim, while giving the most earnest attention to the representative branches referred to above, also, with equal care at least, to attend discreetly and with unflinching zeal to the instruction of our scholars as to their moral obligations and duties. The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible; we should not attempt to split it.

Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never leave them out of view. Also, the first faint appearance of good intentions will be eagerly watched for and carefully tended, and obedience to an enlightened conscience insisted upon as the hidden spring of all right action. To do this is to claim for our noble work its rightful place, to hallow it with the special care and sanction of the Master of Assemblies. Verily, I declare unto you, brethren, that if I had the consciousness that my work in the school-room was limited by this life and the results of this life, the very spring of action and endurance would be removed. That I am accomplishing a purpose, doing a special work—how imperfectly the Master only knows. Faith is the sheet anchor by which I meet all discouragement and all disappointment, and at the same time from which I derive power to continue at the work rejoicingly. And who are they that would rob you and me of this, the source of our continuance and power in our chosen profession, the most important of callings? Every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train to habits of organized and steadfast effort. It should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities, or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Here I quote the opinions of two men, whose words, I doubt not, will have much weight with us. The first is that of a scientist, an earnest and success-