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ONTARIO TEACHERS' ASSOCIATION.

The annual convention of public school teachers of the Province of Ontario was held on the 7th, 8th and 9th of August, in the theatre of the Normal School. The proceedings were opened by the reading of the 23rd Psalm and the offering up of a prayer. The Secretary read a letter from Principal Dawson, of McGill College, stating his inability to read a paper at the present meeting in consequence of his having made arrangements to take a geological tour through the Maritime Provinces. It was expected that the President of the Association, the Rev. Pres. Snodgrass, of Queen's College, Kingston, would be present and deliver an address, but the following letter from him was read by the Secretary: "I very highly appreciate and now gratefully acknowledge the honour of being elected President of your important and useful association. When the election took place I was under an engagement to visit Britain this summer. To that engagement I am obliged to adhere, and tomorrow (D.V.,) I shall leave Kingston for Quebec *en route*, so that it is impossible for me to attend your next annual meeting. I ask your acceptance of this explanation of my absence, and beg to assure you that I very much regret my inability to be with you. Were I present it would be with an earnest endeavour both to profit by your deliberations and proceedings, and to discharge to your satisfaction the duties of the office to which you have appointed me. Since learning that I might address you in writing without being present, I have been unable from the pressure of other business to find time to do so in a manner satisfactory to myself. I therefore crave your indulgence, but I do so with the expectation of attending one of your annual assemblies before very long, and of having an opportunity of stating my views on some subjects connected with the school system of Ontario. Earnestly hoping that you shall have a happy and successful meeting.—I have, &c."

Mr. Edward Scarlett, School Inspector for the County of Northumberland, the 1st vice President of the Association, in the absence of the President, took the chair.

INCORPORATION.—The Secretary then stated he had waited up on members of the last and present Government, and the result was

that he had been advised by these members not to press their request for incorporation this year at least. Mr. McGann (of the Deaf and Dumb Institution, Belleville) moved the following resolution, which was seconded by Mr. J. Campbell: "That Messrs. McMurchy, McCallum and Anderson be and are hereby re-appointed to attend to matters connected with the incorporation of the Association."—Carried.

REV. DR. RYERSON'S ADDRESS.—At the evening session the Chairman introduced the Rev. Dr. Ryerson as the lecturer of the evening. Dr. R. proceeded to give expression to his views on the subject of education in general. He regretted the absence of Principal Snodgrass, the President of the Association, as he would have done so much to interest and instruct them. He (Dr. R.) had been surprised at the request of the Committee of the Association, as it had been stated, so confidently and largely, that he had yet to learn the elements of his native tongue. Such had been the representations on the subject, that he (Dr. R.) had begun to suspect his own identity, and to ask himself whether it was not a delusion that he had in boyhood not only studied, but, as he supposed, had mastered Murray's two octavo volumes of English Grammar and Kames Elements of Criticism and Blair's Rhetoric, of which he still had the notes that he made in early life; and had been called to assist teaching a special class of young persons in English Grammar when he was only fifteen years of age; and whether it was not a fancy that he had taught, as he supposed, with some degree of acceptance and success, what was then known as the London District Grammar School for two years, and had subsequently placed himself for a year under an accomplished scholar in order to read Latin and Greek. Somewhat disturbed by these doubts, he thought he would satisfy himself by writing to the only two gentlemen with whom he was now acquainted, who knew him in these early relations. In reference to the statements alluded to, and for the information and satisfaction of his friends of the Teachers' Association, he would read the short correspondence to which he now referred. Dr. Ryerson then read the following letters:—

TORONTO March 9th, 1872.

MY DEAR SIR,—I believe you were part of the time a pupil in what was then known as the London District Grammar School during the years 1821 and 1822, when I was acting Master of it.

Will you have the kindness to let me know what is your own recollection as to the attendance at the School, especially in the winter months, and the impression of the neighborhood generally as to its efficiency during the two years that I taught it,

I am, my dear Sir,

Yours very faithfully

(Signed) E. RYERSON.

Simpson McCall, Esquire, M.P.
Vittoria, Co. Norfolk, Ont.

VITTORIA, 12th March, 1872.

DEAR SIR,—I have your letter of the 9th inst. making inquiries as to my recollection of the London District School when kept in Vittoria in the years 1821 and 1822 under your charge. In reply I can assure you that I have a vivid recollection of the London District School during the winters of 1821 and 1822, being an attendant myself. I also remember several of the scholars with whom I associated, viz.: H. V. A. Rapelje, Esq., late Sheriff of the County of Norfolk, Capt. Joseph Bostwick, of Port Stanley, James and Hannah Moore.

The number generally attending during the winters of those two years, if I remember correctly, were from forty to fifty.

The School while under your charge was well and efficiently conducted, and was so considered and appreciated throughout the neighbourhood at the time; and after you left the charge of the London District School it was generally regretted in the neighbourhood.

I remember hearing this frequently remarked not only by pupils who attended the School under your tuition but also by their parents.

Dear Sir, I am,
Yours truly,
(Signed) S. McCALL.

To Dr. E. Ryerson,
Education Office, Toronto.

TORONTO, March 9th, 1872.

MY DEAR SIR,—I went to Hamilton, during parts of the years 1823 and 1824, to read Latin and Greek with the late Mr. John Law, that accomplished classical scholar, then Head Master of the Hamilton Grammar School. You were at that time one of the pupils in the school. I will thank you to have the goodness to inform me, as far as you know and can recollect, what was Mr. Law's opinion, and what was your own impression and that of the school generally, as to my application and progress in my studies.

Believe me, my dear Sir,
Yours very faithfully,
(Signed) E. RYERSON.

The Honorable
Samuel Mills, Senator, Hamilton.

WEST LAWN, 11th March, 1872.

MY DEAR DR. RYERSON,—I have your favour of the 9th inst., and beg to say, in reply to your questions, that I have a distinct recollection of having had the honour of being at the Hamilton Grammar School with yourself in the years 1823 and 1824, and that the late John Law was head master at the time. He was considered a highly educated and accomplished scholar, and was so well qualified for the position he held, that the school had a provincial reputation and was patronized by many parties living at a great distance by sending their sons to it; and the very fact of your attending the school gave éclat to it, as you were then considered a well educated young man, far in advance of the rest of us. Your studies, if my recollection serves me right, were confined entirely to reading Latin and Greek, and I know Mr. Law and the whole school looked upon you as being a credit to it.

Believe me, my dear Dr. Ryerson,
Always yours faithfully,
(Signed) SAM'L. MILLS.

To Rev. Dr. Ryerson, &c., &c.,
Toronto.

Dr. Ryerson then proceeded: He wanted to know what was our country's need. It needed education! He meant by the term education, that sort of knowledge that would place Canada at the head of American civilization. In order to develop all the resources of the earth and the works of God, it was necessary that the people should be educated. The very foundation of the development of the resources of the natural kingdom was the cultivation of a knowledge of our language. He dwelt strongly upon the importance of cultivating a thorough acquaintance with the rules and practice of reading, writing, and arithmetic, and also the rudiments of natural science, which latter knowledge was of the highest importance, to those engaged in agricultural pursuits. This he conceived to be the country's need in the highest degree, and there should also be a due regard paid to the moral education of the young people of this country. The country needed an education of a moral character to conduce to its prosperity. It was necessary that there should be teachers of these subjects, persons who were masters of them. It was on this ground that teachers should be

specially educated to form the character of the country, and develop the minds of the youth thereof. He spoke of the high importance of the office of teacher, as the latter was entrusted with a high and important duty, and it was highly essential that they should show, by the example they set to their pupils the great advantage of establishing good moral principles among those under their tutelage. He was strongly in favour of female teachers for young pupils, for no man possessed the kind heart, the patience, and loving sympathy of a woman. He spoke of the advantages and the impression left upon the minds of the pupils, of having comfortable school-house accommodation; he looked upon that as being one of the first principles to be carried out. In that particular respect the European Governments were in the advance of that of the Dominion; there should be a free school in every part of the land, as was the case at present in Prussia, and even in France, under the despotic rule of Napoleon. The Dr. then proceeded to allude to the question of superannuation, and he suggested that provision should be made for worn out teachers out of their incomes when in active employment; his principle was that the Government should give a dollar for every dollar paid by each teacher. He referred to this subject simply in an explanatory spirit, in regard to a clause in the School Bill referring to the Superannuation Fund. He concluded a speech of about an hour's duration with some practical remarks upon the latter subject, and the system of education generally. His remarks were most attentively listened to, and were occasionally applauded.

Mr Harris (of Kent) proposed a vote of thanks to the lecturer, and, in a few laudatory remarks, Mr. McCallum (Hamilton) seconded the motion, which was carried.

TECHNICAL EDUCATION.—Mr. J. Howard Hunter, M.A., (Principal of the Collegiate Institute, St. Catharines), then proceeded to read a paper on "Technical Education." In the course of his remarks, the speaker spoke strongly in favour of instilling Technical education into the minds of the rising generation. It was of the highest importance to both the artizan and agricultural classes. He welcomed the establishment of the College of Technology, and also of the Agricultural School. He instanced the success which had attended what he termed the "Industrial Universities" of Europe, and he strongly urged the necessity of establishing such colleges or technical educational institutions as would afford young farmers and operatives the opportunity of acquiring a thorough knowledge of the calling or trade in which they were engaged. He advocated the idea of founding travelling scholarships, which would enable the students at such institutions to visit the continent of Europe and other places where they would have an opportunity of gathering the requisite knowledge of the trade in which they were engaged, to make them an honour to Canada, and thoroughly competent workmen. Mr. Hunter's paper, which occupied nearly an hour in the reading, was of a most exhaustive and comprehensive character, and was most attentively listened to throughout.

Mr. J. B. Somerset moved, and Mr. J. R. Miller seconded a vote of thanks, which was accorded to the reader of the paper.

The discussion of Mr. Hunter's paper upon Technical Education was afterwards opened.

Mr. Hunter, in introducing the discussion, said that the purport of his paper was "Technical Education" from the primary school upwards. The great question was how to economise time on this occasion, and in order to give the discussion a more definite direction, he might state that the principle to be discussed was, how far it was practicable and desirable to carry out the teaching of scientific knowledge in our primary schools; also how far in regard to our higher schools, or, as they might be called, industrial universities.—Mr. McGann, by way of opening the discussion, said he had not heard the paper read; but was sure, from the known ability of the author, it was worthy of attention.—Mr. McCallum, M.A., said he believed the subject was one which ought to receive more attention. He thought the object in view ought to be the development of the powers of observation and reflection in children, which he would bring about through experiments and demonstrations. He believed in teaching them to be able to read, write and speak their own language, and would throw in Natural History as a sort of pastime, which would serve to interest the minds of the children in their more severe and drier work.—Mr. J. B. Somerset moved a resolution to the effect that it is desirable that the teaching of Natural Science should be introduced into our public schools. He felt there was a great want in public schools in this respect, and could not be neglected without serious detriment to the interest of the schools and the country. He advocated the introduction of models to illustrate and apply the subjects in Natural History which might be taught. Indeed, he would approve of a more practical system of teaching altogether, and thought there should be less cramming: for certainly the one mode was more in favour of developing the intellectual powers of

the pupils than the other.—Dr. Cumford seconded the resolution.—Mr. J. B. McGann thought it possible to make even English Grammar an interesting study to the pupils, and gave an illustration of his own system, by which he pressed upon their minds the difference between the transitive and intransitive forms of the same verb by the use of the preposition, and suiting the several demonstrations given to the explanations offered.—Mr. Cameron, Cobourg, thought that in endeavouring to carry out the teaching of Natural Science in the spirit pointed out in the motion, grammar and the study of our language generally would be lost sight of. He thought a little more time should be devoted to the cultivation of grammar and such subjects. He thought it impossible that this science could be carefully taught, and at the same time give due attention to more important subjects.—Mr. Hunter said he understood the speakers to mean, that it was impossible to introduce the teachings of Natural Science in any form by object lessons, and at the same time give justice to the teaching of the “three R.’s.”—Mr. McCallum, of Hamilton, said of course it was necessary that teachers should take care that neither this or any other subject should occupy too much time, and illustrated what he meant by this by referring to a schoolmaster who had been found fault with for not giving due attention to penmanship. To amend this, he kept his pupils writing a whole week. He urged upon them the necessity of making learning a work of the mind and not a mere repetition of words. Let teaching be of a character which will fit the children for the position they may occupy in life.—Mr. Miller, Goderich, approved of the object lessons and of the introduction of Natural Science. He also said he would approve of allowing the pupils the privilege of asking questions on any subject upon which they found themselves in any difficulties. He did not think it right that children should be mere machines for working questions, reading out of a book, or spelling words.—Mr. Fotheringham thought teachers should bring, and make their scholars find for them, specimens illustrating their natural science lessons. He, too, was in favour of the system of teaching technically, and said there might be more advantage obtained from object lessons in two hours than in the pursuance of the purely elementary system.—Mr. Glashan said it must of necessity turn out that teachers will adopt the teaching of Natural Science, for the course of the whole world had been progressive in that direction, as well as in others, and teachers too must advance. Remarking upon the difficulties attending the introduction of Natural Science into schools, he said not the least was the inability of teachers to impart a knowledge of it; and even inspectors would be none the worse for a touch up in this direction. With regard to models, he thought every man should make his own models. Tyndall himself was never satisfied with an experiment made by another man; and the very fingering of the materials required to make a model set a man’s brains in active operation. By all means let there be method in their teaching, he said, and do not crowd in too many subjects.—An animated and lengthy discussion ensued, in which the greater number of those present took part, and were apparently nearly all in favour of the resolution which was finally carried.

GOLD MEDAL.—The following letters were read from Dr. Hodgins, enclosing one from Mr. McCabe, Toronto, in which that gentleman intimated that he would offer a gold medal to the student standing highest in the division, obtaining first-class certificates before the Board of Examiners of the Department of Education, for 1873. The announcement was received with applause, and a motion that it be received and taken up in the convention was unanimously carried. The letters were as follow:—

EDUCATION OFFICE,
TORONTO, 6th August, 1872.

SIR,—I have great pleasure, as requested by the Chief Superintendent of Education, to enclose herewith the copy of your letter addressed to this Department by William McCabe, Esq., LL.B., in which he makes a most liberal offer of a Gold Medal, to be awarded to the candidate for a first-class Provincial Certificate, who obtains the highest rank among those who may compete for that certificate in Ontario, in 1873.

Mr. McCabe has himself been a most successful and enterprising teacher, and though he has at present retired from the profession, he has by this most praiseworthy act shown how strong his sympathy is with it still, and how deeply anxious he is for the maintenance of the high rank in that profession to which he himself attained with such credit.

Would you kindly communicate to the Teachers’ Association, over which you preside, the purport of this note.

I have, &c.,

The Very Reverend (Signed) J. GEORGE HODGINS,
Principal Snodgrass, D.D.,
President of the Teachers’ Association of Ontario,

(Enclosure.)

TORONTO, August 3rd, 1872.

J. GEO. HODGINS, Esq., LL.D.,
Deputy Superintendent of Education,
&c., &c.

DEAR SIR,—I beg to offer a Gold Medal, open to all competitors, to be awarded at the examination of 1873, through the Department of Education, by the Central Board of Examiners, to that one of the candidates, for first-class certificates of qualification as teacher, who shall stand first in the highest A class, and who shall, other things being equal, give satisfactory evidence of the greatest success and aptitude in teaching.

As a former member of the profession, I think it desirable that distinctions of this character, long obtainable by those entering upon the other professions, be attached to one which ranks among the first, both in importance, honor and usefulness.

I would be very much pleased if the Chief Superintendent would be good enough to undertake to make the presentation to the successful candidate, either at the annual meeting of the Teachers’ Association heretofore held in August, or at such other time, or in such way as he may desire best.

I shall be glad to confer with you as to the design and other details respecting which your extended experience will be of the greatest service, and I shall place the medal in your hands so soon as it can be suitably manufactured.

Will you kindly call attention to the matter in such terms as you think best, in the next issue of the *Journal of Education*, that competitors may have ample notice.

Yours respectfully,
(Signed,) WILLIAM McCABE.

SUPERANNUATION.—The report of the committee on the subject of superannuation was the first business, and the subject of technical education, having already occupied so much time, was dropped.

The Board of Directors reported that copies of the petition against the clause referring to superannuation, inserted in the Education Act in 1871, had been forwarded to the public school inspectors of the various counties in the Province, and that a few copies, whose presentation to the Legislature of Ontario was not otherwise provided for, were duly laid before the Provincial Parliament by A. Farewell, Esq., M.P.P. This report was adopted.

Mr. Johnson argued that the right of teachers to a share in the superannuation fund as a “right” and not as a matter of appeal. He considered it as anomaly that the teachers of Ontario should be taxed by the government in the superannuation fund when the government did not pay the profession. He controverted the idea that there was any analogy between the case of the Wesleyan body and the teachers as some stated. He criticised the clause in the School Act relating to the Superannuated Fund, and moved a reference to it as above. “That in the decided opinion of this Association, the clause of the School Act of 1871 which relates to the Superannuation Fund, should, in compliance with the wishes of the great majority of the Public School teachers, expressed through the medium of their various local associations, be repealed. Mr. Henry Dickenson seconded the resolution. After an animated discussion, Mr. McCallum moved the following amendment to the resolution: “That the convention approve of the Superannuation clause in the School Act, on the following conditions: That all gentlemen connected with teaching should be included in the provisions of the law, and that some share in the management of this fund should be assigned to the teachers themselves, and that the principle be admitted, that after serving a certain number of years, teachers shall have a legal claim to participate in this fund whether he retires from teaching or not.” He said that all inspectors and teachers should be entitled to all the benefits of the fund. There should be, however, no taxation without representation. The convention, however, must be unanimous. In Wentworth the teachers association were against the whole thing by 10 to 1. Having in view the fact that the Government had given \$12,000 this year, shewed a tendency on their part to take the whole matter into their hands. Mr. Hunter read the 43rd clause of the act, and remarked that it was not intended to apply to high schools, yet the amendment providing for “all gentlemen connected with teaching” would not apply to them but to private teachers. He derided the pittance which this fund would give the recipient—in fact, about \$116 per annum. In twenty years, if money increased in value as at present, it would not support a Newfoundland dog. The arrangement would not be worth a cent if thrown on to the money market, they would realize nothing save much profanity. The arrangements were worthless, and it was monstrous to force on to unwilling men such a system of insurance. The Secretary said that the \$4 paid to the fund brought a better dividend than any

insurance company, if it brought an income of \$116. Mr. Miller proposed that Dr. Hodgins should be sent for, to give some information on the subject of the Superannuation Fund. This was agreed to. Mr. Hunter said it required much argument to make teachers take a part in this beneficial measure. Mr. McMurchy said that \$4 would bring a handsome dividend, but he forgot the word "if"—if the fund would permit it—which made all the difference. He condemned the conduct of a county inspector, Mr. Ball, of Welland, who had actually threatened the teachers in his district if they did not support the superannuation clause, and also had informed some candidates for certificates that it was his will that they should support the clause. He wanted Dr. Hodgins to state what official instructions Mr. Ball was acting under, if any. Injustice was done also in the matter of the petitions. Mr. McGann criticised the provision of the clause as an insult to the teachers. Dr. Hodgins, having been requested to address the Association on the subject, said he sympathised with them in the smallness of the grant, but when they had asked the House for an increased grant, they had been met by the question, "What are the teachers themselves doing?" They had in truth taken little or no interest in it, and until they did so, they could not ask for increased grants. Again, some did not oppose the principle, but it was at first not entertained by the Legislature; and it was only during the past few years they had been able to establish it. He felt that they could not embody the exact principle desired by the teachers. They had been unable to get the amount increased until last year, and it must be remembered that thousands of dollars could not be asked from the Legislature unless it could be shown that teachers were doing their part in the matter. It was important, however, to have obtained a recognition of the principle that the profession was entitled to a retiring allowance. Although all was not done in the matter that was desired, yet the best was done that could be. Dr. Hodgins proceeded to read from a letter written by Dr. Ryerson to the Treasurer on the subject. This letter showed great diversity of opinion among the teachers on the subject. It appeared that it was the fluctuation in the allowance which caused discontent. The rev. doctor made some recommendation with regard to the subject. This letter was laid before the House of Assembly, with other correspondence, and ordered to be printed. It was dated the 27th of February, and was as follows:—

Copy.)

EDUCATION OFFICE,
Toronto, 27th Feb., 1872.

SIR,—I have the honour to state, in reference to the recent conversation which I had with you in regard to the Superannuation Clause of the School Act, that I addressed a circular (hereto appended) on the subject to the various County Inspectors. In reply to that circular, the Inspectors of the Counties of Essex (No. 1), Lambton (No. 1), Oxford, Perth, Brant, Norfolk, Haldimand, Halton, North Simcoe, North York, Prince Edward, Frontenac, Lennox, Addington, Leeds, Carleton, Stormont and Prescott, and Russell, report that, so far as they know, no petitions for or against the Superannuation Clause has received any signatures in those counties.

The Inspectors of the other counties report as follows:—Kent, one petition for and one against the clause; Huron, one against and one for the fund; Bruce, nine out of every ten are in favour of the clause; Wellington (1st and 2nd divisions), one for and one against; Waterloo, no certain information; Lincoln, three against, none for; Welland, eight for and none against; Peel, three against, none for; Ontario, seventy out of seventy-six teachers signed petitions in favour of the clause; Northumberland, one for and one against it; eighty teachers, or nearly all, signed petitions in favour of the clause.

As to the state of feeling on the subject among the teachers, nearly all the Inspectors report a great diversity of opinion on the subject; others report mere passiveness, and the remainder, such as Waterloo, Oxford, Middlesex and Peel, strong objection to the clause. In the case of Lambton, Ontario, Perth and South Hastings, an almost unanimous expression of opinion has been given in favour of the clause as it now stands.

In regard to the classes of teachers opposed to or in favour of the clause, the Inspectors almost invariably report the former to be "those who do not intend to continue long in the profession of school teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through college, or into something else"—persons "who intend to make teaching a stepping-stone to something else"—"those who look more at the money than at the principle involved"—"those who have received incorrect or partial information on the subject"—those "who are opposed to compulsion in every form," and those "who oppose the whole scheme on various grounds." The great mass of the teachers, however, are either passive in the matter, or, having been for some time in the

profession, are strongly in favour of it, and hope some day to derive advantage from it.

As to the grounds of objection to the distribution of the fund (as now authorized by law), which have been urged by very many earnest and faithful teachers, I entirely sympathize. I would gladly see the law modified so as to meet their reasonable wishes. These teachers object to the present scheme chiefly on the following grounds:—

1st. That teachers must be "worn out" before they can receive any aid from the fund. As one Inspector remarks: "Many of the best and most devoted teachers look forward to a time when the work and worry of the school-room will be over, and they hope that their withdrawal from the profession may take place, at all events, a few years before they are incapacitated by infirmity, and unable to teach a school any longer. Like the merchant, the mariner, and others, they hope for retirement while health, and the capacity for enjoying retirement, remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. This feeling is not unknown to many of the best men in other professions, when they begin to grow old."

2nd. The second reasonable ground of objection is the uncertainty of the amount of the pension payable for each year's service. For some years the state of the fund has been such that I have only been able to apportion from one to two dollars for each year's service, but last year the amount was only two dollars a year; but this year (out of the \$12,500 which I took the liberty to recommend being placed in the estimates for this service) I shall be able to apportion at the rate of about four dollars for each year's service. If the teachers who become superannuated could only rely upon the maximum fixed by Law many years ago (viz., six dollars for each year's service), I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent.

In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined, at which any teacher who has subscribed to the fund should have the right to retire and receive a pension. A sliding scale of allowance might also be fixed, definite in amount, and not liable, under any circumstances, to fluctuation. The basis to be adopted might be that fixed in the Superannuation Act of Civil Service, as passed by the Parliament of the Dominion.

In regard to the objection against compulsory payment to the fund, I need only remark that it is a principle invariably incorporated into every pension scheme which has been adopted either in the Civil Service in various countries, or among different religious bodies everywhere.

I hereto append a copy of the circular sent to each Inspector, asking for this information. Should you desire it the replies received will be enclosed for your perusal.

I have, &c.,

(Signed) E. RYERSON.

The Hon. Alex. Mackenzie,
Treasurer of Ontario.

COPY OF POSTAL CARD SENT TO INSPECTORS, 19TH FEBRUARY,
1872.

"Please inform Department, without delay, of the number of petitions for and against the Superannuation Clause; also, what is the present state of feeling among Teachers on the subject."

Dr. Hodgins answered several questions on point of detail connected with the subject.

It was then moved by Mr. Alexander, and seconded by Mr. Watson, "That this Convention approves of the principle of a superannuation fund for public school teachers," but this was subsequently withdrawn, and upon the previous amendment being submitted to a vote by the public school teachers it was lost, and the original motion was declared carried.

Subsequently a vote of thanks to Dr. Hodgins, for his explanation of the superannuation fund, was unanimously passed.

PROFESSOR ROBINS' ADDRESS.—In addressing the members of the Association, Professor Robins, of Montreal, referred to the past difficulties of the profession in Canada, and said he was glad to think and hope they were advancing. With regard to the Province of Quebec, he said he was sorry to say things were not in such a good state as in Ontario, and he hoped those in this Province would do what they could to help forward their cause. He then proceeded to read a paper, upon the difficulties he had met with as an Inspector of Schools in the city of Montreal. He said no teacher could reasonably object to have his school inspected (hear, hear); although he related some rather funny objections he had heard of. Two questions he would pay attention to on this

occasion, and these were—how inspectors should examine schools, so as to know their exact state in regard to spelling, writing, reading, and arithmetic. As to spelling, he did not believe in oral examinations, and preferred dictation and the writing of a short narrative. He would also lay much stress in this way upon good or correct writing, to such an extent as to make letters distinct. He did not quite approve of the "standard" system. He then referred to writing, and said it was impossible to form a proper estimate of it from close examination of one copy, and preferred to have specimens classified and their merits determined upon by comparison with acknowledged standards. In reference to arithmetic, he gave some of his own experience in this department, and said he was in the way of using papers of four grades. Reading, he considered, might be said to consist of pronunciation, emphasis, and intonation, and though he did not think it was a matter in which he could point out what was to be done, he thought it was one in which much might be done by emulation.—In reply to a question, he (Professor Robins) said, in speaking of a pupil who had correctly spelled ninety-three out of one hundred words, he referred to the average pupil. He did not, in arithmetic, allow any merit for questions right in the mode of operation but wrong in the mechanical working. He held the opinion that correctness was the principal thing in arithmetic, although some of the members thought he drew the line too hard in this respect. (Applause.)

Rev. Dr. Ryerson gave the history of the Professor, paying a very high compliment to that gentleman's ability and the brilliant course he had pursued in his scholastic career.—Mr. Hunter moved, seconded by Mr. McCallum, a cordial vote of thanks to Professor Robins, which was cordially passed.

THE HIGHER EDUCATION OF WOMEN.—Mr. Lewis, Toronto, read a paper upon the "Higher Education of Women." Not only did men of the highest ability demand the higher education of women, he said, but women of what he considered abilities equal to those of the other sex also demanded that right. The advantages of education were not those of a class, for it was now recognized that wherever the great mind existed there these advantages ought to be expended. Why, then, refuse it to women? He said that women had proved themselves equal to men in every department of science and literature, and even if it were granted that they were not, this was no reason why the highest educational advantages should not be offered to them. He argued that it was not a question of ability, but of expediency. He thought the present system of things made woman in some ways the next thing to a serf, for no man could exercise the same power over another man as he could over his wife. This state of things began when mere animal force was the ruling power—when might was right. They did not now exercise their powers in such a great degree, but they still shut women out from all the well-paid situations in life on the plea that they were not fit to occupy these places, and that home was their proper sphere. This latter point he granted; but that should not shut her out from all the mental acquirements to which men were admitted. An ill-educated wife was the greatest drawback to advancement a man could have; and the offspring were at a loss from having but one proper model to copy from; and the wife was likely to discourage in her children the culture of the mind, in preference to the mere outward decoration of the body. The supremacy of an aristocratic family connection had ceased to rule, an aristocracy of money was taking that place in these western climes; but an aristocracy of intellect was the highest imaginable state of civilization, and in this women must have a part, and be admitted to any office of usefulness and honour for which they were qualified. Women ought no more to be educated so as to fit them for wives than men were merely educated for husbands; and though we heard much of the former being the case, we never hear anything of the latter. There was nothing that men could urge against the opening of all positions in the world and the church to women but prejudice. If women think fit to speak the sentiments we enjoy so much when they write them, what had men to urge against it? Christianity needed new forces to battle with sin and vice, and why not accept the help of woman, than whom there was no power greater, among those of her own sex? She alone had an intuitive knowledge of the finer feelings of women, and knew how to gain her confidence, when the words of advice spoken by a man fell harshly upon her ear. He approved of the admission of women into the medical profession, and accounted for the opposition of medical men to this from the fact that they were afraid of the competition thus offered to them. Trades-unionists themselves had not exceeded them in their endeavours to have things all their own way, nor yet in the disgraceful course adopted to gain this end. The solution offered to the question—"What is a woman to do to make a living?"—was "Marry." This, he considered, was degrading that sacred institution, as well as the name of women. He placed no limit to

the liberties which should be given to women as to what part they may play in the politics of the country, any more than in the other spheres. He believed their influence would purify and refine politics, as it had already done society and religion. He did not quite go the length of advocating the opening up of political situations to women, but he argued that if women showed themselves equal or superior to men in any sphere, they ought to be selected in accordance with their fitness, and not be rejected in defiance of this because of their sex. He was loudly applauded on sitting down, as well as at various times throughout the reading of the paper.—Mr. E. H. Stowe, of Toronto, moved a vote of thanks to Mr. Lewis for his able and interesting paper; and Miss Sherlock, of New York, seconded the motion, which was carried with great enthusiasm. The meeting then adjourned.

FINANCIAL STATEMENT.—The first business on the programme was the reading of the financial statement by the treasurer, which showed the total income for the year to be \$135 93; expenditures, \$76 95; and cash on hand, \$58 98. From this, it appears that the society is in quite a flourishing condition in a financial respect, and compares very favourably with former years. The report was received and adopted.

NEW REGULATIONS AND LIMIT TABLES.—Mr. S. McAllister, Toronto, read a paper on this subject, saying, as he introduced it, that it was not altogether a pleasant subject, in so far as he had to speak of the superiors of the department not altogether favourably. He criticised the way in which they laid down the regulation with regard to the ventilation of schools, and also as to the training of teachers. He approved of the lengthening of the vacations in high schools, and wished the same could be done in public schools. He considered the limit table was impracticable, and even in most cases impossible, with regard to the disposition of time to each subject, in which he would have a number of reforms, though he, at the same time, approved of many. He also objected to granting certificates to Normal School students before they had attained sufficient experience in the Model School.—Mr. Fotheringham proposed a vote of thanks to Mr. McAllister for his very able essay, which, being seconded, was carried unanimously.—After some remarks by several members, Dr. Crowe expressed the opinion that the public examinations were an actual nuisance. After commenting upon writing on paper by children, the time given to each subject, he said he approved of teaching by object lessons. He objected to the model schools, and said the fact was that they were no models at all; for it was impossible that the model could be carried out in practice.—Mr. Deerness thought that putting a limit to the time of attending the model schools was putting a damper upon ability, and took objection to the way in which first-class certificates were granted to those "keeping" schools under third-class certificates for five years.—Mr. Monro said he knew of teachers who had obtained first-class certificates under a recommendation from trustees who could not sign their own name.—Mr. Hunter thought the Normal Schools must have vastly improved since a late report, if six months attendance at them was equal to five years' practical teaching.—Mr. McIntosh said it was a mistake to say that the system of the model schools was a fixed thing, and that teachers were bound to act strictly in accordance with the models there laid down. They were to adopt the principle only so far as practicable. He had found himself immensely helped by the experience he had gained at the Normal School.—Mr. Fotheringham, while believing in keeping by the laws laid down by the Board, was not quite in favour of the style of things with regard to the holidays. He thought the holidays ought all to be given in the summer time, as many boys, especially in the country, could attend only in the winter time, and he thought they should be allowed to have as much advantage as possible.—Mr. Alexander objected to the carrying out the limit time-table in its rigidity, and thought more should be left to the good sense of the teacher, seeing that the state of perfection attained in a certain class was the best criterion of the time to be spent upon the subjects taught in it. He defended the Normal School, and said that only those who had had the advantage of being there could speak regarding it with authority. He also considered the value of the Model School very great.—Mr. McCallum thought the teachers really were allowed a little liberty with regard to the limit time-table. He had his opinion regarding the Normal School, and thought no man had anything to say against that institution, beyond hoping that it would progress with the age.—Mr. Glashan thought a matter which ought to have had more attention was to teach children how to learn; and he held that in this respect the limit time-table was no help. He defended model schools, and said they were not properly understood. He said there was a great difference between the lower classes in town and in the country; in fact there was no lower classes in the country.—Mr. Mackinnon said he found a difficulty with farmers

with regard to the programme laid down for teachers, in so far as they could not have their children educated in the arithmetical rules which they thought would be useful to them in commercial matters, without they, at the same time, took up the corresponding branches as per the limit time-table.—Mr. McAllister regretted having mentioned Normal Schools, as it seemed to have shaken the red flag in the bull's face—all in connection with that institution had been after him. He replied to several exceptions that had been taken to the remarks in his paper; and after these remarks the subject dropped.

NOMINATION OF OFFICERS.—The committee appointed to nominate officers for the ensuing year, reported in favour of the following gentlemen, who were elected accordingly:—President, Professor Nicholson, Toronto; Vice-Presidents, Messrs. R. Alexander, E. B. Harrison, J. H. Hunter, M.A., D. J. Johnston, G. D. Platt, and Dr. E. Crowle; Treasurer, Mr. S. McAllister; Recording Secretary, M. A. McMurchy; Corresponding Secretary, Mr. Thos. Kirkland, M.A., Councillors, Messrs. McIntosh, McCallum, Glashan, Watson, and Anderson.

STANDING COMMITTEES AND DELEGATES.—High Schools—Messrs. Hunter, Strang, Tamblyn, Anderson, and Miller. Public Schools—Messrs. Alexander, Lewis, McAllister, McCabe, and Smith. Inspectors—Messrs. Miller, Fotheringham, Scarlett, McCallum, and Turnbull. M. R. Alexander was appointed delegate to represent the Association at the next meeting of the Protestant Teachers' Association of Quebec; Mr. J. R. Miller to be alternative delegate.

HIGH SCHOOL COMMITTEE.—Mr. Hunter moved the adoption of the following report from the Committee on High Schools: That the Teachers' Association would respectfully urge upon the early attention of the Legislature the complete reorganization of the Council of Public Instruction upon a representative basis; and that the Association would further urge the importance of the following provisions: (1) That the Council include one or more properly elected representative of the following classes, viz:—Masters and Teachers of Collegiate Institutes and High Schools, Masters of Public Schools, and Inspectors of Public Schools. (2) That the representatives of the several interests shall return to their constituents for re-election at intervals of time not exceeding three years. (3) That full reports of the Council's proceedings be published in the *Journal of Education* after each meeting, the various resolutions and amendments proposed, having appended thereunto the names of the movers and seconders, the Yeas and Nays being, in every case of division properly recorded. (4) That an allowance for attendance and mileage be granted out of the Provincial Treasury to non-resident members of the Council. Mr. Alexander moved that the report be referred to the Committee on Incorporation, and that the names of Mr. Hunter and the mover be added to that committee. After a good deal of discussion, Mr. Hunter accepted Mr. Alexander's motion, with the understanding that the combined questions of corporation and representation shall be taken up by the Legislature next session, and otherwise the principle of representation alone be urged upon them in the terms of his motion.

AUDITORS' REPORT.—Mr. Hunter reported, for the Auditors, that the books of the Treasurer were correctly and carefully kept, and the report was adopted. The meeting then adjourned.

PUBLIC SCHOOL COMMITTEE.—The first clause in the report recommended that an addition of lessons in Natural Science be made to the fourth and fifth text lesson books; and this was proposed in order to keep down expenditure in new books. But it was argued that this would cause the issue of a new text lesson book, against which the country would be certain to appeal. It was therefore negatived by an overwhelming majority. Clause second, also proposed to change the text-books in order to have the meanings of words placed at the beginning of each lesson, as well as the Latin and Greek prefixes, roots, and affixes. This was also lost. Clause third was to the effect that the "Companion to the Reader" should contain some method of teaching the pronunciation of geographical and historical words. An amendment was moved that the pronunciation of the words referred to be inserted in the next edition of the "Readers." The motion and amendment were both lost. Fourth—That every text-book be placed for twelve months in five schools in the district, to have its worth and utility tested before making its use general. It was complained, in connection, that books were placed in the hands of teachers without the least previous notice; and one gentleman asserted, with regard to the sixth text-book last issued, that after he had purchased a copy, which the bookseller asserted was authorized by the Educational Department, the head of that department had actually asserted that it was not yet issued. After discussion, the clause was lost. Fifth—That a standing committee of this Association be appointed, whose duty it shall be to examine the present authorized text-books, and suggest any im-

provements in such; and further, that all new text-books be brought under their supervision, funds being placed at their disposal to enable them to carry out in an efficient manner such duty. Carried.

Further, That the committee were in favour of a Legislative grant to secure the services of a legal adviser for the benefit of this Association, if it do not bear too heavily on the funds. This was negatived also. A vote of thanks to the committee was then passed. Mr. Johnston moved that Mr. Hunter, Mr. Campbell, and himself be appointed a committee to wait on the Attorney-General, and represent the views of the public-school teachers with reference to the superannuation fund, as expressed by this Association after discussion. The motion was carried.

NOTICE OF MEETINGS.

It was moved by Mr. J. Campbell, seconded by Mr. Somerset, "that one insertion of the notice of the annual meeting of the Association be published in the principal daily and weekly papers in this city, at least one week before the meeting." Mr. McCallum moved as an amendment that the notice be inserted in *The Globe* only, seeing that this paper was read by everyone, which could not be said of the rest. Both the motion and amendment were ruled out of order, not having been previously submitted to the Board of Directors.

It was also moved by Mr. Anderson, seconded by Mr. Glashan, that a committee on text books during the forthcoming year be appointed.

RECEPTION OF DELEGATES.—This business, which had been down upon the programme more than once before, and which the secretary regretted had been delayed on account of the heavy press of other business, was now proceeded with. From the reports given by these delegates it would appear that the local associations they represented are in a flourishing condition and yearly gathering strength, both as regards numbers and public enterprise. It also appeared that in the great majority of counties the feeling against the compulsory payment of subscriptions to the superannuation fund was very great, and the determination to oppose it and have it removed, if legitimate effort would gain that object, has also been very generally adopted. The membership of these associations varied considerably, some of them reaching one hundred. The number of teachers represented by these delegates was somewhere over one thousand. The attendance at the convention has, this year, increased sixty per cent. Mr. J. Campbell said he had a matter of much importance to every teacher to bring up. When the School Bill was discussed in the Local Legislature of Ontario, he attended during a great part of the debates on the various clauses, and was present when the amount of the Legislative grant was appropriated for the year. He was pleased to hear from the President of the Council, Mr. Blake, that the grant was largely supplemented, with the sole object of increasing the teachers' salaries, which he considered very inadequate, and not in keeping with the progress of the country. He did not remember the amount of the supplement, but would ask if any teacher had been benefited in consequence; and he would throw out the hint to those present, that they may use the argument with trustees as a precedent for asking an increase of salary, if the grant cannot be appropriated otherwise than as referred to in the Public School Teachers' Report. Mr. Lewis gave some statistics regarding the salaries paid to teachers in England. The lowest average salary there was \$400 per year, and the general salary from \$750 to \$1,000. Liverpool had lately fixed the salaries as follows:—Head-masters of public schools, \$1,000, with Government grant, which would be equal to something like \$100; head-mistresses, \$600; and the lowest salaries were fixed at \$350 for males and \$250 for females—the class receiving the last quoted scale of pay being certificated teachers on trial. He said we were always told that things were much better in this country than in England; that mechanics were more highly paid, as were all classes of labourers; but what of the comparative salaries of the teachers of the rising generation? He asserted that the cost of living in Canada was much higher than in England; it was so in towns, he was certain; and he presumed things were pretty much the same in the country. He thought this was a matter deserving the consideration of the Association, and at the same time a thing that had little to recommend its continuance as a matter of fair play.

NORMAL SCHOOLS.—The Convention met again in the afternoon. The first order of business before the meeting was Mr. Kirkland's essay upon Normal Schools. That gentleman said he would not, at this late hour, inflict upon his hearers the essay in full, but would give, in as few words as possible, a synopsis of the contents. The first resolution he would propose to discuss in that essay, was that no person should have a certificate of any grade, unless they had some practical professional training. A higher state of training was required before the profession could have the desired respect from the public, and as long as the door was opened to every man

who got tired of working the spade and the hoe by third-class certificates, there was no use asking for higher salaries, since in this, as well as in every other sphere of service, demand and supply must regulate the price of the labour. Mr. Kirkland put his resolution in the following words:—"That as teaching is a profession as much as law, medicine or divinity, its members require professional training; and that no person should receive a certificate of qualification to teach a public school who had not received some professional training." The resolution was carried unanimously. In the second place he proposed that one or more additional Normal Schools should be established as soon as possible. Even three Normal Schools would be far from meeting the wants of the Province. This was also carried unanimously. Third—That in addition to the Normal Schools, there should be a model school in each county, where candidates for third-class certificates and others might receive a professional training under the supervision of the County Inspector. Fourth, That a few scholarships should be established in each Normal School, as in our Provincial University. Fifth—With regard to candidates for High School masterships, he would recommend that after graduating they should be required to pass an examination on the methods of teaching and organization of Schools. To assist them in obtaining a knowledge of these subjects, a lectureship should be established in the Provincial University, the lecturer to be the Principal of a Collegiate Institute or Grammar-school master of not less than five years standing. That the term should be from January to April, and the lecturer appointed only for one term, but may be re-appointed; and that the examining committee consist of the Grammar-school inspectors and the lecturer for the term. Mr. Kirkland's resolutions were all unanimously adopted, and a vote of thanks heartily awarded to him for his paper.

ADDRESS BY THE REV. DR. ORMISTON, OF NEW YORK.

During the discussion of Mr. Kirkland's resolutions on Normal Schools, the Rev. Dr. Ormiston of New York, and formerly of this city, entered, accompanied by Rev. Dr. Ryerson. He was called upon by acclamation to deliver, during the time he might have at command, a few words to the members of the Association. In doing so he said there was a time when he knew almost every teacher in the Province. He was still a teacher himself, had always been, and regarded it as one of the noblest professions, if the duties were performed in the proper spirit. If the duties were performed perfunctory, it was slow murder, and he knew of few men for whom he had less esteem than a teacher so performing his duties. He warned them, if possible, not to wrong the sensibilities of the little ones. For a teacher who had the proper care of the young ones committed to his or her charge, he had the profoundest reverence; it did not matter to him whether that person's hair was black, or golden yellow, or grey with long years of venerable service, nor could he expect each one thoroughly to apprehend all that was necessary for fulfilling the duties to the best advantage, for everyone was not endowed alike with that capacity—let them have a true sense of their responsible duty. For himself, he was not now amongst them, nor could he say that he was actively engaged in their profession; but in heart, he again would assert he was still a teacher. One of the very last duties he had performed in New York was to address, on invitation, about 900 young ladies at the Normal School, and he was glad to see the ladies so well represented on this occasion—the whole of the 900 being engaged in preparing for teaching. (Hear, hear.) He rejoiced in the privilege then bestowed on him. Of course, all the nine hundred young ladies would probably not join the profession of teaching, but the great majority of them would. With regard to the time he had lived and laboured amongst them here, he might say he never lived and laboured anywhere else with more heart and soul than in the very building in which he then spoke. (Hear, hear.) He had devoted all his powers to it without reserve—it was brain-work and heart-work both; he went about among the students as if they were brothers and sisters. Seldom did any words fall from his lips except those of encouragement. With regard to the spirit in which they entered, or should enter, into their work, he said, in the first place, that mental culture was a very small part, though a necessary one, of the teacher's attainments. Love for the work and the children would do more for a teacher of smaller capacity than higher abilities would do for one lacking the proper spirit. Nothing was more required in successful teaching than proper relations with pupils and fellow-labourers; but by all means with the children first. It would never do to appear harsh or arbitrary in their eyes. When the poor little fellow, trembling, was brought up, culprit-like, before an irate master, how was he supposed to feel? Where was there redress to be found for the poor little fellow? There was no appeal against the decision of that master. From school, many young boys had thus been sent out to the world to pour upon their fellow men at some day the revenge and anger they had treasured up in their

hearts against such treatment; while in others it formed those habits of indifference and servitude to the wills of others which made them the ready tools of wicked and designing men. Find out rather each little nature from the bottom, and by the use of a large lump of loving kindness, cultivate and draw out its better parts. He did not suppose any teacher there would wield the rod too much; but even that was not so bad as scathing rebuke, which raised the rebel within terribly, which lived and grew till it had an opportunity of showing itself. Many a deep dyed villain had thus been bred at school. Be kindly in disposition to each. Bring out as much of kindness as is in them, for though it never repay you here, or redound to your credit, remember the glorious crown it would bring at the last day. He described a scene at San Francisco lately, when a hundred old pupils rushed about him, and each remembered some way in which he had been connected with them in his duties as a teacher; he would not have forgone the pleasure that scene had brought him for anything. He illustrated the power which kindness on the part of a teacher may have on a pupil's mind, after he has grown to manhood, by telling the story of a railroad conductor and a brakeman, who had recognized himself on a train, and referred familiarly to little incidents that had occurred during his connection with them, such little kindnesses are not lost, they will come back by-and-bye with a glorious return. So long as they were engaged in the work, let them enter into it with a deep sense of responsibility. Love the children, do their duty to them, and they would not fail to find a large reward. He hoped they would themselves return from this convention with kind feelings to each other. It was true, and he was sorry it was, even with regard to ministers, notwithstanding the sacredness of their calling, that they sometimes went away from such conventions with feelings of jealousy and envy; that they sometimes descended to detraction and accusation, and that it all generally arose from misapprehension. (Laughter.) He trusted they would avoid that. Let them each love their neighbour teachers, and do not find fault with them, though they do not act just as you do yourselves. Your own way may be best for you, and perhaps for you only; and no doubt each will succeed in their own way. Avoid the Chinese shoe, not only on your foot but in your nature. System and rules, and order might be very good in their place; to put them in force with too great strictness was wrong. He liked the hub-bub of earnest work, and the restless muscle that will yet remove mountains. This was his former opinion, and had not changed his ways yet; he had grown older, but he had also grown the more loving and forgiving the older he had grown. He could find twenty reasons for forgiving a fault now for one that he could have found fifty years ago. He advised them to cultivate a large, liberal and forgiving spirit. He hoped that in this convention they had found some things to show them their duty. Might the young Canadians bless them for what they had been enabled to do for their country? Dr. Ormiston then referred in terms of respect and admiration to Dr. Ryerson who, he said, had been the means of enabling him to do what good he had done in his humble way, and under whom he had studied in Victoria College. In referring to Dr. Ryerson, he said:—

The teacher has a reward peculiar to his work—a living, lasting memorial of his worth. The feelings of loving reverence which we entertain for those who have awakened our intellectual life, and guided us in our earliest attempts at the acquisition of knowledge, are as enduring as they are grateful. I shall never forget, as I can never repay, the obligations under which I lie to the venerable and honoured Chief Superintendent, Dr. Ryerson, not only for the kindly, paternal greeting with which, as principal, he welcomed me, a raw, timid, untutored lad, on my first entrance into Victoria College, when words of encouragement fell like dewdrops on my heart, and for the many acts of thoughtful generosity which aided me in my early career, and for the faithful friendship and christian sympathy which has extended over nearly thirty years, unbroken and unclouded, a friendship which, strengthened and intensified by prolonged and endearing intimacy, I now cherish as one of the highest honors and dearest delights of my life; but especially for the quickening, energizing influence of his instructions as professor, when he taught me how to think, to reason and to learn. How I enjoyed the hours spent in his lecture room—hours of mental and moral growth never to be forgotten! I owe him much, and but for his presence here to-day, I would say more of what I think and feel of his character and worth. He has won for himself a place in the heart of many a young Canadian, and his name will be ever associated with the educational advantages and history of Ontario. May he be spared for many years to see the result of his labors, in the growing prospects and success of the common schools and educational institutions of this noble and prosperous province, whose best interests he has patriotically done so much to promote.

He declared his own decided attachment to Canada, even though

he lived in another land, and finished by asserting that he could never learn to love any other land better. (Applause.)

A cordial vote of thanks was passed to the rev. doctor for his lecture; and Dr. Ryerson paid him some very complimentary remarks, as did also Mr. Lewis and other gentlemen, some of whom had the benefit of studying under his able leadership.

SCHOOL ACCOMMODATION.—Mr. Fotheringham drew attention to the very unsatisfactory accommodation provided in various schools to the serious detriment of the children's health, as well as to the proper discipline of the school. He regretted that the teachers should return from this convention to their homes without making some arrangements for requesting additions and improvements to these public school buildings. He said the trustees appeared to be perfectly willing to do anything in accordance with the law, so long as it did not cost them anything; but when that came to be considered, it seemed the matter was changed. He said the law required only nine square feet of room and 100 cubic feet of air to each scholar, which was less by many times than was allowed to every soldier in the British army; but he pointed out an instance of a school-room containing over eighty scholars which was only 6½ feet in height. (Sensation.) He declared that was worse than the log-houses of thirty years ago—(hear, hear)—which, however, were a little too airy. (Laughter.) He pressed upon the convention to take some mode of impressing its objection to such a bad state of matters upon the Legislature, and moved that the following resolution be carried before Dr. Ryerson by the presiding officer:—"That in the opinion of this convention the school accommodation required by the new School Law is under, rather than above, that demanded by health and comfort, as well as the proper organization and discipline of our schools."

The motion was seconded by Mr. McAllister, and unanimously agreed to.

NORMAL SCHOOL COMMITTEE.—It was moved, seconded and agreed to that Messrs. Kirkland, McMurchy, Fotheringham, Lewis and Anderson, be a committee to take into consideration the questions in connection with Normal Schools.

VOTES OF THANKS.—A vote of thanks to the first vice-president for his able and excellent conduct was passed amid great applause, and great praise was bestowed upon that gentleman for the way in which he conducted the order of business.

It was moved by Mr. Miller, seconded by Mr. Johnson, that the thanks of the Association be cordially tendered to the Chief Superintendent of Education for the use of the theatre of the Normal School on this occasion; to the representatives of *The Globe*, *Leader Mail*, for their excellent reports of the proceedings; to the managers of the Grand Trunk, Great Western, Northern, and Nipissing railroads, for their kindness in granting return tickets to the members of the Association at reduced rates; and to the members of the Society residing in Toronto, for the great amount of work they have voluntarily performed in the interests of the Association.

CLOSE OF THE SESSION.—Mr. Lewis, who acted as chairman in the absence of the first vice-president, then gave a few closing remarks. The National Anthem was sung, three cheers given for the Queen, and the members separated.

PROCEEDINGS OF INSPECTORS' SECTION OF THE ONTARIO TEACHERS' ASSOCIATION.

Mr. Harrison, of Kent, occupied the chair, and Mr. Miller, of Huron, acted as secretary.

Uniformity in Marking Subjects in Teachers' Certificates.—Moved by Mr. McCallum, seconded by Mr. Brown, and resolved "That the Central Board be called to the desirability of securing greater uniformity in marking the subjects on Teachers' certificates and other matters connected with the examination, and that the following gentlemen be appointed a committee to arrange the matter and report to-morrow—viz., Messrs. Scarlett, Elerham, Smith, Miller, and the mover and seconder."

Marking Work and Department in the Public Schools.—Moved by Mr. Platt, seconded by Mr. Smith, and resolved "That Messrs. Brebner, Johnson, and Platt be a committee appointed to suggest a system of marking *Work and Department* in the Public Schools."

Public School Regulations.—Moved by J. C. Glashan, seconded by Mr. Somerset, and resolved—"That Messrs. Fotheringham, M'Kinnon, and the mover and seconder be a committee to examine the regulations of the Council of Public Instruction passed under authority of Clause 4, Sec. 119 of Common School Act of Ontario, and to report those they consider beneficial with a view to the collection of such regulations in a School Law Amendment Act."

Report of Committee on Marking Work and Department.—Your committee beg leave to suggest with reference to a system of marking in Public Schools, that a simple plan be insisted upon in every

School by the various Inspectors, with the object of securing the regular and punctual attendance of the pupils, showing their general standing, and thus enlisting the interest and co-operation of the parents; and that a committee be appointed by this section of the Association, to devise and mature a thorough scheme for general adoption throughout the Province, and report the same at our next annual session.

The above report was adopted, and the committee re-appointed.

Committee on General Regulations reported only one resolution respecting school accommodation, which was referred to the general body and carried unanimously.

Report of Committee on Examinations, &c.—Your Committee respectfully suggest that the following method be adopted in marking certificates, viz:—

1st. That the scale be from one to six—one the highest, and six the lowest.

2nd. That marks be allowed as follows:—

From 85 to 100 = 1;	70 to 85 = 2;
" 55 to 70 = 3;	40 to 55 = 4;
" 25 to 40 = 5;	1 to 25 = 6.

In amendment to the above, it was moved by Mr. Fotheringham and seconded by Mr. M'Kinnon, and carried by a small majority, that the percentage obtained by the candidate in the various subjects be inserted instead of the marks 1, 2, 3, 4, 5, 6.

3rd. That no Candidate receive either Third or Second Class Certificates who does not receive in the Third 40 per cent., and in the Second 50 per cent. in each of the subjects Reading, Spelling, Arithmetic, and Grammar.

4th. That the Examination of the Subject Composition be enforced, and a time appointed on Programme of Examination for such subject. The Central Board shall prescribe subjects and attach values.

5th. That Board of Examiners be required to examine first the papers on the following subjects—Reading, Spelling, Grammar, and Arithmetic, and that they be empowered to omit sending all further papers of any candidate who fails in any of the above subjects.

6th. That separate values be given to Reading and Spelling.

7th. That Mensuration be joined to Euclid instead of Arithmetic, and that no distinction be made in the examination of male and female candidates.

8th. In examining Dictation—

1st. That punctuation be not considered.

2nd. That each mis-spelled word in Third Dictation be reckoned 3, and in Second 5; and that the sum of such mistakes be deducted from the total value of paper, and so marked in column.

3rd. That all words incorrectly spelled in all other subjects be counted one half mistake, and that the sum of such be deducted from the value assigned to spelling.

Report as amended, carried unanimously.

I. Papers on Practical Education.

1. DARWING IN PUBLIC SCHOOLS.

The group of art instruction in elementary drawing which is considered suitable to the powers of pupils in day schools comprises five subjects, and includes,—1. Free-hand drawing; 2. Model or Object Drawing; 3. Memory Drawing; 4. Geometrical Drawing; 5. Perspective. A thorough grounding in these subjects is the best preparation for any further study of the higher branches of art education. A pupil, having passed examination as such, would be ready to take hold of the instruction in schools of art, or even to continue his studies by himself in more advanced subjects. The group of five subjects named is that in which the public school teachers of England have to become proficient, and for a successful examination in which, the Government grants a D. S. certificate, stating that the holder is competent to give instruction in drawing in public schools.

The adaptation of this course of study to the graded schools of this country is not a difficult matter the moment the corps of teachers become qualified to teach drawing; and it can be commenced at once in those subjects which the teachers themselves are practising, or have already become proficient in. The order in which the subjects are usually taken will decide the suitability of each to the different schools.

A simple arrangement would be as follows, giving three subjects in each grade or school: in Primary Schools—Free-hand, Model, and Memory; in Grammar Schools—Memory, Model, and Geometrical; in High and Normal Schools—Memory, Model, and Perspective.

I propose to describe to you in what manner and to what degree these objects may be taught in the three grades of schools.

FREE OUTLINE DRAWING.

In the very earliest lessons to the youngest children, drawings on the black-board by the teacher are the only examples used, the illustrations being vertical, horizontal, and oblique lines, singly and in simple combinations, such as angles, squares, triangles; the division of straight lines into equal or proportionate parts, curved lines associated with straight lines on the simplest symmetrical arrangement. That is the commencement of free-hand drawing, the pupils drawing on their slates until the first difficulties are over. A moderate use of Roman capital letters is not objectionable for copies, but too frequent use is wearisome. Very young children will draw best those forms in which there are the fewest possible lines, and those lines expressing the forms of objects they are most familiar with—apples and pears, common crockery-ware, leaves of trees, and flowers, and such like. The older pupils who are drawing free-hand outline from the board upon paper should have their subjects alternated with flat copies to be drawn either the same size as the originals or enlarged a definite proportion, either a third, a fourth, or by measure, as an inch or two inches in height and proportionately in width. As all the black-board lessons are exercises in the reduction of forms, it is well to vary the lessons by practice of the identical size and by enlargements. I have found it not to be a good custom to keep children drawing on slates longer than the time when they attain the power of fairly balancing the forms given them to copy. It is so easy to rub out errors upon slates that carelessness often results from too long practice on them.

In the choice of examples, it should be remembered that diagrams from objects should be represented geometrically, not by views of the objects as seen in perspective, until the pupils have arrived at drawing from objects. The principal use of free-hand outline drawing is to teach pupils the proper use of materials, the names of lines and forms, and to educate the eye in judging of proportion; also to inculcate perception of the beautiful in curves and forms of objects.

The time given per week to drawing should not be less than two hours; with the youngest children, the length of each lesson should not be more than half an hour, *i. e.* four short lessons per week; with those a little older, three lessons of forty minutes each, and with the oldest pupils, who draw upon paper, two lessons of an hour each.

It is of some importance in maintaining interest in the lessons that each should be complete in itself, the exercise be begun and finished in the allotted time; and if this be found difficult, it is better to take simpler examples with less work in them, than either to lengthen the time given, or leave the exercise unfinished. In the same class, if some pupils draw better than others the best may be allowed to draw in books, and the more backward on slates. Each exercise should be criticised by the teacher during the lesson, in addition to the general criticism from the black-board, thus combining individual with class instruction.

The object given as a lesson should be well drawn on the black-board before the lesson begins, and the teacher in giving the lesson should commence by explaining its proportions and general character, and then draw it again, step by step, during the process of the lesson, being followed by the class, line for line, as the form develops on the board.

The standard of quality in outline varies in different countries; but whether a thick or thin line be allowed, it must be the same thickness or thinness everywhere, and the best line, in my opinion, is a thin, gray, unbroken line, without the slightest variation in a whole drawing,—either in colour or breath.

MODEL DRAWING IN OUTLINE.

The model drawing in primary schools should be of an exceeding simple character, for into the proper practice of it, perspective must more or less enter. Only the elder children ought to attempt it: and the objects used, to be as much as possible those which appear of the same form on all sides. These may be defined as such objects as are turned in a lathe, or made upon a potter's wheel; thus a cylinder, a sphere, a cone, in geometric shapes, a vase without a handle, a goblet, or a wine glass, a saucer, a round bottle; or wooden vessels, such as a bucket, or a round box. These have the double advantages of being symmetrical, enabling the teacher and pupils to use a central line in drawing them, and they will be seen alike by all the pupils, so that the explanations and demonstrations given on the black-board will apply to all the drawings made.

The models used should be painted white, which displays the form better than any colour. If rectangular solids be used, such as cubes, oblong blocks, prisms, square boxes, chairs or such like, the teacher will find himself plunged at once into all the difficulties of linear perspective, beyond the understanding of children so young as those in primary schools.

With regard to the method of teaching and implements used, what I have said with reference to free-hand drawing from flat examples on the black-board, applies similarly to object drawing. Care must be taken in setting a model for the class that it is not placed so near any pupil as to give him a distorted view, or so far away as to be seen with difficulty. The best position with regard to height is that that the top of the object should be, at least, six inches below the level of the pupil's eye. A set of three or four dozen objects should be kept in each class-room, in a cupboard or cabinet reserved for the purpose, and teachers might occasionally exchange models of equal value with each other, so as to give freshness and variety to the subjects; otherwise the pupils might get wearied of drawing the same subjects over and over again.

Combined with free-hand model drawing the definition of plane geometric figures should be taught, and are best taught by being drawn as exercises, as well as learnt by heart. This will be preparation for geometrical drawing, to be afterwards learnt in the grammar schools, as well as being of great value in imparting correct knowledge of common forms.

DRAWING FROM MEMORY.

The third subject for the primary schools is drawing from memory.

I attach the very highest importance to the systematic development of memory drawing as an element of education, and art education is incomplete without it. Beginning with geometric forms of a given size, it will be found possible to lead even the children in primary schools to reproduce entirely from memory the copies which they have already drawn, however elaborate and full of detail they may be. All the memory exercises will consist of recently finished drawings, the proportions of which will be easily remembered, though at first it may be necessary that the teacher should describe to the class some of the leading characters of the example given, to refresh the memory before the pupils proceed to draw it. At the conclusion of the exercise, the best and the worst efforts should be taken to the board, and their good and bad qualities pointed out and criticised, and an accurate drawing of the example be put on the board for each pupil to contrast and compare with his own work. He should then be allowed to correct and revise his drawing from the teachers examples upon the board. Home exercises in memory drawing may also occasionally be required of the pupils, with much advantage.—*From Professor Smith's lecture in Boston, on Drawing.*

2. IMPORTANT RULES FOR SCHOOLS.

The following "Institute Jottings" were adopted by a Teachers' Institute at Beaver, Pennsylvania. They will be found as useful here as in that State. Teachers will find them valuable.

- Never be late at school.
- Make few, if any, rules.
- Never allow tale-bearing.
- Avoid governing too much.
- Visit the schools of others.
- Never punish when angry.
- Never magnify small offences.
- Cultivate a pleasant countenance.
- Never be hasty in word or action.
- Teach both to precept and example.
- Never let a known fault go unnoticed.
- Require prompt and exact obedience.
- Labour diligently for self-improvement.
- Encourage parents to visit the schools.
- Subscribe for some educational journal.
- Never compare one child with another.
- Never attempt to teach too many things.
- Never speak in a scolding, fretful manner.
- Make the school-room cheerful and attractive.
- Never let your pupils see that they can vex you.
- Banish all books at recitation, except in reading.
- Ask two questions out of the book for every one in it.
- Never trust to another what you should do yourself.
- Never indulge in anything inconsistent with true politeness.
- Never use a hard word when an easy one will answer as well.
- Never tell a pupil to do anything unless convinced he can do it.

3. HOW INDIAN TEACHERS TRAIN THEIR PUPILS.

The game of memory, as practised by the Ojibways and Northern Indians, has been found profitable, both for recreation and amusement as a branch of object teaching. The Indian chief, or teacher, in his rude way, has from twenty to fifty or more sticks cut, made sharp or pointed at the larger end, and split at the top an inch or two. These sticks are then placed around in a circle, a short distance from each other; then various substances (a single specimen

on each stick at the top) are distributed around the circle in order, beginning on the right hand of the teacher, and proceeding around in the order of the numbers—one, two, three, &c. The Indians, or class, are then allowed to go around the circle slowly and take a strict and scrutinizing look at each specimen in the order of the numbers, one, two, three, and thus around the circle. This is done silently. The sticks or specimens are then removed, and placed by the teacher: and then the class, on going round a second time, each one in order, is to tell the teacher as far as possible without mistake what specimen is contained in stick number one, two, three, &c., and so on around the whole circle.

With the Indians, the first specimen will probably be the birch-bark to make canoes; the second, a little tobacco; the third, the fur of a beaver; the fourth, a bit of calico; the fifth, the feather of a particular bird; the sixth, the bone of some sort of fish; and so on, different substances in the different sticks planted around the circle. The one who can repeat without mistake up to the highest number receives the premium or reward. The consequence is the perceptive faculties are called into exercise, and each individual will soon learn to discriminate so sharply that he will be able to track a wolf over dry leaves in the forest, as well as a white man can track the same animal in the snow. You will ask: How can they do it? I reply, that they do it very readily by observation and sharp inspection, by first noticing a leaf with holes in it, the middle hole, or holes, a trifle larger and in advance of the other hole or holes, near the centre holes. These two holes they know, by observation, were made by the toes of the wolf, and they immediately put down a stick by this first leaf thus marked, and search for a second, third, and fourth, and so on, putting a stick at each leaf thus marked. By these sticks in a row they can find the course the wolf was travelling, and follow on till they find where the animal drank at a spring, perhaps, and they soon discover his den among the rocks or caves near by. By this mode of sharp inspection they become acquainted with the habits of the wild animals, and also gain a knowledge of the different plants and trees, and turn their knowledge to a good account for their individual welfare.—*Commoner.*

4. PUNISHMENT OF PUPILS IN SCHOOL FOR CONDUCT OUT OF SCHOOL.

The authority of the teacher over his pupils, and his duty to watch over their conduct, and strive for their well-being, are clearly and forcibly shown in the charge of one of the Superior Court Judges of Massachusetts to a jury, having under consideration the case of a teacher who punished a boy for mischievous conduct out of school hours. The action was brought under the plea, not that the punishment was unduly severe, but that the teacher had no right to punish for misconduct out of school. Said the judge: "The relation between the teacher and the scholar is a peculiar one. It partakes, while the pupil is in school, of a parental character, and is absolute and without appeal from any quarter, when exercised within its proper limit. Such is also the power of the parent. His authority is absolute at home on the same conditions. A good parent desires to cooperate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home the jurisdiction of teacher and parent is concurrent. If the teacher sees or knows a boy to violate the laws, if he finds him acquiring habits of a dangerous character, if he sees him becoming vicious, and his example injurious to others, or calculated to affect his own standing at school or at home, it is his duty to interfere to restrain and reform. For this purpose it is his right to punish to a reasonable extent, if no other method will avail. But the teacher must hold himself responsible to the law in his punishments, and be careful not to transcend in severity its humane and proper limits."

This is putting the case strongly, and leaves no doubt of his intention and meaning. Parents should learn that they have exclusive power, authority and right over their children, only when used for the well-being of the same, and for the ultimate good of society.

5. UNIFORMITY OF TEXT BOOKS

Can but be desired by all lovers of progress and utility. Teachers should know what books are to be used, and fit themselves to highest usefulness and a familiarity with those same books, not that he should confine himself to those alone. I have seen a small school this present winter where parts of four series of reading-books are used, one of which in its different editions caused additional trouble. Parents of these scholars were poor, and it would have been a great hardship to have purchased new text-books at present prices, throwing away those already on hand. Uniformity

will add to the value of our teachers' labours many per cent, and give greater zest to study by making it uniform and without the discommoding now experienced. Town uniformity, at least, should be attained, since it is required by law.—*J. W. Lang, in Maine Journal of Education.*

II. Papers on Agriculture.

1. AGRICULTURAL COLLEGES.

The following plea for the necessity and utility of Agricultural Colleges we extract from Commissioner Eaton's report on the Colleges, Academies, Common Schools, and Technical Schools in the United States:—

He says: The Agricultural College must not be overlooked. Agriculture is one of our great industries; indeed, the whole of modern industrial life is founded upon its proper development. The system of education bequeathed to us by the past took no notice of this great industry, and made no provision for the training of young farmers. On the one hand, it was urged that to fit boys for any specialty, more especially for dealing with the soil, was to degrade them from men into farmers; and on the other, that all training in schools led but to fancy farming, which was scientifically correct, but without return. Many of the objections, of which the above are a type, have been shown to be groundless. Agriculture makes more use of the sciences than any other industry. The fertility of the soil depends upon its chemical elements and their relative proportions; the returns of the crops depend upon meteorological phenomena, the prediction of which by science will often save large amounts of produce from destruction; without the physical agents—light, heat and electricity—vegetation is impossible. The Agricultural College has been founded to give instruction to persons intending to be farmers in the scientific generalities and many of the details bearing upon farm life. In many of their promoters a tendency may be noticed to extend the usefulness of these institutions by making them a thorough training-school in science. If this scheme should ever be fully realized we should have two systems of collegiate instruction—one founded upon literature, with the addition of the sciences, and the other founded upon the sciences with the addition of literature.

2. HORACE GREELEY ON GOOD AND BAD HUSBANDRY.

Necessity is the master of us all. A farmer may be as strenuous for deep ploughing as I am—may firmly believe that the soil should be thoroughly broken up and pulverized to a depth of fifteen or thirty inches, according to the crop; but, if all the team he can muster is a yoke of thin, light steers, or a span of old spavined horses, which have not even a speaking acquaintance with grain, what shall he do? So he may heartily wish he had a thousand loads of barn-yard manure, and know how to make a good use of every ounce of it; but if he has it not, and is not able to buy it, he can't always afford to forbear sowing and planting, and so, because he cannot secure great crops, do without any crops at all. If he does the best he can, what better can he do?

Again: Many farmers have fields that must await the pleasure of nature to fit them for thorough cultivation. Here is a field—sometimes a whole farm—which, if partially divested of the primitive forest, is still thickly dotted with obstinate stumps and filled with green tenacious roots which could only be removed at a heavy, perhaps ruinous cost. A rich man might order them all dug out in a month, and see his order fully obeyed; but, except to clear a spot for a garden or under very peculiar circumstances, it would not pay; and a poor man cannot afford to incur a heavy expense merely for appearance's sake, or to make a theatrical display of energy. In the great majority of cases, he who farms for a living can't afford to pull great stumps, but must put his newly cleared land into grass at the earliest day, mow the smoother and pasture the rougher portion of it, and wait for rain and drought, heat and frost, to rot his stumps until they can easily be pulled or burned out as they stand.

So with regard to a process I detest known as Pasturing. I do firmly believe that the time is at hand when nearly all the food of cattle will, in our Eastern and Middle States be cut and fed to them—that we can't afford much longer, even if we can at present, to let them roam at will over hill and dale, through meadow and forest, biting off the better plants and letting the worse go to seed; often poaching up the soft, wet soil, especially in spring, so that their hoofs destroy as much as they eat; nipping and often killing in their infancy the finest trees, such as the sugar maple, and leaving only such as hemlock, red oak, beech, &c., to attain maturity. Our race generally emerged from savageism and squalor into industry, comfort, and thrift, through the pastoral condition—the herding,

taming, rearing and training of animals being that department of husbandry to which barbarians are most easily attracted; hence we cling to pasturing long after the reason for it has vanished. The radical, incurable vice of pasturing—that of devouring the better plants and leaving the worse to form and diffuse seed—can never be wholly obviated; and I deem it safe to estimate that almost any farm will carry twice as much stock if their food be mainly cut and fed to them, as it will if they are required to pick it up where and as it grows or grew. I am sure that the general adoption of soiling instead of pasturing will add immensely to the annual product, to the wealth, and to the population of our older States. And yet, I know right well that many farms are now so rough and otherwise unsuited to soiling as to preclude its adoption thereon for many years to come.

Let me indicate what I mean by Good Farming through an illustration drawn from the Great West:—

All over the settled portions of the Valley of the Upper Mississippi and the Missouri there are large and small herds of cattle that are provided with little or no shelter. The lee of a fence or stack, the partial protection of a young and leafless wood, they may chance to enjoy; but that it is a ruinous waste to leave them a prey to biting frosts and piercing north-westers, their owners seem not to comprehend. Many farmers far above want will this winter feed out fields of corn and stacks of hay to herds of cattle that will not be one pound heavier on the 1st of next May than they were on the 1st of last December—who will have required that fodder merely to preserve their vitality and escape freezing to death. It has mainly been employed as fuel rather than as nourishment, and has served not to put on flesh, but to keep out frost.

Now I am familiar with the excuses for this waste, but they do not satisfy me. The poorest pioneer might have built for his one cow a rude shelter of stakes and poles, and straw or prairie-grass, if he had realized its importance, simply in the light of economy. He who has many cattle is rarely without straw and timber, and might shelter his stock abundantly if he only would. Nay; he could not have neglected or omitted it if he had clearly understood that his cattle must somehow be supplied with heat, and that he can far cheaper warm them from without than from within.

The broad, general, unquestionable truths on which I insist in behalf of food farming are these; and I do not admit that they are subject to exception:

1. It is very rarely impracticable to grow good crops, if you are willing to work for them. If your land is too poor to grow wheat or corn, and you are not yet able to enrich it so ^{by} ~~by~~ ^{or} ~~or~~ ^{black-birds}, if you cannot coax it to grow a good crop of anything, let it alone; and, if you cannot run away from it, work out by the day or month for your more fortunate neighbours. The time and means squandered in trying to grow crops where only half or quarter crops can be made, constitute the heaviest item on the wrong side of the farmers' balance-sheet; taxing them more than their National, State, and Local Governments together do.

2. Good crops rarely fail to yield a profit to the grower. I know there are exceptions, but they are very few. Keep your eye on the farmer who almost uniformly has great grass, good wheat, heavy corn, &c., and unless he drinks, or has some other bad habit, you will find him growing rich. I am confident that white blackbirds are nearly as abundant as farmers who have become poor while usually growing good crops.

3. The fairest and single test of good farming is the increased productiveness of the soil. That farm which averaged twenty bushels of grain to the acre twenty years ago, twenty-five bushels ten years ago, and will measure up thirty bushels to the acre from this year's crop, has been and is in good hands. I know no other touchstone of farming so unerring as that of the increase or decrease from year to year of its aggregate product. If you would convince me that X. is a good farmer, do not tell me of some great crop he has just grown, but show me that his crop has regularly increased from year to year, and I am satisfied.

I shall have more to say on these points as I proceed. It suffices for the present if I have clearly indicated what I mean by good and what by bad farming.

3. STICK TO YOUR BUSH.

A rich man, in answer to the question how he was so successful, gave the following story:—

"I will tell you how it was. One day, when I was a lad, a party of boys and girls were going to a distant pasture to pick whortle-berries. I wanted to go with them, but was fearful that my father would not let me. When I told him what was going on, he at once gave me permission to go with them, I could hardly contain myself

with joy, and rushed into the kitchen, and got a big basket, and asked mother for a luncheon. I had the basket on my arm, and was just going out the gate, when my father called me back. He took hold of my hand, and said, in a very gentle voice: 'Joseph, what are you going for, to pick berries or to play?' 'To pick berries,' I replied. 'Then, Joseph, I want to tell you one thing. It is this: when you find a pretty good bush, do not leave it to find a better one. The other boys and girls will run about, picking a little here and there, wasting a great deal of time, and not getting many berries. If you do as they do, you will come home with an empty basket. If you want berries, stick to your bush.'

'I went with the party, and we had a capital time. But it was just as my father said. No sooner had one found a good bush than he called all the rest and they left their several places and ran off to the new found treasure. Not content more than a minute or two in one place, they rambled over the whole pasture, got very tired, and at night had very few berries. My father's words kept running in my ears, and I 'stuck to the bush.' When I had done with one I found another, and finished that; then I took another. When night came I had a large basketful of nice berries, more than all the others put together and was not half so tired as they were. I went home happy. But when I entered I found my father had been taken ill. He looked at my basketful of ripe, black berries, and said: 'Well done, Joseph. Was it not exactly as I told you? Always stick to your bush.'

"He died a few days after, and I had to make my way in the world as best I could. But my father's words sunk deep into my mind, and I never forgot the experience of the whortleberry party; I 'stuck to my bush.' When I had a fair place, and was doing tolerably well, I did not leave it and spend weeks and months in finding one a little better. When other young men said, 'come with us and we will make a fortune in a few weeks,' I shook my head and 'stuck to my bush.' Presently my employers offered to take me into business with them. I stayed with the old house until the principals died, and then I had everything I wanted. The habit of sticking to my business led people to trust me, and gave me a character. I owe all I have and am to this motto—'Stick to your bush.'"

4. BRAINS AS AN IMPLEMENT OF AGRICULTURE.

If the best farm in Canada, with its fences, gates, roadways, barns, ploughs, horses, cattle, sheep and swine were left to the unguided course of nature, a very few years would suffice to reduce it to a wilderness occupied by wild animals. No matter how great the capital invested, how great the fertility, nor how excellent all the appliances, the simple withdrawal of judicious control would result in the practical destruction of the whole concern.

To set this machine in motion, and to keep it working profitably and in order, it is necessary that an intelligent man guide all of its operations; and the proposition will not be disputed that the more intelligent the man be, the more profitable will be the result. If the man were himself merely an animal, nothing would be gained by his presence, something perhaps might be lost, for as an animal his instincts are inferior to those of creatures of a lower grade.

Brains, then, the ability to think and the determination to enforce the results of thought, are what elevate the farmer above the level of his cattle, and enable him to control the manner in which they and his land together shall bring about the result that he desires; and, setting aside all æsthetical and philosophical questions connected with the human intellect, we may, for practical purposes, consider the farmer's brains purely in the light of an agricultural implement, since it is their operation, more than that of his ploughs and teams, and more, even, than the fertility of soil, which brings about the result that he seeks.

In the olden time, the land was ploughed with a forked stick, drawn sometimes by a cow and a woman yoked together. But in the best modern practice, gangs of half a dozen ploughs drawn across the field by the power of steam are found necessary to the most successful cultivation. In the various other combinations of wood and iron which are employed in Agricultural operations, an almost equal improvement has taken place; and far be it from us to say that the chief machine of all, that which invents and guides the action of these improvements, has stood still; but we submit, with due deference, that in many, if not even in a majority of instances, the last tool which the farmer has thought it worth while to improve is one in which the first and greatest improvement should have been made.

The intellectual condition of farmers is a result of the operation of natural causes, with which we do not propose to quarrel.

III. Monthly Report on Meteorology of the Province of Ontario.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for JUNE, 1872.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—J. M. Buchan, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., L.L.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

Approximation. aOn Lake Simcoe. eNear Lake Ontario on Bay of Quinte. fOn St. Lawrence. gOn Lake Huron. hOn Lake Ontario. iOn the Ottawa River. jClose to Lake Erie. kInland Towns. mOn the Detroit River.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Rows include Pembroke, Cornwall, Barrie, Peterborough, Belleville, Goderich, Stratford, Hamilton, Simcoe, Windsor.

c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

Pembroke.—Lightning with Thunder 7th, 11th. Wind-storm, 11th. Rain, 1st, 4th, 5th, 7th, 11th, 19th, 28th. CORNWALL.—Lightning with thunder, 17th, 30th. Lightning with rain, 15th. Lightning and thunder with rain, 12th, 14th, 21st. Wind-storm, 4th. Fog, 28th. Rain, 1st—5th, 8th—12th, 14th, 16th, 18th, 20th, 22nd, 27th, 29th. Fire-fly, 22nd. BARRIE.—Lightning and thunder with rain, 11th, 28th. Rain, 1st, 4th, 7th, 8th, 10th, 11th, 13th, 28th. BELLEVILLE.—Lightning, 27th and 28th. Lightning and thunder with rain, 29th. Rain, 4th, 7th, 8th, 10th, 11th, 13th, 18th, 25th, 29th. PETERBOROUGH.—Lightning, 28th. Thunder 12th. Lightning with thunder, 11th. Lightning and thunder with rain, 10th. Frost 14th. Wind-storm, 12th. Rain, 4th, 7th, 8th, 10th, 11th, 13th, 19th, 25th. AN UNUSUAL number of auroras, generally orange or yellow light; once distinctly visible an hour before sunset; auroras seen every clear night except two. STRATFORD.—Apple trees in leaf on 1st. Lightning with thunder, 11th. Lightning and thunder with rain, 13th. Wind-storm, 27th. Rain, 1st, 3rd, 4th, 7th, 9th, 10th, 13th, 20th, 27th. Excess of mean monthly

a Where the clouds have contrary motions, the higher current is entered here. Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane

temperature over average of 11 years, + 2°32.

HAMILTON.—Solar corona on 6th. Fire-flies, 13th. Lightning, 11th, 27th, 29th. Lightning with rain, 7th. Thunder with rain, 14th. Lightning and thunder with rain, 10th, 13th. Rain, 1st, 4th, 7th, 8th, 10th, 13th, 14th, 30th. The observer furnishes a list of dates of the blossoming of various plants.

SIMCOE.—Lightning and thunder with rain, 7th, 12th, 13th. Rain, 3rd—14th. On 1st the sky was strangely and luminously red in N. W. part of horizon, exhibiting at the same time an auroral arc, from N. W. to S. E., faint, but perfectly distinct. The crown of the arc was 64° above north horizon.

WINDSOR.—Lightning, 8th, 11th. Lightning and thunder with rain, 13th. Rainbow, 6th, 14th. Halo, 14th, 15th. Meteors, 21st, N. E. towards E.; 27th, N. towards H.; 29th, brilliant, through Cassiopeia towards H. Rain, 1st, 6th, 7th, 13th, 14th, 27th.

IV. Papers on General Education.

1. HIGHER EDUCATION OF WOMEN.

Among the topics which have engaged the attention of the English Social Science Congress, the Sessions of which have just come to a close, some prominence, as might be expected, has been given to the results of the movements in Great Britain for the higher education of women. At a time when our own Ladies' Association is entering upon its second year under very favourable auspices, it may not be uninteresting to take note of the latest results of the kindred movement observed in the mother country. One of the greatest wants felt in Britain in connection with the educational attainments of ladies was the absence of a test by which their progress and standing could be measured, and as it were certified to the world. The same thing applied to a considerable extent to boys. Different systems being followed at various schools, the mode of education is often loose and superficial. But women who undertook the work of teaching suffered more especially from the lack of an authoritative guarantee of the extent of their attainments. To meet this want the great Universities of Cambridge and Oxford have established a system of local examinations at different centres, open now to girls as well as boys, and at these a certificate from examiners of acknowledged ability can be obtained by those who attain the required standard. From the report of the Cambridge Syndicate of this year it appears that 25 centres now exist for girls' examinations; that last year, out of 443 junior girls examined, 60 per cent. obtained certificates, of whom 10 per cent. passed in honours; and that 242 senior girls were examined, of whom 42 per cent. passed, and 8 per cent. in honours. These percentages have been criticised by some persons as small, but Miss Emily Davies, in a letter recently published in the *Times*, contends that they are in reality encouraging. In an address before the Social Science Congress at Plymouth, Mr. Hastings, President of the Education Department, bore very high testimony indeed to the success of these local examinations, and he wished the girls' centres could be doubled in number, so as to afford greater facilities of access, and to produce more local effect. He urged upon all parents who desired that their daughters should receive a real instead of a sham education to encourage these examinations, and to avoid the schools whose managers shrank from the fair test they afforded of the capacity of teachers. The Senate of Cambridge, he added, by its plan of sending examiners to any girls' school which may apply for them, had done away with the possibility of valid excuse for any schoolmistress who shuns the test of examination.

Next to these local examinations must be noticed the success of Girton College, near Cambridge, established by Miss Emily Davies in 1869, for the purpose of supplying a body of female teachers of the same quality as the masters in public schools, and with their attainments similarly attested. Admission to the institution is not limited to girls intending to make tuition their profession, but the majority of the pupils are of that class, and the great object is to supply teachers of duly authenticated proficiency. The Girton College will doubtless soon have many compeers. So recently as the 18th ultimo we notice that a large meeting was held at Devonport, when a resolution was passed for the establishment of a ladies' college in the neighbourhood, under the auspices of the Devon and Cornwall branch of the National Educational Union—A Society organized for improving the education of women. The system of examinations and the granting of certificates to those who attain the required standard is, we understand, to be adopted by the Ladies Educational Association of this city, and the result, we doubt not, will be highly beneficial to those who either propose at the present time to enter on the duties of tuition, or who, at some future time, from unforeseen circumstances are compelled to choose that profession. We might refer to the work of our Normal Schools in the same direction, but that is too well known to call for notice.

2. REMARKS ON THE HIGHER EDUCATION OF WOMEN.

Ordinary people know very well that women might be much better educated, and indeed, that they might be much better educated themselves. But the principal fact of which they are conscious is that, except in matters of technical knowledge, women are very much on a level with men. They may not study science profoundly, nor be capable of discussing knotty points of law or medicine across a dinner table. Neither do men profess the mysteries of infant management or domestic control. But, take any class of life, men are not found complaining of the lack of agreeable and equal companionship among women; in fact, for purposes of general culture and intelligence, the two sexes educate each other. We should be the last to question the need for improvement, or to discourage practical efforts for it, but this assumption of a vast distance between the culture of men and women is a flagrant perversion of daily experience. The case has been the same at other periods. We have a tolerably complete account of the social life of the last century, and the women of the *Spectator*, and the eighteenth century novels will certainly bear comparison with the men. A material difference, in fact, in this point between the two sexes is only possible where women are secluded from ordinary society. Where the two sexes meet freely in daily converse, it is inevitable that the culture and information of the one sex should spread to the other. Indeed, to take at the present day an ordinary middle-class or upper-class family, we are by no means sure that the boys are generally found to have the advantage of the girls in general culture. They may know more Latin and Greek, they will be very learned in cricket and boating; but if you want a pleasant chat over the new poem or the last discovery, you will be more likely to be gratified by the sisters. They may not be able to go very deeply into the matter, and perhaps if they could you would be unable to follow them. But an intelligent appreciation of the general bearing of current thought is, we think, more likely to be found in the young woman of eighteen, than in the young man of the same age.

The development of the means of education for boys has, no doubt, in obedience to the more imperious necessity, far outstripped the advance in the education of girls. It may be well, moreover, that the means of obtaining the highest education should be open to such women as may be more disposed to a learned than a domestic career. But, speaking generally, the point in which female education chiefly needs improvement is its groundwork. The colleges which have sprung up within the last few years err rather on the side of being too ambitious. It is the fashion for popular authors and divines to give lectures to ladies which their quick intelligence enables them to enjoy; but they do not undergo that strict elementary training which lays the foundation of habits of accuracy and careful thought in well educated boys. Even in this point, however, they share in a great measure the misfortune of the other sex. The method of giving a round elementary education to boys who cannot be kept at school to study Latin and Greek, has yet to be developed among us. It must be sought, and will ultimately be found, in a thorough study of English. But what is wanted is not to teach girls new or abstruse things, but to teach them old and simple things well. We will even be "uneducated" enough to protect against a depreciation of the old "accomplishments." Let them be properly taught, and they may be rendered most efficient means of education; and, after all, if the severity of life is to be relieved by its graces, it is to women that we must look for the charms of music and the fine arts of domestic life.—*London Times*.

3. A DISTINCTIVE CLASS OF ENGLISH UNIVERSITY MEN.

In the heart of my deep admiration and enthusiasm for these beautiful homes of letters, these academic groves and porches of English classics, there was always a growing worm of envy that Americans have no such schools, nor ever can have; and it is not the same thing for them to come here; at best they can but feel as stepsons. I think many of them would love and reverence these hallowed haunts more than the young Britons do who have the privilege of calling them their own, and my countrymen might gain a grace which they lack. I lost my way one afternoon in the mazes of inner courts and fellows' gardens, and came out upon a green bank where a young man was lying under a tree; he had not the college-gown on, but was dressed in a rough gray suit and a straw hat with a ruby ribbon, which looked as if it might have been a young lady's sash, I liked the looks of his back before I saw his face, and asked him the way; he sprang up and with an ease, simplicity, and frankness which one would not find, alas! from Boston to New Orleans, told me through which archway to turn, in a voice so clear and deep and fruity that it was a pleasure to hear him speak. Then I turned away, and he bowed and dropped on the grass again as easily and naturally as he had got up. Now, some of my readers will wonder what in the world I mean: others will understand me;

but I walked away trying to analyze this young fellow's attraction, and why our young fellows do not have it. I came to a good many conclusions, none of which were satisfactory. Our self-consciousness is partly in fault, and this might be helped, though it is not easily got rid of; but it is partly that we want the mellowing influence of venerable and beautiful surroundings; and the worm of envy gnawed amain. There is a class of men (I have seen too many not to believe that they belong to a class) on whom this influence of the university seems to rest like a halo all through after-life. They are sometimes to be met in London, but more often in out-of-the-way country villages, generally in the parsonages. Whatever their profession, or whether they have one or not, they love books, befit architecture, philology, Homer, Horace, archaeology, heraldry, or gardening. They are seldom rich, but always open-handed; they are not men of rank, but there is not a stoop in their whole nature; they are pious, kind, hospitable, courteous, refined; apt to be a little shy and pensive, yet ready to warm into cheerfulness and gentle geniality at the first spark of sympathy and kindred taste. Their intercourse has a rare charm, and they are quite unconscious of it themselves. Unfortunately, these men have no influence that I could perceive: though they belong to a class, their class has no solidity. They are not much interested in general questions, public measures and events of the day: they are seldom called upon to speak or act upon such matters, and are more wont to have prejudices than opinions: they constitute no society, they follow no leader, they make no school.—*Lippincott's Magazine*.

4. EDUCATION IN FRANCE.

For the greater part of the past year the most eminent and experienced Educationists of France have been devising measures for securing a thorough elementary education to all the people. The result of their deliberations was a bill which, in its main features, has become law:—

"The Primary Schools give instruction in reading, writing, arithmetic, grammar, mathematics, drawing, needle work for girls, —natural history, geography, &c., &c. Morals and religion are to be inculcated in all Primary Schools. Parents and guardians have the right of selecting the schools, or teachers for their children. All who are unable to pay are to be educated free. The municipal councils of villages and towns have the right to decide what children are not able to pay. Every parish is bound to maintain a primary school, and if possible, also one for each sex. When the sexes are mixed—which is to be avoided as much as possible—the teacher must be a woman. The fathers of families in each parish are to decide whether the teachers of the Primary School are to be laymen or members of the teaching religious societies. Where a mother is at the head of a family she is to vote. If it be decided that the teacher is to be a layman, he must produce proper testimonials from the place at which he was educated; if the fathers of families have elected to have a congregational teacher, he must be approved of by the Superior of his Order; if they desire a Protestant teacher, he must be approved by the "Consistoire," or Presbytery. No person can be a teacher in any school who is not twenty-one years of age, who cannot produce proofs of capacity.

There are two kinds of schools noted: Parish Schools and Free Schools; the former supported by the parish or commune with or without state aid; the latter founded and supported by individuals or societies. A teacher of a Parish School must always be of the same religious denomination as the majority of the children. In every Department of France there is to be a Normal School under the surveillance of a commission of five members, chosen by the Council-General of the Department, and appointed for five years. These Ecoles Normales are destined for the education of lay schoolmasters.

The new law, besides the Parish and Free Schools, provides—(1) for Sunday Schools—*les Ecoles du Dimanche*—intended for the instruction of young men whose education has been neglected, and who have no other day on which they could attend classes; (2) schools in workshops and factories; (3) schools in hospitals and prisons; (4) classes for evening teaching in other places than those designated under the general head of schools; (5) libraries in commune or parishes. All these institutions are to be under the Council-General of the Department, or the committee of education in parishes. The school board in every parish is to consist of the mayor, the curé or rector, the Protestant minister or rabbi, when children of those denominations are in the schools of the parish; of five fathers of families when there are not more than 2000 inhabitants in the parish; and of seven fathers of families when the number of inhabitants exceed that number. From these committees members are to be chosen for the school board of the canton, and from those of the various cantons members are to be selected for the school board of the Department.

V. Biographical Sketches.

1. W. B. LINDSAY, ESQ.

It is with very deep regret that we announce the decease of Mr. W. B. Lindsay, Clerk to the House of Commons. The deceased gentleman had for some time been ailing, and expired at his residence yesterday afternoon about half past two o'clock. Mr. Lindsay was a man of far more than average ability and an accomplished scholar. He spoke French as fluently as English, and was thoroughly conversant with Latin, Greek, and other languages of ancient times. He was a man of genial and kindly disposition, ever ready to help a friend or to forgive an enemy. He was the son of the late Mr. W. B. Lindsay, for many years Clerk of the Legislative Assembly of the late Province of Canada, and grandson of Mr. W. Lindsay, who held the same office from 1809 to 1830, whilst Lower Canada possessed a separate Government and Legislature. Mr. Lindsay studied law with the Hon. Henry Black, C. B., the present admirable Judge of the Vice Admiralty Court of Quebec, of whom he was a favourite pupil, and evinced such marked ability both before and after his admission to practice, that many leading members of the Bar predicted for him a most distinguished career as a lawyer. Circumstances beyond his control, we believe, compelled him to throw up prospects so brilliant, and in 1841 he entered the public service as an extra clerk in the Legislative Assembly of Canada. In 1844 he was appointed Assistant Law Clerk and Translator. In 1855 he became Assistant Clerk; in 1862 Clerk of the Legislative Assembly; and in 1867 he was appointed Clerk to the House of Commons.

In the Militia service he held the rank of Major, and for some years he filled the position of Assistant Quarter-Master-General of the seventh Military District of Lower Canada. During the existence of the late Civil Service Rifle Regiment, he held a captaincy in that well-known corps.—*Ottawa Times*.

2. TERENCE J. O'NEILL, ESQ.

It is with unfeigned regret we have to announce the death of T. J. O'Neill, Esq., which melancholy event occurred at Gaspé on the 21st ult., in the 67th year of his age. The deceased had been in delicate health for some months past. Following the advice of his physician, he went to the Lower St. Lawrence, a short time since, for change of air, and in the hope of being improved by the invigorating breezes of the Atlantic. But, alas! Providence otherwise ordained; and the kind husband, the fond father, and the steadfast friend breathed his last far from his home, and separated from some of the members of his family whom he loved so affectionately. Mr. O'Neill was well known and highly respected throughout the length and breadth of the Dominion. For the last forty-three years he has been a resident in Canada, having arrived here in 1829. He filled many positions of honour and trust. For many years he was a Justice of the Peace. He was also Captain of Militia. In 1852 '53, he was President of the Catholic Institute. He was a member of the University Senate. In 1852 he was candidate for Parliament for this city. In 1861, he was appointed Inspector of Prisons, and in 1868, Director of Penitentiaries, being Chairman of the Board at the time of his death. Our deceased friend was an earnest and uncompromising Catholic, an ardent lover of his country. He possessed a mind highly cultivated and well stored with a fund of varied and useful knowledge. He was a gifted and interesting conversationalist, brimful of anecdotes, and *bon mots*, which gave point and charm to the subjects he touched.—*Canadian Freeman*.

VI. Miscellaneous.

1. THE QUEEN AT THE PAPER MILL.

The Queen was riding out in her grand carriage, the horses tossing their plumes as if they felt themselves a little better than common horses, and the footmen all decked out in red, feeling that they had something royal about them. The Queen had always had everything she wanted, and so was quite miserable because she could not think of a want to supply or a new place to visit.

At last she bethought her that they had just been building a new paper-mill a few miles out of the city. Now she had never seen a paper-mill, and so she determined to stop a little way off, there leave her carriage, and walk in, not as a Queen, but as an unknown common lady. She went in alone, and told the owner she would like to see his mill. He was in a great hurry, and did not know that she was the Queen. But he said to himself, "I can gratify the

curiosity of this lady and add to her knowledge; and though I am terribly hurried, yet I will do this kindness." He then showed her all the machinery; how they bleach the rags and make them white; how they grind them into pulp; how they make sheets, and smooth them, and dry them, and make them beautiful. The Queen was astonished and delighted. She would now have something new to think about and talk about.

Just as she was about leaving the mill she came to a room filled with old, worn out, dirty, rags. At the door of this room was a great multitude of poor, dirty men, women and children, bringing old bags on their backs, filled with bits of rags and paper, parts of old newspapers and the like, all exceedingly filthy. These were rag-pickers, who had picked these old things out of the streets and gutters of the great city.

"What do you do with all these vile things?" said the Queen.

"Why, madam, I make paper out of them. To be sure, they are not very profitable stock, but I can use them and it keeps these poor creatures in bread."

"But these rags! Why, sir, they are of all colours, and how do you make them white?"

"Oh, I have the power of taking out all the dirt and the old colours. You see that 'scarlet' and 'crimson'; yet I can make even scarlet and crimson, the hardest colours, to remove and become white as snow."

"Wonderful! wonderful!" said the Queen.

She then took her leave; but the polite owner of the mill insisted on walking and seeing her safe in her carriage. When she got in and bowed to him with a smile, and he saw all the grand establishment, he knew it was the Queen.

"Well, well!" said he "she has learned something, at any rate. I wish it may be a lesson in true religion."

A few days after, the Queen found lying upon her writing desk a pile of the most beautiful polished paper she had ever seen. On each sheet were the letters of her own name, and her own likeness. How she did admire it. She found, also, a note within, which she read. It ran thus:

"Will my Queen be pleased to accept a specimen of my paper, with the assurance that every sheet was manufactured out of the contents of those dirty bags which she saw on the backs of the poor rag-pickers? All the filth and the colours are washed out, and I trust the result is such as even a Queen may admire. Will the Queen also allow me to say that I have had many a good sermon preached to me in my mill! I can understand how our Jesus Christ can take the poor heathen, the low, sinful creatures everywhere, viler than the rags, and wash them and make them clean; and how, 'though their sins be as scarlet, he can make them whiter than snow; and though they be red, like crimson, he can make them as wool.' And I can see that He can write His own name upon their foreheads, as the Queen will find her name on each sheet of paper; and I can see how, as those filthy rags may go into the palace and even be admired, some poor vile sinner may be washed in the blood of the Lamb, and be received into the palace of the great King of Heaven."—*Rev. John Todd, in Sunday-School Times.*

2. KEEP THE GOOD TEACHER

Term after term if money will retain him. The loss by frequent changes are great, and yet this, in rural towns, is the rule and not the exception. A new teacher every term, and precious time is lost before an understanding of want and supply, of past attainments and future expectations, of capacity, habit, and disposition is arrived at, from which the teacher can work advantageously. A good teacher is worth one half more the second term in the same school, than a new one of equal ability. He works not only from present attainments, but past experiences. He wastes no time on ground already mastered, or points already gained. He knows where, when, and how; his methods, style, and words are familiar and easier comprehended than those of a stranger. It pays to keep the good teacher and vice versa. Too frequent change of teachers is one of the evils under which our common schools labour.

ALBERT UNIVERSITY.—Not the least interesting and successful of our University Convocations was held in Ontario Hall, Belleville, on Wednesday, 19th. inst.

When the officers of Convocation had taken their places, the Chancellor, in a Latin formula, declared that all things were in readiness for the conferring of the Degrees, Honours, and Scholarships, as required in the University. After prayer by Bishop Richardson, the Matriculating Class was duly admitted. The ceremony of admission consists of the administration of an obligation to the candidate, the delivery of a charge by the Chancellor, and subsequently an address to

the whole class. The pledge and charge are in Latin, and to the following effect: I promise to render respect and obedience to the authorities of the University, to faithfully regard its statutes and laws, to assert its rights and privileges, to bring it into no disadvantage or injury, and to bear myself kindly and honourably toward all my associates. Then do you fear God, honor the king, cultivate virtue, and give due diligence to ensure good discipline in the University. The Address, which was in English, we shall give next week.

The Hon. A. Crooks, D.C.L., in a very neat and appropriate speech, presented Mr. Titus to the Chancellor to receive the Macdonald Bursary. This, it will be remembered, was established at the Convocation of 1870, by the late Hon. J. S. Macdonald. The Hon. Attorney General paid a graceful compliment to the political worth of the departed Canadian patriot and statesman, and warmly congratulated Mr. Titus on his success. The Rev. I. B. Aylaworth, M.A., then presented Mr. W. P. Dyer, for the Second Proficiency Prize at matriculation; and J. J. B. Flint, Esq., Mayor of Belleville, again presented Mr. Titus, for the Holden Prize in English.

The Proficiency Prize was offered by the Senate, and the Holden Prize by Thos. Holden, Esq., ex-Mayor of Belleville. Next followed the presentation of Matriculant Honour Men. These are gentlemen that reach or pass a certain per-centage at their examinations, and take certain additional subjects in any department in which they may be competitors for Honours. Prizes are given for such subjects as the donors or the Senate may designate, and may be for either Pass or Honour Work, or both. But Honour Men must have taken an addition to the Pass Work in one or several departments. Thus it will be seen that one young man, Mr. Titus, took both Pass and Honour Course throughout. W. Kerr, Esq., M.A., presented the Honour Men in Mathematics, viz., Dyer, Titus, Perkins, and Wilbur. Dr. Nichol, of Montreal, presented Titus for Honour in Classics; A. L. Morden, Esq., Mayor of Napanee, presented Titus, Colter, and Dyer for Honours in Classics, and Thos. Holden, Esq., presented Titus and Wilbur in English. For Second Class Honours, Certificates only are given, the candidates not being presented in Convocation. Mr. Titus delivered the Latin Salutatory, and Mr. Dyer the English Oration; both rendered in fine style and well received. The College Anthem, Dr. Crozier's Domine Salvum Fac, was performed with spirit and effect. After this, the candidates for B. A. delivered their Theses as follows: Mr. J. A. Carman on Free Trade; Mr. G. R. Cook on the Political Tendencies of the Age; Mr. C. A. Kingston on the Drama; Mr. D. C. Macintyre on the Open Polar Sea; Mr. J. P. Wilson on the Landmarks of Philosophy; and Mr. E. McMahon on Man the Architect of His Own Fortune, and the Valedictory. These gentlemen were then admitted to the Degree of Bachelor in Arts; Mr. S. B. Burdett to the Degree of Bachelor in Laws; and the Rev. E. I. Badgley, B.A., and E. S. Wiggins, Esq., B.A., Principal of the Ontario Institute for the Blind, at Brantford, to that of Master in Arts in due course. The presentations and admissions were in the usual Latin formulas, and these successful gentlemen were, on their laureation, greeted with due applause. The Theses were bold in thought, of correct, and some, of finished style, and were well delivered. We may be able to give some of these to our readers. We were especially favourably impressed with the style and delivery of Mr. Kingston's, the vigour of Mr. Macintyre's thought, the scholarly and philosophic sweep of Mr. Wilson's, and the fine rendering of Mr. McMahon's. All the gentlemen that have passed to B.A. gave ample proof that they need but diligence and energy to achieve for themselves the highest positions as writers and speakers.

Hon. A. McKellar, in a forcible and happy speech, then presented the following class of Undergraduate Prizemen: Mr. C. A. Kingston for three prizes, one in General Proficiency, one in Modern Languages, and one in Greek verse; Mr. J. P. Wilson for prize in Metaphysics; Mr. D. C. McIntyre for the Sills' Prize in English Prose, and the Wills Prize in the same subject; Mr. P. L. Palmer for the Bull Prize in English Prose and Mr. E. McMahon in French Prose. The Hon.

gentleman expressed his great satisfaction at finding in the class a man from his own county, Mr. Macintyre, whose parents he well knew as worthy pioneers, and whom himself, he had always watched with interest. He also spoke very highly of Albert College, and of the firm devotion of the people that sustained it to the best interests of the country, particularly in their consistent and practical advocacy of the voluntary principle.

Rev. Dr. Wild then presented E. McMahon for Pi Sigma and the Mayor's Prizes in Oratory. Messrs. W. W. Dean, M.A., Master in Chancery; A. F. Wood, Warden, and Rev. James Gardiner, of *C. C. Advocate*, in effective speeches, respectively presented E. G. Ponton for the "Harry Nichol" Memorial Prize in General Proficiency, second year; J. B. Barton for the Gould Prize in Mathematics; and E. L. Chamberlain for the Scott Proficiency Prize. The first was instituted by Dr. Nichol, of Montreal; the second by C. M. Gould, Esq., ex-Warden Co. Northumberland; and the third by C. J. Scott, of Strathroy. Mr. Dean, in his presentation, took occasion to call the attention of the Honourable gentleman present to the work accomplished by the out-lying colleges. Dr. Palmer, Principal of Deaf and Dumb Institute, presented J. W. Wright for General Proficiency. The Undergraduate Honour Men in Modern Languages, Kingston, McMahon and Ponton, were presented by J. Bell, Q. C.; and in Mathematics, Barton and Chamberlain by A. Diamond, Esq. Convocation closed with the National Anthem.

Convocation Dinner in the evening at the Dafee House was a decided success. Dr. Hope filled the chair, and A. L. Morden, Esq., of Napanee, the vice-chair. The usual loyal and University toasts were given, and heartily responded to.—Bishop Richardson, in his response to the "navy," gave several interesting reminiscences of the war of 1812, in which he served, and took occasion to vindicate the character of his Admiral, Sir James Yew, against the aspersions of cowardice, because he did not more readily come to an engagement. The Bishop showed that his conduct was attributable to caution, as the land forces and the army in the west depended on him for supplies. In response to the "Lieutenant-Governor and the Parliament of Ontario," Hon. Mr. Crooks showed the excellency of our constitution, and the necessity of fidelity to its principles in order to enjoy the fullness of its provisions. Hon. Mr. McKellar spoke of the lack of educational advantages in his youth, and of the service his backward's diploma had rendered him through life in the energy and vigour it had given him. He also spoke of this young and growing country with satisfaction, and counselled the young men to be true to the heritage of their fathers. Speaking of our developing resources, he said, had there been a road like the Grand Trunk through the country in its early settlement it would have paid for itself in the wood and timber it would have saved from the pioneers' log-heaps. He also showed that the new roads of our own times will soon pay for themselves in the increase of population, and the consequent increased annual payments from the Dominion Government under the Confederation Act. The speeches of the honourable gentleman were timely, effective and well received. Mayor Kerr, in reply to "sister Universities," gave a fervid and eloquent address, rejoicing in the prosperity of all the Universities. He spoke well of all, and stood up manfully for his own. The policy of the late Government in withdrawing special grants he now approved of, though it had cost them much money and labour. Warden Wood argued that there should be a general University law, just as there is a general Public School and High School law. All active Universities might be aided under its provisions; or the Government might do as did the County of Hastings, aid Universities by endowing special chairs. The whole thing could be put under proper supervision, and the public interest secured. All the speeches were lively and to the point, and after a very pleasant evening, the large company separated about twelve o'clock.

The first of the series of public University exercises was the sermon by Rev. I. B. Aylsworth, M. A., before the Senate and University, in the M. E. Church, on Sabbath, 16th. inst. The Rev. Senator, one

of the first graduates of the University, took as his text Daniel xii, 3,—
"They that be wise shall shine as the brightness of the firmament, and they that turn many to righteousness as the stars forever and ever."

MR. WOODS' RETIREMENT.—Mr. Woods, the efficient Inspector of the Kingston Schools, in his remarks before the Board of Trustees on his retirement, said: Any person having his experience (Mr. Woods') was well aware of the large amount of work it entailed—the labours of an inspector under the new regulations being increased fully ten-fold; it was one report after another, continuously, to the Education Department, Toronto, and unless they were prepared with care, and devoid of inaccuracies, they would be returned for amendment. Before taking his leave he wished to heartily return thanks for the kindness and respect with which he had been received and treated by the Board in the capacity of superintendent during the past five years, the resignation of which would sever every tie existing between himself and the trustees, except that of good feeling and warm friendship; but in retiring, it was his ardent desire to see the interests of the public schools promoted. He had occupied the chairmanship of the Board of Examiners—that position will also be vacated by him, and the seat assumed by Prof. Dupuis, and he sincerely hoped and trusted that the same cordiality would continue between that gentleman and the teachers and employees of the Board, as when he had the office. Within the past five years, in all his intercourse and dealings with the Public Schools, he had had no occasion to utter a complaint against any teacher or subordinate official; and now he thought, instead of murmurings, there were expressions of regret. The Chairman said he was sure that all deeply regretted the severance which had taken place between Mr. Woods and the Board. Had the duties of that gentleman as Principal of the Collegiate Institute not made it obligatory for him to resign the position of Inspector, there were none, he was certain, who could discharge the labours pertaining to that office to better advantage and meet the approbation of the public more than Mr. Woods. He had devoted many years to the profession of teacher of a prominent institution, was possessed of extensive experience, and was therefore better qualified for inspector than any university graduate or professor of a College.—*Chronicle and News.*

BISHOP STRACHAN SCHOOL.—At the annual distribution of prizes at Wykeham Hall, His Honour Judge Boyd was requested to preside. The rooms were well filled with the pupils and their friends, the teaching staff, the members of the school council and other friends of the institution. In addition to the prize list, the presentation of a beautiful gold medal, kindly offered by Dr. Hodder, physician to the school, to be annually given to the most proficient pupil, was given to Miss Kate Denison, the daughter of Col. Robert Denison. The Chairman, Alderman Harman and others happily addressed the pupils, and expressed their congratulations to the Lady Principal, the Chaplain, and the other teachers, on the success achieved by the school.

VII. Departmental Notices.

GOLD MEDAL FOR TEACHERS IN 1873.

Teachers competing for first class certificates in 1873, will please refer to the letters on page 115, of this number of the *Journal of Education*, from which they will see that Mr. McCabe (a former successful teacher) offers for competition a Gold Medal, to the most successful candidate for a first class certificate in July, 1873. A medal will (D.V.) be given every year by Mr. McCabe as indicated.

PLANS FOR SCHOOL HOUSES, Etc.

Parties preparing these plans will please observe that their plans, to be admitted to competition, must be drawn to the scales indicated, and must be prepared either on separate sheets of paper or with a space of two or three inches between them. The specification should be written on one side of the sheet only.