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JOURNAL OF

Upper



EDUCATION,

Canada.

VOL. XVIII.

TORONTO: OCTOBER, 1865.

No. 10.

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TEACHERS' ASSOCIATIONS AND THE PROFESSION IN UPPER CANADA.

In this number of the *Journal* we insert an account of the proceedings of the late Teachers' Association for Upper Canada, deferred from last month. We also insert other papers on kindred subjects, indicative of the increased importance and vitality of the profession of teaching in this province. We are glad to see that the teachers of the country are thus aiming to elevate the character of their own profession; and we sincerely trust that no mere desire to theorise or to deal with practical questions in a narrow or impractical spirit will induce them to risk the popularity and influence which, as a body, they are gradually acquiring. Not only have the standards of the profession been gradually raised in the Normal School, under the able management of its instructors, but the various County Boards of Public Instruction have also sought to keep pace with the requirements of the country, and to permit none but duly qualified teachers to remain in the position of a teacher in our Common Schools. The new Grammar School Amendment Act has further declared that, with the exception of the masters now engaged in the schools, none but those who have received a University education shall hereafter be employed as Head Masters of Grammar Schools.

It must also be a matter of satisfaction to the masters and teachers of the Grammar and Common Schools to notice that some of the recent changes affecting their profession, which have been made through the agency of the Department of Public Instruction, are calculated to promote their interests and to advance the status of their profession. One of these changes re-

lates to the right which has been conferred upon the teacher to devote a school week in each year, at his option, to visit other schools, and to note the modes of teaching and methods of organization and discipline pursued therein, so as to compare them with their own, and to gather experience from them. Another change provides a summary, and as experience shows, a satisfactory method for head masters of Grammar Schools and teachers of Common Schools in cities, towns, and incorporated villages, of settling all disputes with trustees in regard to salary or any other such matters. Other changes beneficial to the masters and teachers, in regard to remuneration and permanency of employment, have been made, or are in contemplation. In the administration of the school law, and in the columns of this journal, the aim of the Department has been to maintain the authority and just claims of the teacher on the one hand, and on the other, to impress upon him the importance and responsibility of his position, and the reasonableness of the claims which the trustees have upon him to honourably and faithfully perform his duty in the school-room, and thus aid them in their gratuitous performance of an arduous and often thankless task on behalf of the public.

We note with pleasure the number of County, Circuit, and Township Associations which the teachers have established in various parts of the Province. In this number we have inserted, as we usually do, such reports of their proceedings as we have been able to select from local papers. It is satisfactory to observe the practical character of these Associations; and the nature of the papers read and discussions which take place in them on various subjects relating to the profession of teaching and kindred topics. We also insert from time to time, such extracts from these papers or discussions as we deem may best promote the objects the Department has in view in the publication of this *Journal*. We shall also be glad to insert, as heretofore, any communications from Teachers relating to educational subjects which may be interesting or instructive in their character.

It is much to be regretted that teachers generally on their part have not thus far, by their subscriptions, responded to the liberality of the legislature in providing for them a superannuation fund. On this subject we shall not say anything further at present, but simply direct the attention of teachers to the departmental regulations on the subject, which will be usually found on the last page of each number of this *Journal*.

II. Papers on Teachers' Associations.

1. UPPER CANADA TEACHERS' ASSOCIATION.

The fifth annual session of the Upper Canada Teachers' Association was opened in the Temperance Hall, Temperance Street, in this city, on the 8th Aug. Dr. Daniel Wilson, the President of the Association, opened the proceedings of the session by prayer. The Secretary then read the roll of officers, and also the resolutions discussed at last meeting; also several letters of apology from the Institute of Central Canada, informing the Association that Mr. Thorburn and Mr. Richard Phillips were a delegation from that Association; a letter from Rev. Dr. McCaul, regretting his inability to be present; from the Teachers' Associations of the counties of Durham and Brant, in reference to resolutions to be brought before the Association; from Hon. W. F. McMaster, Rev. Dr. Willis, and Prof. Young, regretting that circumstances will not allow of their addressing the Association, as they had been invited to do. Mr. R. Alexander, of Newmarket, appointed at last meeting of the Association as a delegate to represent Canada at the sixth annual meeting of the Teachers' Association of the United States, held at Ogdensburg, was called upon, and read a somewhat lengthy report of his visit and of the proceedings of that Association. With reference to the order of proceedings in the Association, he could only report one feature as in advance of their own method of doing business, and that was, that a paper was there read by some member upon each subject discussed, as an opening of the discussion. At the afternoon session, Dr. Wilson delivered the following address:—The gratifying duty again devolves on me, as your President, of welcoming the friends of education to this, the 5th Annual Convention of the Teachers of Upper Canada. Young as our educational system is; young, indeed, as is the country for which it is provided, it may be questioned if we are not to blame for undue tardiness, rather than for an excess of zeal, in thus seeking to organize the teachers of Canada into a deliberative body, for the consideration of all questions affecting their profession. Certain it is, at any rate, that the time is fully ripe for such conjoint action; and it affords me no slight pleasure to be able to congratulate the members of this Association on the evidence of its growing strength and efficiency as an adjunct of our comprehensive educational system.

"The training and acquirements of teachers; the selection and sanctioning of text books; the apportionment of school funds; the organization of union, model, and central high schools; and the powers vested in superintendents, inspectors, and trustees—these and many similar questions are annually brought under the consideration of city, county, or provincial boards; or submitted anew to the Legislative Assembly of the Province. Deeply as each one of you is interested in such questions, your individual opinion can carry little weight; but it is scarcely possible to over-estimate your influence as a united body; and I trust the time is not far distant when every teacher of Upper Canada will consider it his duty no less than his privilege to be a member of this association. With hearty co-operation on the part of all, and your deliberations conducted with the prudence and wisdom becoming an assembly of educated men, your decisions cannot fail to carry weight, and to influence the future course of legislative action. Union is the source of strength throughout the whole social fabric. National and friendly Societies, Boards of Trade, Agricultural Associations, and other kindred organizations, suffice to show how thoroughly this is recognized in every sphere of life; but no class of men stands so much in need of it as your own. The duties of your profession keep you apart. Your battles are fought and your triumphs achieved single-handed; and too frequently, when the best interests of the profession are brought in jeopardy, by some overbearing official, or mercenary Board of Trustees, the victim succumbs to their injustice without even a consciousness of sympathy, much less with the hearty support of his brethren. Every teacher, moreover, experiences difficulties in the progress of his work; and the more thoroughly he is gifted with all the natural and acquired requisites of a good teacher, the more frequently will he find his practices fall short of the high standard of excellency which his mind had conceived. But gathered thus in annual convention, such difficulties are the very vantage ground for future progress. "As iron sharpeneth iron, so man sharpeneth the countenance of his friend." The difficulties which have impeded his solitude will here furnish a basis for useful discussion; elicit the accumulated knowledge derived from varied experience; and stimulate the indolent and indifferent to a sense of virtuous shame at their own self-complacent ease.

"The members of our profession occupy a peculiar position in every state of society; but nowhere more so than in a young community like this. Isolated and apart, each of you has been absor-

bed in his special duties since last we met here for mutual council; not forgetful, I will believe, of the great issues which your duties involve. As teachers of youth, it is scarcely possible for us to exaggerate our responsibilities. With the young and impressible mind spread out before us, as a pure tablet on which we may write what we will; to us especially must the Divine maxim come home with peculiar force, that "for every idle word we must give an account." Education is not merely that which is derived from the text books which Councils of Public Instruction or University Senates may authorize. It is daily and hourly progressing amid all the impressions which the susceptible mind of youth derives through every gateway of knowledge which the senses supply. The courtesy of the gentleman and the high principle of the Christian teach by every word and action; and no one is thoroughly qualified for his high calling as the instructor of the rising generation who does not superadd to all else that school inspectors, trustees, or professors may certify of him, the indispensable requisites of the Christian gentleman. Courtesy, and that high principle which is derived from the religion of the heart, smooth a thousand difficulties in the school-room; and, daily exhibited there, give a tone to its social life, of far more real value than much that is dwelt upon by modern educationists, as foremost among the essential acquirements of youth.

The young mind may be compared to a calm, pellucid stream which reflects alike the sunshine and the shadow, and derives all its colour from the objects that surrounded it. How much then does it become the teacher to guard that pure mirror from being clouded by the storms of passion, or defaced with the soil of impurity.

"The personal influence of a conscientious teacher, unconsciously operating in every word of encouragement or reproof, trains the youthful mind to yield to generous impulses, and develops into healthful activity the moral principles, without which mere intellectual culture may be a curse instead of a blessing. I feel as though I owed an apology to you for dwelling on ideas so trite, and, as I may presume, familiar to you all. Nevertheless, I could name masters who have fallen under my own observation, of cultivated minds, and gifted with many special requirements of the teacher, who mar all their work by the lack of that genial courtesy which is the very life and sunshine of the school-room.

"During a recent visit to Boston, I was deeply interested in the discussion with Dr. Howe—so well known to all as the teacher of the remarkable blind and deaf mute, Laura Bridgeman—on the condition and prospects of the coloured population of Canada. The influence of the prejudices of caste, especially in the school-room, was freely debated, in reference to Canadian and New England schools. "But, after all," he added, "I must confess much seemed to me, during my visit to Canada, to depend with you on the personal feeling of the teacher. Where he contemptuously designated his coloured pupils as niggers, his prejudices found a responsive echo in every unreasoning little aristocrat. But," he added, "whereas in the chief school in Hamilton, its excellent teacher, Mr. Macallum, recognized no other difference in the coloured child than that which called for a greater exercise of tender courtesy and help, to lift him up from his degradation to the common birthright of humanity, the effect was conspicuous in the friendly rivalry of white and black children in all the emulations of the school and the play-ground."

No better illustration could be found of that undesigned and unconscious education which we are daily communicating in the school-room or the college-hall. Yet what education can be more important than that on which may depend the social relations of diverse sections of the community? Sectarian jealousies, prejudices of race, of caste, or creed; elements of disunion that go far to counteract the healthful working of our free institutions; may all be fostered by the idle words of a rancorous partizan, or softened and eradicated by the gentle courtesies of a sincere Christian, undesignedly exhibited day by day in the intercourse even with children of tender years.

Let the consciousness of such far-reaching influences stimulate and encourage the humblest member of our profession in his arduous and often ill-requited task. Some of you gather here to aid in our common deliberations, from the log-house or homely frame-building of our remotest clearings, where savage haunted wastes are being reclaimed to the service of civilization, and where by the wise providence of our national system, you are called to cast in the first seeds into the intellectual soil; to claim the infant mind as a heritage of that civilization of the future; and amid many privations and difficulties, are inaugurating that education of the new generation which is the indispensable basis of the well-being of a free people. I may confess now, after a sojourn of twelve years has made me a thorough Canadian; that the memory of many loved friends, and the charms of Edinburgh's unrivalled social circles, long held me back from a complete naturalization in my new-

world home. Death, alas, has severed fond ties, which nothing but death could sever. But the first thing that enabled me thoroughly to identify myself with my adopted country, was the consciousness that as a teacher in one of its chief educational institutions, I am privileged to bear a part, however humble, in moulding the destinies of a young nation, and influencing the thoughts of the coming time. Let the consciousness of this stimulate us all nobly to fulfil to the utmost our noble trust. We are as the crew of a stately ship in mid-ocean. Each has his appointed work; and no one can forsake his post or neglect his duty, without retarding the voyage, and imperilling the hopes of reaching its still distant haven.

Amid the numerous schools and ancient seats of learning, and all the appliances of letters and science in the mother country, the fortunate possessor of a well-endowed college fellowship, or scholastic sinecure, may haply make its acquisition the passport to dignified idleness, like the luxurious cabin passenger in the ocean ship. But while some of you are the representatives of the remotest of our clearings, in others I recognize those who are honoured with the trust of grammar schools and other seminaries in some of the chief centres of industrial enterprise; and who I doubt not, find a pleasant relaxation in thus resorting to this educational metropolis, where already your pupils have distinguished themselves in a higher academic career, and made you sharers in their hard-won honours, by the evidence thereby afforded of your ability and zeal. The years in which I have been privileged to bear a part in the furtherance of education in Canada, brief though they have been, have already sufficed to indicate the rapid progress of our Grammar Schools, in the number of their pupils that now annually offer themselves as candidates for the highest honours and prizes of the University. The period has altogether passed away when Upper Canada College was considered the sole avenue to University honours; and this not by any lowering of the efficiency of that valued provincial institution, but by the elevation of one after another of the Grammar Schools, under the guidance of zealous and efficient teachers, to a status which enables them to enter into honourable rivalry with it; and year by year to carry off an ever increasing number of the coveted awards. And this recalls us to the all-important truth that the school system is nothing without its staff of teachers. Whatever tends to secure for the teaching profession a fair share of the best talent in the country, be it a juster appreciation by parents, Trustees, and Municipal Councils, of its important functions; the opening up of new avenues to professional distinction; or the most practical of all stimulants, an adequate increase in its emoluments—the result cannot fail to react beneficially on the system. Under the worst system an able, zealous teacher will triumph; under the best one an idle and inefficient one will fail. And on this account I hail the reassembling of this convention with the highest hopes of benefit to result from it. All of you must be conscious of the influence of that isolation which is the inevitable accompaniment of your professional duties; and all, therefore I conceive, must be glad to avail yourselves of this opportunity of comparing the results of your experience, and interchanging views on many practical questions of education. It is impossible that so numerous a body, scattered throughout the school sections of this Province, can fail to discover many things connected with the daily round of duties in the class-room, as well as with the general working of the school system, which admit of improvement. Every good teacher, moreover, is a no less diligent student, always learning, advancing, improving upon the past; ever keenly alive to his own deficiencies, and setting before himself a goal of perfection, which, if it be unattainable, is, at least, a generous stimulus towards the achievement of many attainable excellencies. No error is greater than that which assumes that a mere rudimentary knowledge is sufficient for him who has only to teach the rudiments of knowledge. The amplest stores of a richly-cultivated mind are never in excess; while the modesty which is the inevitable accompaniment of liberal culture, carries with it a lesson invaluable to the pupil; like that which Newton still speaks to every student of science, in the memorable words uttered by him towards the close of his life:—"I know not what I may appear to the world; but to myself I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or prettier shell than ordinary, whilst the great ocean of truth lay undiscovered before me."

A further stimulus to the constant increase of our stores of knowledge lies in the implicit faith with which the ingenuous youthful inquirer receives all that we communicate; and in this respect the country schoolmaster not unfrequently finds that such reliance on his opinions is by no means limited to the rising generation. Here, as well as in some older countries, his lot is often cast amid a simple rustic community to whom his opinion is law on all questions lying beyond the range of their knowledge and experience. We can still recognize, I imagine, not a few touches from a life familiar to our-

selves, in the gentle ireny blended by Goldsmith, with his picturing of his own youthful memories, where

"In his noisy mansion, skilled to rule,
The village master taught his little school."

Such wisely skilled scholastic rulers are not altogether of the past; nor has our new-born school system so pervaded and leavened the community that it may not still be told of some Canadian preceptor by the scholar or the poet he has trained:—

"Yet was he kind, or if sincere in aught,
The love he bore to learning was in fault;
The village all declared how much he knew,
'Twas certain he could write, and cypher too;
Lands he could measure, terms and tides pressage,
And e'en the story ran that he could gauge.
In-arguing, too the parson owned his skill;
For e'en though vanquished he could argue still;
While words of learned length, and thundering sound,
Amazed the gazing rustics ranged around,
And still they gazed, and still the wonder grew,
That one small head could carry all he knew!"

Yet when we consider that the generation has not yet passed away, which witnessed the opening of the first Common School in Upper Canada, it is no insignificant fact to remember that—without noting our, perhaps, too numerous Grammar Schools—there are now, including 147 Roman Catholic Separate Schools, 4,224 Common Schools in this Western Province; and that, through their influence, in many an outlying township and remote clearing, the teacher is a centre of light to the little community; and the minister of intellectual emulation and growing knowledge to those on whom are hereafter to devolve all the duties and responsibilities of a free people, and in whose hands the destinies of the Province must rest.

Much yet remains to be accomplished. But no one can look around him on the costly edifices and well-organized machinery devoted to educational purposes, with ungrudging liberality by a young and struggling community, without feeling that the people have done their part, and proved themselves worthy of the good old stock of mother England. When, indeed, it is considered that all this has been the work of a single generation, we might be pardoned if we look back at times with feelings akin to envy on the noble educational endowments which the mother country inherits from the pious liberality of many generations. Nor is their wealth their only enviable attribute.

From this distant Province of the empire many of us revert with loving memories to her ancient seats of learning, and all of us can estimate the worth of such schools as Cambridge, wealthy in rich endowments, but how much wealthier in the memory of such sons as him I have already referred to, on whose monument, in his own College Chapel, are inscribed the memorable words:—"Let mortals congratulate themselves that there has existed such and so great an honour of the human race;"—or of Oxford nursing the accumulated largess of generations reaching back to Saxon times, to which one of the most gifted of English statesmen, the present Chancellor of the Exchequer, has recently paid the discriminating reverence of his filial reverence, at the termination of his political relations with the University, where his mind received its early culture and much of its peculiar bias. "My heart's prayer," he exclaims, "is that her future may be as glorious as her past, and yet more glorious still. But if it is to be so, that result must be brought about by enlarging her borders; by opening her doors; by invigorating her powers; by endeavouring to rise to the height of that vocation with which I believe it has pleased the Almighty to endow her. That, as in other times, the Universities of the land, and Oxford the first of them, led the mind and thought of the country on the path of improvement, so now they may still prove worthy of that high office."

The noble vocation thus ascribed to England's educational institutions is not less fitly applicable, as an exhortation to duty to each one of us, summoning us as the teachers of this Province to lead the mind and thought of this country ever onward into higher and nobler paths of improvement. If industry and zeal for the accumulation of wealth absorbs all other energies, let us the more earnestly show forth the value of intellectual riches, and guard the precious treasure of moral worth from contamination and debasement, amid the dust and turmoil of this working-day world.

But while tempted to envy England her ancient and wealthy foundations of learning, with teachers and students alike provided with all that wealth can supply to facilitate the highest intellectual acquisitions, we are recalled by the remarks of Mr. Gladstone, to a consideration of advantages peculiar to our own position, as the pioneers of learning in a new country. We have indeed no glorious memoirs of an ancient past, such as linger around the halls where a Chaucer, a Spencer, a Sydney and a Milton, a Bacon, a Locke,

and a Newton, gathered the first gleanings of so rich a harvest. But, also, we inherit with them no obsolete shackles and time-honoured abuses, to trammel us in our course. The borders of our educational system require only to be guarded from insidious encroachments, and protected from the well-meant but mischievous zeal of those who would engraft upon this free growth of the nineteenth century, the obsolete tests, and archaic or sectarian offshoots of long-buried generations. Our best inheritance from the past is its experience. We have prejudices and sectarian barriers enough of our own, without seeking to lay upon ourselves a yoke which our fathers found it hard enough to bear.

Nor is it in that direction only that we are untrammelled with the prejudices, no less than with the endowments of a venerable past. It is impossible to study the recent report of the commission appointed to inquire into the condition of the great public schools of England, without perceiving that, along with noble legacies, they also inherit not a few of the cobwebs and the rust of antiquity. The generous spirit of loving veneration enkindled in their classic shades, finds expression in many a tender reminiscence; as when the poet Gray, looking forth on Erin's "antique towers," exclaims:—

"Ah, happy hills! ah, pleasing shade!
Ah, fields below'd in vain!
Where once my careless childhood strayed,
A stranger yet to pain."

Or where Wordsworth apostrophises:—

"The sacred nurseries of blooming youth,
In whose Collegiate shelter England's Flowers
Expand, enjoying through their vernal hours
The air of liberty, the light of truth."

And reverts to the time when he paced the long avenue, or roamed by the Cam:—

"An eager Novice robed in flattering gown."

But when we turn from those fond reminiscences—which awaken a kindred response in all who have been privileged to enjoy in youth the fostering care of such an *Alma Mater*—and substitute for them the prosaic utterances of Sons of Eton and Oxford addressed to the commission of enquiry, we strangely reverse the picture. Obsolete features of a system devised for a totally different state of society, are sacred in their eyes as the Geese of the Roman Capitol; and even the cumbrous furniture and incongruous vestments inherited by public schools of England from ages which introduced them—not as antiquarian relics, but with every purpose of practical utility—are guarded from improvement as akin to impiety and sacrilege. It is impossible to look on such manifestations of unreasoning conservatism, thus clinging to worn out legacies of the past all the more passionately because of their utter inaptitude to the wants of the living age, without feeling that in our unshackled freedom we enjoy some compensation for our poverty, and can turn our limited resources to the best account, if we but have the wisdom, as we have the will to do it.

Let us then—while gratefully remembering all that we inherit from those ancient seats of learning on which England looks with loving pride, and all that they are still accomplishing for the progress of scholarship and science—retain a just estimate of the advantages we enjoy in this favoured Province of the same great Empire. Still more let us not fail to appreciate our own responsibilities, entrusted as we are with the sowing of the first seeds of knowledge in the virgin soil of this young country. The destinies of a great future are in our hands. We are privileged to form and fashion as it were, the young giant's limbs; and if it be a true figure of speech that "as the twig is bent, the tree inclines," we are now setting influences in motion, which will operate, not years only, but centuries after we are returned to dust. The minds of the rising generation are in your hands as clay in the hands of the potter. Your lessons stamp their impress on each. Your teachings are no idle words; but impulses pregnant with good or evil—far-reaching and comprehensive as time itself; for

"Words are things; and a small drop of ink,
Falling like dew upon a thought, produces
That which makes thousands, perhaps millions think."

But you have now left behind you for a brief period, the school-room and its responsible duties; and assemble here as a deliberative body, uniting in your collective capacity much of the best educational experience of the Province. Important questions are to be submitted to you, with the result, I doubt not, alike of pleasure and profit to all in the free interchange of opinions. It cannot fail to be the case that differences of views will arise between those with whom the modifications of our school system originate, and you who are required to carry these ideas into practical operation. Under any system this must be the case, and especially is it to be

looked for as inevitable in one of so recent development, and wrought out amid a people hewing out new homes for themselves from the virgin forest. But in such opportunities of friendly intercourse and exchange of thought as your annual conventions supply, lies one important means for turning this diversity of sentiment to practical account.

Important changes, for example, are now in contemplation in reference to the apportionment of the Grammar School fund. The proper source and value of certificates, Provincial or otherwise, for teachers, is under review. More than one influence is at work tending to awaken renewed attention to the demand for greater facilities for the higher education of girls throughout the Province; and here at least, and probably in other large cities, the question of what is to be done with our young parish population, is forced upon us with an imperativeness that cannot long be resisted. Our Common Schools are free. The education they offer is the passport to future success in life; and yet hundreds of our city children roam idly through the streets, heedless of the inestimable advantages placed within their reach, training too frequently in vice and crime, candidates for the gaol, the penitentiary, and the gallows. Have we then done all our duty to these wretched children in opening schools, the value of which they cannot appreciate, and which their dissolute and criminal parents regard with indifference or contempt?

Is it not a wrong done to the community to allow a child thus to be trained in our midst in ignorance and crime, to grow up to inherit the privileges of a freeman, and yet wholly incapable of exercising them except for evil? We may doom that child to a police-cell or the dungeon of a gaol; and it is a melancholy fact to see how many children of tender years annually expiate their first petty crimes in this manner, and are thus, as it were, indentured to a life of shame. We may employ the constable, the gaoler, aye, even the hangman, to do his wretched work on these children fashioned in the image of God, and born to the inheritance of a freedom as ample as any people ever enjoyed. It is incompatible with our duty; is it not even urged upon us by every motive of interest and self-defence, to employ a like compulsion while it is still time, and train these infants while yet they can scarcely discriminate between right and wrong, into cultured, virtuous, God-fearing members of society, rather than abandon them, like noxious weeds, to grow up as pests of the community; and swell the charges of our criminal expenditure to an amount that might endow with scholarships every Grammar School in the Province.

Those are some of the questions calling for your earnest deliberation, and others no less interesting to you in a professional point of view will be immediately brought under your notice in the reports of the committees appointed at last meeting. I commend them to your consideration; and trust that in all your deliberations, you will be under the guidance of the Great Teacher; and so directed that you may be able to develop the educational resources of this Province into a system adequate for the training of a loyal, an intelligent, and a happy people, for the full enjoyment of all the blessings we inherit. And if it be, that in the fulness of time, England, the ark of Europe's liberties, is destined to become the mother of nations, where she has already peopled new worlds with her sons, may it be your proud distinction to have imbued the minds of those who are to work out the destinies of their country, with refined culture and high-toned christian principles, that as it widens its boundaries, pressing westward in the path of the setting sun, it may find its fittest emblem in the glory and beauty of that western sky.

The address was received, at various points and upon conclusion, with loud applause.

Treasurer's Report.—J. B. McGann, Esq., the Treasurer, presented his report, showing a balance on hand of \$136 46.

Arbitrations.—Mr. McMurchie, from the committee appointed at last session to report upon arbitrations between teachers and trustees, presented the report of that Committee, recommending that instead of the local superintendent being always the third arbitrator, the two arbitrators first chosen be empowered to agree upon any third party. He moved the adoption of the report. Mr. R. Lewis, on behalf of the Committee, explained the reasons which led them to the conclusion reported. The principal reason was, that the local superintendents were generally established in their neighbourhoods, while teachers were often changed, and hence the tendency was found to be to side with the locality against the teacher. Mr. T. G. Chestnut said that the committee were not unanimous in the sentiment expressed by Mr. Lewis. At all events the views of the committee did not take so general a range. Their desire was simply to allow freedom of choice on the part of the arbitrator. In some cases the local superintendent had already expressed himself as to the merits of the case, rendering him an improper party to be chosen. Mr. C. McCarty, who seconded the adoption of the report, remarked that he did so because he felt it was often of importance

that the superintendent should not be mixed up with difficulties that would bring him into conflict with a portion of the people, and thus impair his influence. Mr. Cameron said the local superintendents were hired by the trustees, and that therefore it was not natural to suppose that they would decide contrary to the views of their employers. Dr. Gillespie said the reasoning so far had not been upon that inductive system upon which their school-teaching was based. No illustrations of the unsatisfactory working of the law had been given. In his portion of the country he had not known an instance in which the superintendents had not decided in favour of the teacher. They decided with the utmost partiality. Mr. Dickson moved in amendment that the law be allowed to remain as at present. Amendment carried.

Constitution and By-laws.—Mr. T. G. Chestnut brought up a long report from the committee appointed to revise the constitution and by-laws, recommending a number of amendments. The report was taken up for discussion, clause by clause, and a number of further amendments adopted.

Mr. Alexander moved "That in the second clause the words, 'The Teachers' Convention of Canada West,' be struck out, and the words, 'The Teachers' Convention of Upper Canada,' inserted."—Carried.

Considerable discussion ensued, and several amendments carried, one of which was that ladies be admitted members of the Association by signing the Constitution—no fees to be paid.

On motion of Mr. Alexander, the report, as amended, was referred back to the committee to make the necessary alterations.

Rev. D. Ryerson's Address.—The convention re-assembled at eight o'clock, when the President introduced to the meeting the Rev. E. Ryerson, D.D., who delivered an address upon the subject of the relations between school teachers and trustees, and other educational matters. He said he had not had time to put together any notes, having been occupied since six o'clock in the morning in examining and admitting new students to the Normal School. He had had the pleasure, as well as the labour, of admitting that day over 100 additional students, which was 30 more than he ever admitted in one day before. The relation between teacher and trustees, in Canada, was one of mutual dependence, which was the best possible position for both of them, as it was for all classes of society. It was not only impracticable but inconsistent with the spirit of the nineteenth century, to establish a system by which teachers would be totally dependent upon the trustees. Not only was it now a relation of mutual dependence, but of mutual obligation. Any teacher who allowed his talents, his best thoughts and energies, to be engaged and exhausted in an outside occupation, was faithless, and could not be otherwise, to the calling in which he was engaged. On the other hand, those trustees were unfaithful to their obligations, who interfered with the teacher in the use of his own best means for promoting the education of those placed under his charge, or who looked upon his calling with contempt. The relation should be one of mutual interest, mutual dignity, mutual effort, and a mutual affection. There was no engagement between contractors, in any trade or profession where the relations should be so intimate and free as those between school teachers and trustees. The injury which trustees inflicted upon a teacher in holding him in light estimation, was small in comparison to the injury inflicted upon his own or his neighbours' children by such a course. Charity should be found in every action. Whatever might be the culture of the intellect, apart from a proper cultivation of the heart, it could have little good effect upon society. Above all others, the teacher needed to have the warmest affectionate feelings, otherwise there was none of that magnetic power in him to attract and improve the young hearts and heads placed under his care. The principle of love was one that connected man with heaven, and it was the only principle that could exercise any very beneficial influence in the school-room. Teachers who had this principle well developed in their minds would wield an influence which those of the highest intellectual attainments could not approach, not only over the children, but over the entire neighbourhood. Great complaints were made in Canada of the frequent changing of teachers, but there were a number of teachers in Canada who had kept the same school for upwards of 20 and even 30 years. The matter was very much in their own hands. By shewing themselves valuable to the community their services would not be dispensed with for a light consideration. The relations between teacher and trustees had been legally defined by Act of Parliament, however, with tolerable accuracy. The teacher had the same authority over the children within the four walls of the school that the parent at home had over his children, and no man had the right to say why does he do so, so long as no outrage upon society was committed. The trustees had no power to order a pupil to be put in this class or that. But it was proper that the teacher should hold his authority in all kindness, and be ready to grant every indulgence which was not inconsistent with the efficiency of his school. In all cases referred

for his (the Superintendent's) decision, he had clearly pointed out the rights of the teacher, and insisted upon their being recognized. There was a provision in the Canadian school law, introduced by him, not found in any other country that he was aware of, and that was, that if the trustees dismissed a teacher and did not pay him, he could collect his salary for the whole period after his dismissal until he was paid. That provision had worked most excellently. (Applause.) There were some amendments yet required to the school law. The original object of the grammar schools was to afford a classical education, but they had degenerated by their conductors allowing rudimental instructions in English, into a mongrel affair, and wealthy people now used many of them for the education of their children in the English alphabet, while the common schools were being left to the children of the poorer classes. It was never the design of the law to permit the teaching of anything but the higher branches of English, to the exclusion of rudimentary or common school branches. As to the apportionment of the Grammar School fund, it was always distributed in the same manner as the common school moneys, although the regulations upon the subject had only recently been published. There were some grammar schools which had no classical pupils at all, and yet some of these schools had reported an average attendance of from 23 to 25 classical pupils per annum, and had drawn grammar school moneys accordingly. This had been brought to light by the system of inspection of the grammar schools, which had recently been adopted, and henceforth no pupil would be counted who was not reported by the Inspector as being engaged in classical studies. He had got an addition of \$4,000 from the Government for the support of grammar schools, but instead of its promoting the efficiency of the schools, it had been applied to the establishment of two or three new starveling little grammar schools in nearly every county. (Laughter.) Hereafter, no new school would be permitted unless there was a surplus of at least \$300 for the purpose. Another improvement he had in view was the abolition of school sections, and having township boards take their place, so that there could be that larger control which worked so well in towns and cities. A teacher would then have a chance of transfer from one locality to another within the same township if he unfortunately got into local difficulties, so long as he had the confidence of his employers. In conclusion, he assured the Association that though he deemed it better that he should not be present during their deliberations, he nevertheless felt a very great interest in their proceedings, and had their interests sincerely at heart in everything he undertook with reference to the schools. The doctor sat down amid loud and continued applause.

Mr. Dixon, seconded by Mr. McGann, moved a cordial vote of thanks to the Chief Superintendent of Education for his kindness in addressing them, which was enthusiastically voted, and tendered by Professor Wilson, in a very kind and appropriate address, for which the Superintendent returned due acknowledgment.

Grammar School Fund.—Mr. J. B. Dixon, of Colborne, opened the discussion by moving "That the thanks of this Association are due, and are hereby tendered to the Council of Public Instruction, for revising and simplifying the programme of studies in the Grammar Schools of Upper Canada, and for adopting the rules which are published in the April number of the *Journal of Education*." He said that they had heard from the Chief Superintendent that pupils were allowed in the Grammar Schools who did not yet know the rudiments of English, which was an ample justification of the course pursued by the Council of Public Instruction. Mr. Thorburn, of Ottawa, in rising, said that he was there as a representative of the Teachers' Association of Central Canada, an institution which was organized in no spirit of rivalry to this. When he saw those new regulations in reference to the Grammar Schools, he was inclined to object to them, but since he came here and had conversed with the Superintendent and others, he had seen the necessity of some such action. He believed, however, that in England and Scotland the feeling had been gaining ground that too much attention was being paid to the dead languages, and too little to practical subjects, calculated to fit the pupils for their future pursuits in life. He seconded the resolution. Rev. Mr. Blair, of Bowmanville, said he thought very little discussion was needed upon the subject after the facts given them by the Chief Superintendent, the previous evening. Mr. Chestnut suggested that perhaps the meeting would like to hear a few words from the Rev. Mr. Young, the inspector. Inspector Young then arose, and proceeded to say that he fully agreed with the resolution that had been offered; because he had discovered many abuses existing in several of the Grammar Schools. In many of them he had learned that none of the pupils were in Greek, nor Latin, nor Euclid, nor English Grammar. (Laughter.) This, he contended, was a fraud upon the country, and should be put a stop to. Common Schools should do the work of Common Schools, and Grammar Schools should be strictly confined to instructing pupils in the study of the classical education. He was

glad to see that Dr. Ryerson was in favour of placing proper teachers in those schools, to pay them well, and to make them responsible for the education of all those under their charge. Mr. James Hodgson, of Welland, held that Grammar Schools should not be closed to young gentlemen who wished to enter to perfect themselves in the higher branches of English. The closing of the doors to those desirous of perfecting themselves in English, he contended, was contrary to the statute. He knew that in taking that position he was taking delicate ground, as he admitted that the Inspector and the Chief Superintendent possessed great influence; but if the duties of the Chief Superintendent had been properly performed, many of the Grammar Schools at present in operation would not exist. As a matter of course, the Inspector had certified to the number of pupils attending the schools, and pupils were returned as studying the classics, who were, properly, only in English. If, however, the spirit of the resolution were carried out, great injury would be inflicted upon the community, because if none but those who were prepared to study classics were admitted, the Grammar Schools might as well be closed altogether. He agreed with that part of the resolution which referred to raising the position of the Grammar Schools. Rev. Mr. Young said with a regard to the verification, he would have to take it for granted that the master had made out his register correctly, unless he knew to the contrary. For instance, in examining some of the rolls a short time ago, he found a number of pupils returned as studying Latin and Greek, that his notes taken during the quarter, in the school-room, showed not to have been studying those branches at all. He corresponded with those teachers, and found they had made a slight mistake—not intentional, of course. (Laughter.) This was an example of a large class of similar errors he had already been successful in discovering. Dr. Gillespie, of Picton, said if the inspection were carried into Common Schools in the same way, it would be found that ulcers would be discovered there as well as in connection with the higher schools. The Grammar School teachers had had a hard time of it to get a living, and the attendance of a number of Common School pupils was a great help to them. Without the assistance derived from this class of pupils, many localities would be deprived of the usefulness of a Grammar School in their neighbourhoods. Mr. Duncan McNaughton, of Amherstburg, spoke in favour of offering a stimulus to Grammar School teachers, in advancing the education of their pupils. This was the proper way of raising the character of Grammar Schools. Mr. Gossline contended that the Grammar Schools should be compelled to teach the classics only, and allow the Common Schools to perform their own work, as the teachers employed were capable of teaching all the branches of an English education. If the Grammar Schools were permitted to take away the larger boys from the Common Schools, the latter would sink to the level of third-class schools. Mr. Frisby supported the views of the last speaker. Mr. Dixon, in the afternoon, brought in the report of the committee to which the resolutions had been referred before the adjournment, which he begged to move as a resolution, as follows:—

“That the funds should be apportioned among Grammar Schools, including the Royal Grammar School, or Upper Canada College, according to average attendance and efficiency of students in all the subjects contained on the Grammar School programme, and not in classics alone; and that in order to meet the wants of those pupils who do not intend to enter any of our Universities, and yet wish to obtain a superior education, the programme should be extended so as to include therein Higher Mathematics, English Literature, and more of the Natural Sciences, and to allow those who have satisfactorily completed the 1st, 2nd, and 3rd Forms, to omit classics and take equivalents, if they prefer.” Mr. McCartney seconded the resolution. Mr. T. Kirkland, of the Whitby Grammar School, moved in amendment the following resolution:—“That the programme be amended only so far as to make provision for teaching the extra subjects required to matriculate in the department of civil engineering, and pass the preliminary examination for provincial land surveyors.” Mr. Hodgson was glad to know that the Chief Superintendent was willing to make alterations in, or additions to, the programme of instruction at the Grammar Schools. He did not think it was right for government money to be given to some teachers for teaching the classics, whilst others who taught the higher branches of English, not provided for in the Common School, received nothing. He hoped the day would soon come when Common School teachers would be allowed to get an education qualifying them to take Normal School certificates at the Grammar Schools. Dr. Gillespie spoke in favour of teaching ladies Latin before they entered upon the study of French, as the latter is based upon the former. Mr. McGann, who claimed to have had a thorough education in civil engineering, said that the Common School teachers could furnish more teachers of civil engineering from among their number in Canada, than those of the Grammar Schools could. Besides, they never could teach a man to be a civil engi-

neer in the school-room. He must be taken into the field, and become acquainted with the practical use of the instruments. Mr. R. Alexander, seconded by Mr. Watson, moved “That this Association, in view of the changes made in the programme of Grammar School studies, is of opinion that the education of a large number of the youths of the country will be stopped far short of what is their right, and what the welfare of the country requires—therefore, be it resolved, first, that this association is of opinion that the education of that part of the community whose preparation for the active duties of life does not require a classical training, demands special attention and encouragement at the present time, because of the recent changes in the Grammar School regulations; 2nd, that a certain portion of the school moneys for education be devoted to the establishment of schools for the higher English Mathematics and the Natural Sciences. Mr. Carlisle, of Galt, contended at some length, and with considerable force, that the amendment should be so altered as to give the advantage, if any, to the Common Schools, as a stimulus was necessary to encourage the pupils to greater diligence. Mr. McGann moved “That the previous question (the original motion) be now put.” Carried. Some objection having been made to the latter part of Mr. Dixon’s motion, that gentleman begged leave to withdraw all the words after the words “average attendance,” which was granted. The resolution was then put and carried.

Teachers’ Associations.—Rev. Geo. Blair moved, seconded by Rev. A. T. Campbell, “That in the interests of education, it is desirable that a more complete organization be established among the different teachers’ associations throughout Upper Canada, and that with this view a committee of this association be appointed to take the necessary steps, and to correspond with the local associations.” Carried. Mr. T. G. Chestnut moved that the committee to carry out the resolution be the committee on the constitution and by-laws, with the addition of Rev. Messrs. Blair and Campbell.—Carried.

Lady Teachers.—Mr. Chestnut also moved “That the amendment to the constitution admitting ladies free as members of the association be applied to this session. Mr. McCallum, of Hamilton, seconded the motion, which was carried.

The Conversazione.—The lecture-hall of the Educational Buildings was filled with teachers and their friends from the city at half-past seven, to listen to a very attractive programme of music, reading, and speeches. Of the latter, the most interesting was that of Rev. Mr. Frazer, representative of the Commissioners on Middle Class Education in England, in which he criticised Professor Wilson’s address, in respect particularly to its allusions to Oxford’s antiquated customs; also, some features of the school system of Canada. The interference with the book trade by the Department had been tried in England, and abandoned, and would have to be here, as a bad system. Our system of appointing local superintendents by trustees instead of by the Crown, as in England, tended to make them subservient; a better basis for distributing school moneys could be adopted; and our school teachers became such with far too little training. In England they were apprenticed as “pupil teachers” five years, sent to a training school for two years more, where they passed eight examinations by a Government inspector, and then were obliged to teach “on probation” two years in one place; after which, should the inspectors’ record upon their parchment show proper progress, they got from the Government a certificate of proper qualification.

Dr. Ryerson, though not on the programme in that connection, was permitted to correct some misapprehensions that Rev. Mr. Frazer seemed to labour under. First, as to the book system, which, he said, studiously avoided the errors of that which had failed in England; secondly, as to the superintendents, all of whom were appointed by county councils and not by trustees, except in the cities and towns; thirdly, as to the distribution of school moneys being more favourable to old than newly-settled counties. As to training teachers; so thorough a system could not be worked in a new country, but he thought, nevertheless, that Canada was getting along in that respect as fast as could be expected.

Finance.—Mr. Wm. McCabe, from the Committee appointed to audit the Treasurer’s books, reported them in a most satisfactory condition. The amount of money received during the past year had been \$209 41, made up as follows:—Balance from previous year, \$14 55; membership fees for 1864, \$161; proceedings of conversazione of 1864, \$33 86—total, \$209 41. The expenditure had amounted to \$78 40, leaving a balance in hand of \$131 01; all of which, except about one dollar, had been placed at interest, at seven per cent., in the Toronto Permanent Building and Savings Society’s Bank. The report was received and adopted.

Central Board of Examiners.—Mr. Dixon moved, seconded by Mr. McCabe, “That it is expedient and necessary for the advancement of education amongst us, to discontinue County and Circuit Boards of public instruction, as now constituted, to appoint Super-

intendents who have been, at least, first-class Common School teachers or Grammar School teachers, to be nominated by the County Council, and approved by the Council of public instruction for each County in Upper Canada. Three or five of such Superintendents forming a Board of Examiners to grant certificates to teachers in their respective circuits, limiting such certificates to a township or county, according to their judgment, or making them valid for the whole circuit; to require each Board to elect either annually, or otherwise, one of its members to act in their behalf in a Central Board of Examiners formed of such elective Superintendents, having power to grant Provincial certificates to such teachers as they find qualified, and who have already satisfied the local boards of their ability to teach, and been recommended by them to the Central Board." Mr. Dixon said the system he proposed had all the good features of the Local Boards, and of the general board as now in operation. He thought all third class certificates ought to be abolished immediately. No teacher ought to be allowed to go up to the Central Board who was not found to be a superior teacher under his Local Board. His motion was proposed in no spirit of hostility to the Normal School, which could go on with its work as heretofore, and all its pupils found duly qualified would easily pass the Central Board of Examiners, the establishment of which the motion contemplated. Mr. McCabe said that if a person was to superintend any business, he ought to have a thorough knowledge of that business. That principle was recognized to the fullest extent by the resolution. The County Boards were notoriously composed of many men who knew very little about the practical requirements of the school-room. Whatever their proficiency in their own professions, as ministers of the gospel, doctors, or lawyers, it was no disparagement to them to say that they could not be such competent judges of the qualifications of teachers as persons who had enjoyed a teacher's education, or were in the daily practice of their profession. Mr. Harrison, of Thamesville, said the usual practice was for the Local Boards to appoint one of their most practical men, and leave all the drudgery to him, while they helped to decide. He did not mean to say that most examiners had not the education, but they had not the precise description of education required, and if so, were generally out of practice. Another reason why there should be a change was that the Local Examiners were allowed to grant permits to persons quite unqualified, enabling them to teach for six months without a certificate. Mr. Watson said there was great deficiency in the system of inspecting schools at present in operation. Some Superintendents got up very fine reports, and were, therefore, considered excellent officers, but he held that a man could not properly inspect a school unless he was a practical teacher. He should be able to give practical suggestions to the teachers whose schools he visited. Mr. Carlisle regretted that the resolution involved two very important subjects combined—one portion of it being in reference to County Boards, and another in relation to Local Superintendents. He thought they ought to be brought up apart from each other, and discussed separately. He thought no Central Board could thoroughly test the qualification of teachers, short of a session of several weeks, and then but imperfectly, owing to non-acquaintance with their character. Who constituted the Board of Examiners of medical men, of clergymen, and of lawyers? Were they not the most eminent doctors, theologians, and men learned in the law? Who then but the most eminent teachers in each locality should be examiners of teachers? If it was right in the one case it was right in the other. The manner in which Local Superintendents were appointed at present was most objectionable. They were appointed by county councils, very few of the members of which took any interest in ascertaining the qualifications of the applicants. The result of this system was that the Local Superintendents were seldom qualified for their duties by experience, and knowing that whether they did well or ill, their official life was to be soon ended, they gave very little attention to their duties beyond complying—and not even that at all times—with the forms or the law, so as to draw their salaries. Mr. G. Young, of the Oakwood Grammar School, said that the Local Boards often left the examination of papers to Grammar School teachers, who had no power to make any decision, and sometimes the very contrary of their recommendation was decided upon. He thought teachers who did not choose to attend the Normal School, but who had the necessary qualifications, should be allowed to obtain certificates for the whole Province from the Central Board, provided for in the resolution. Rev. Mr. Porter, seconded by Mr. R. Lewis, moved in amendment that the following resolution be substituted for the original motion:—"That in the opinion of this meeting a Provincial Board of Examiners should be appointed by the Department of Education, which shall include no individual whose pupils shall be subject to such examination, and that such Board of Examiners be alone authorized to give certificates to candidate teachers, however taught or trained." Mr. Chestnut said that they had passed a similar resolution

last year. Perhaps it would be better for Mr. Porter to move an amendment simply calling attention to the former resolution already on the minutes of the Association. Rev. Mr. Porter thought it would do no harm to pass the resolution once more. The proposer of the original resolution had spoken of the necessity as well as expediency of the change proposed. He acknowledged the expediency but not the necessity. Much could be argued from analogy, as Mr. Carlisle had said, but analogy could be pushed to an extreme. He need not remind them of the question of a literary man, whether because a man drives fat oxen he must himself be fat. (Laughter.) In many instances, and perhaps in most of them, the appointment of Local Superintendents was in the right hands. He had for a long time been working to assist in giving the teachers of York the widest opportunity for promotion, and had succeeded in a measure, but the best reforms were sometimes slowly wrought out. He thought that though the question was not ripe for such a sweeping change as that proposed, they might make a movement in the right direction, which his amendment was calculated to promote.

Dr. Gillespie said that in his county there were eighteen applications for the position of County Superintendent, and he had been given the appointment to save the evil effects of rivalry. He thought there was no need of the change proposed. He thought there ought to be a regular gradation from Common Schools up to Universities. Mr. Buchanan, of Preston, was of opinion that the present system answered the purpose very well, though admitting the possibility of improvement.

Rev. Dr. O'Meara said he was a Local Superintendent, a clergyman, and a non-practical teacher. He was afraid the proposed change was not a matter of reform, but was calculated to deform their excellent Common School system. It would be impracticable, too, to get a practical teacher in many counties to resign a first-class situation for the inadequate remuneration of \$4 per annum from each school examined, which was all the law allowed. In his own county (Halton) there were sixty schools. This would afford only a salary of \$240, which was not equal to the commonest third-class salary in most localities. Mr. McCallum remarked that some seemed to have the misapprehension that this proposed Central Board was to be a body hostile to the Normal School. On the contrary, it was the intention of the committee that the teachers of the Normal School should be members of the proposed Central Board. He moved the addition of a few words, expressing that idea in the original resolution. Mr. Frisby believed the proposition for a Central Board would be of great benefit to the teachers and to the community generally. In the County of Perth, the expense of the County Board of Examiners was \$711 last year, and if a similar amount were expended in each county, the cost of the present system of County Boards amounted to something like \$60,000. The expense of the Central Board could not be more than that, and therefore could not be opposed on account of the probable expense.

Mr. Gorsling believed a resolution so richly calculated to benefit the cause of education, would not be lightly treated by the Chief Superintendent. Mr. Evans said that he had always believed that the occupation of teaching should have the effect of making teachers thoroughly practical; he confessed that what he had heard that day had completely changed his views. He contended that the proposition was to give one first-class teacher in every county only as high a salary as could be obtained by any third-class teacher. Mr. T. Kirkland then moved the previous question, which was carried. Rev. Mr. Porter's amendment was then, by general consent, first put to the vote and lost, only four or five standing up in its favour. Mr. McCallum's amendment—with reference to having the masters of the Normal School on such Central Board, as contemplated by the original motion—was then carried by a large majority. The original motion, as amended, was also adopted—almost unanimously.

Physical Education.—On motion of Mr. McGann, this subject was next taken up for consideration, when he moved, seconded by Geo. Young, B.A., of Preston, a preamble setting forth the desirability of combining physical with mental and moral education in all the Common Schools, and a resolution to the effect that a committee be appointed to examine the subject, and report at next meeting upon the best system of physical and vocal exercises, with a view to their uniform introduction into our schools, and that the committee secure the attendance of one or more leading teachers in this department of education at next meeting, to illustrate the feasibility of its introduction into all the Common Schools of Canada. He said this was one of the most important matters that could engage their attention. In view of the fearful maladies with which a large portion of humanity was suffering from violations of the physical laws which govern the human body, he thought some action ought to be taken to further not only the study of physiology, but to turn that knowledge to a practical account by means of physical

training in every school throughout the land. The resolution was adopted unanimously, and the President appointed Dr. Gillespie, Rev. Dr. O'Meara, and J. B. McGann, Esq., as the committee.

Phonetic Teaching.—Mr. Wm. V. Huntsman, of Oxford County, was invited to explain the method of teaching children to read by means of the phonetic alphabet. In the phonetic system no letter changed its sound. Each character was easily learned, and once learned did not require to be unlearned the next day. He exhibited a series of tablets, containing the phonetic alphabet, and went through with an initial exercise upon them, in illustration of his method. After teaching children to read the lessons upon his tablets, his plan was to place the second or third book in their hands, or even the New Testament, when, with a few explanations, they were found capable of reading whole sentences correctly, and, with a few lessons, and very little assistance upon some long words not met with in the tablets, they would read freely in the Testament, with one-half the schooling necessary by the common mode. The Association appeared to take great interest in the subject, asking a number of questions, all of which Mr. Huntsman very satisfactorily explained. Mr. McGann remarked that the system formed an excellent means of correctly exercising the vocal organs, and would have a tendency to prevent the acquirement of weak lungs, so often and so justly charged upon the school-room. He complimented Mr. Huntsman, as being physically, mentally, and vocally an excellent representation and recommendation of his system. The President, on behalf of the Association, thanked the gentleman for the very able and interesting exposition with which they had been favoured.

Education of Girls.—A. McCallum, of Hamilton, seconded by Geo. Young, B.A., of Preston, moved the following resolution, reported from the business council, viz: Resolved—That the Grammar Schools, as they are to be organized under the new regulations, are not suited to the wants of the higher education of girls, and we therefore recommend that they be so modified as to render Greek and Latin optional studies with girls after they have gone through the first and second forms, and that they continue to be considered Grammar School pupils so long as they pursue the remaining subjects of the curriculum; and we add the hope that ere long they may enjoy equal privileges with boys, in the endowment of a Provincial College for females. Mr. McCallum said that so far as he had been able to learn from history, and from current events, the greatest mistake throughout the world, in matters of education, was the general neglect of female education. This neglect, he was satisfied, exercised an untold influence in retarding human progress in all that was good and great. The girls were capable of taking up the same studies as the boys, and of pursuing them equally as well, or better. There was now a denominational college for females at Hamilton, but what was wanted was a non-denominational institution, liberally endowed by the Government, where all could meet on common ground. Dr. Wickson inquired whether the girls would be counted as classical scholars. Mr. McCallum replied in the affirmative. Dr. Wickson thought that would be hostile to the object of the regulation adopted to prevent any but regular Greek and Latin pupils attending the Grammar Schools. Anything that tended to interfere with the attention of the Grammar School masters, being devoted most largely to Greek and Latin, ought to be avoided. The sentiment in favour of the study of languages, in his opinion, had been largely increasing of late, and very properly. Mr. J. B. Dixon said the object of the resolution was to bring those Grammar Schools back to what they ought to have been in the first place—schools for the higher education of Canadian youth, female as well as male. Mr. T. Kirkland moved, seconded by Mr. David Ormiston, that the resolution be amended by allowing Greek and Latin to be always optional with such female pupils in Grammar Schools as study French. He thought if they wanted to instruct girls in Grammar Schools, the first thing to be done was to catch them, or to get them there. If it were stipulated that none could go there who did not take up Greek and Latin, very few would go, and their object would be in a great part defeated. Mr. Carlisle opposed both motions. The movement was calculated to interfere with the efficiency of the Grammar Schools. It would be either giving young ladies the training that was given to young lawyers and doctors, or else the Grammar Schools would have to be made young ladies' seminaries. Besides, he could not see the advantage of compelling young ladies to study Greek and Latin in the first and second forms, while allowing them to drop them there. That would be of little use to them if they went no further. It would be only a waste of time. Mr. Buchanan, of Preston, said the sooner the right of girls to an equal education with the boys was recognized and always acted upon, the better it would be for the country, and the sooner would the whole human race begin to be rapidly elevated to its destiny. Mr. Chestnut moved, in amendment to the amendment, a resolution to the effect, that in the opinion of the Association the school system of this Province makes

no suitable provision for the higher education of girls; that such provision as does exist has been rendered still less suitable by the recent changes in the Grammar School law; and that therefore a class of school should be established to remedy this defect. The special motions were then put. Both amendments were defeated by considerable majorities, and the original motion was then adopted without dissent.

National School Books.—Mr. Buchanan, of Preston, from the special committee, appointed upon that subject, reported and moved the following resolution:—"That the Teachers' Association of Upper Canada strongly urge the necessity of having introduced into the schools of Upper Canada, a series of reading books which would be better adapted to our Canadian schools than the Irish National Series." Mr. Strauchn was here introduced as a delegate from the Oxford Teachers' Association, and invited to a seat upon the platform. A letter was read also from the South Ontario Teachers' Association, introducing William McCabe, LL.B., as the authorized delegate from that body.

Mr. Strauchn was of opinion that there were other books of the National Series that were not less objectionable than the Readers. He instanced the book-keeping series, which he regarded as being more confused than any other, and was the occasion of great annoyance to both teachers and pupils. The treatise on Mensuration, too, he thought, could also be greatly improved and better adapted to the wants of the present generation of Canadian youth. Mr. Buchanan said there was nothing national, so far as Canada alone was concerned, in the Irish series of Readers. There was nothing about Canada, or her institutions, in them. He referred to their materials, their paper, typography, and binding, as being of a very inferior order for school books, which of all other books, required to be well printed, on durable paper, and strongly bound, even though the price should thereby be raised a little. Mr. Evans remarked that Dr. Ryerson had expressed himself in favour of a Canadian edition, but stated that he feared the publication of a series would entail serious loss on the publisher.

Mr. J. B. McGann agreed with the former speakers that Canada ought to have a series of school books of her own. The question was then put to vote, and the resolution unanimously adopted.

Record of School Progress.—Dr. Carlisle opened up the subject by explaining a system in use in the Model School. He said he did not think any written record could be kept. The school was well graded, and each grade had its chief seats and its lower seats, so that the position of each pupil in the division showed to him, to the school, and to visitors who became acquainted with the plan, exactly what position of advancement in the school each pupil occupied. Its result had been to impart a great amount of stimulus to the scholars, each striving to attain to a higher position week by week.

The President explained the system in use in the Upper Canada College. It differed from that of Dr. Carlisle's in being a system by which a written record could be kept of each pupil's progress, by means of "counters," one of which each pupil took from a stand in giving an answer which others above him in the class could not answer, and presented at the close for record. Mr. Chestnut explained the College system more in detail. Mr. Watson, in view of the importance of the subject, moved that it be placed upon the list of subjects for discussion at the next annual meeting, and that a committee of five be appointed to examine the various systems and report upon them next year. Carried.

Election of Officers.—The following gentlemen were elected:—Rev. William Ormiston, D.D., of Hamilton, President; Archibald McCallum, M.A., Principal of the Central School, Hamilton, 1st Vice-President; T. S. Chestnut, Esq., Principal of the Training School, Toronto, 2nd Vice-President; Wm. McCabe, LL.B., Principal of the Union School, Oshawa, 3rd Vice-President; George Young, M.A., Principal of the Union School, Oakwood, 4th Vice-President; R. Alexander, Esq., Principal of the Central School, Newmarket, 5th Vice-President; William Anderson, Esq., Principal of the Park Street School, Toronto, 6th Vice-President; A. McMurchie, Esq., Mathematical Master of the Toronto Training School, Secretary; David Ormiston, M.A., Master of the Grammar School of Berlin, Corresponding Secretary; J. B. McGann, Esq., Principal of the Institution for the Deaf, Dumb, and Blind, Hamilton, Treasurer.

Thanks.—Mr. R. Alexander, of Newmarket, moved a resolution expressing the thanks of the Association to the proprietors of the *Globe* and *Leader*, for the space they have given to the proceedings of the Association in their respective journals; to the different Railway Companies, for the favour of return tickets free; to the ladies and gentlemen who took part in furnishing the *Conversazione*; to the Chief Superintendent of Education, for the use of the Normal School buildings; and to Professor Wilson, for his efficiency and attention to the duties of the office of President of the

Association during the past three years. The resolution was unanimously adopted.

On motion of Mr. Chestnut, it was resolved that a copy of the revised Constitution and By-laws be sent to each member of the Association, as well as a copy of the Minutes.

Adjournment.—A resolution for adjournment having been proposed, Professor Wilson offered a few remarks, expressing the great gratification the occupancy of the post of President had afforded him during the past three years, regretting that his engagements had obliged him to decline a re-appointment, and hoping that the Association would continue to prosper until it became a power in the land: in attaining which end the Rev. Mr. Ormiston, through his intimate acquaintance with Common and Grammar School matters, would be found, he was sure, a decided acquisition to the Association. The Association then, at a quarter past twelve, adjourned to meet again in the same place, on the 2nd Tuesday in August, 1866; after which the members gave three cheers for the retiring President, three for the Queen, and separated.—*Globe and Leader Report.*

2. MEETING OF WENTWORTH SCHOOL TEACHERS.

The County of Wentworth Teachers' Association met on the 23rd inst., at the Central School. The President the Rev. Dr. Ormiston, opened the meeting with prayer. After the election of new members a discussion was invited on Mr. Smith's Essay, on the Science of Education, read at the last meeting; on which Dr. Ormiston made a few interesting remarks, taking the opportunity of stating that he thought Education had not yet been reduced to a Science, but that from the accumulated experience of ages, we might yet hope to receive sufficient light to enable us to arrive at that desirable result. Mr. King, of Barton, then introduced his method of teaching the Alphabet, upon which a lively discussion ensued, and a variety of views were presented. Messrs. Cranfield, Moore, Frood, Bale, McCartney and Buchan, took part in the discussion. Simple as the subject may appear, it was not so considered by the Convention. The advisability of learning the Alphabet at all as a means of learning to read, the phonetic system, and the word system of learning to read, were introduced in the discussion. A discussion upon the subject "What are the best means for remedying truancy" followed, during which much valuable information was elicited. Messrs. Frood, Moore, King, Miller, Smith and Cranfield taking part in the discussion. The afternoon session commenced at 2 o'clock, Mr. J. B. Smith presiding. The delegates to the Provincial Association, Messrs. Macallum and McCartney, presented their report of the recent convention of that body. The next subject for the consideration of the meeting, "Ought attendance at School to be compulsory," was presented for discussion. Upon this subject a most interesting and animated discussion took place, in which Messrs. Grey, Macallum, McCartney, and others took part. The opinion of the meeting was expressed in the following resolution:—"That in the opinion of this Convention attendance at schools should be compulsory, as a preventive of truancy and many other evils." Upon the discussion of the advisability of establishing a Teachers' Library, it was resolved that a committee be appointed to consider the subject, and report at the next meeting. The following resolutions were then submitted to the meeting:—Moved by R. Moore, seconded by A. Macallum, B. A., and resolved, "That at our next meeting, Mr. McCartney do read an essay upon the best method of organizing and conducting a school in a rural district." Moved by A. Miller, seconded by J. E. Grey, and resolved, "that the following be the subject for discussion at the next meeting: 'Should children be compelled to prepare lessons at home?' and that Messrs. Macallum, Grey and Ball take the lead in the discussion." Mr. Cranfield was appointed to illustrate his method of teaching geography at the next meeting. The meeting then adjourned, to meet on the third Saturday in January next, at the Central School, all present feeling gratified at the opportunity thus afforded of meeting together for a friendly interchange of thought and sentiment, upon the various topics submitted for consideration.—*Spectator.*

3. WEST NORTHUMBERLAND TEACHERS' ASSOCIATION.

The Teachers' Association for the West Riding of the County of Northumberland met in Baltimore on Saturday, the 2nd ultimo, E. Scarlett, Esq., President, in the chair. The forenoon was occupied by Mr. David Johnston, lecturing on Grammar, and Mr. P. O'Flynn on Algebra. Mr. John Johnston lectured on Geometry. Mr. Thomas France read an essay on Ancient History.—Moved by John Braden, seconded by William Kerr, "That the Rev. John Bredin be elected an honorary member of this Association."—Unanimously adopted. On motion of E. R. Johnston, seconded by D. Roberts, a vote of thanks was tendered to Mr. France for his

excellent papers on "Ancient History," read before this Association. Mr. J. S. Snelgrove read an essay upon the subject "What is the chief object of the study of History?"—Received with approbation. The following addition to article 4th of the Constitution was adopted, "That the Board of Directors lay the programme as formed by them before the Convention for adoption." The following programme for next meeting was adopted: Grammar, 4th Book,—continuation of last lesson, P. O'Flynn; Arithmetic, evolution, M. McNellie and E. R. Johnston; Algebraic Fractions, W. W. French, E. Rothwell, and John Boyd; Mental Arithmetic, second twenty Miscellaneous Examples, J. D. Dunnill, and J. Roberts; Geometry, 1st Book, first fifteen propositions, and from the 20th to 40th exercises, text-book (Pott's) lecturers, J. Johnson, D. Johnston, and T. France; Canadian History, (Hodgins') from 1535 to 1608, E. Hayward and J. W. McBain; Essayist, Rev. J. Bredin, to choose his subject.—Minutes of this session read and adopted. Association declared adjourned until the 1st Saturday in December.—E. R. JOHNSON, Secretary.

4. HILLIER AND AMELIASBURG TEACHERS' ASSOCIATION.

The third regular meeting of the Teachers' Association for the Townships of Hillier and Ameliasburg and the Village of Wellington was held at the School House, Consecon, on Saturday, the 26th ult., and was attended by twenty-six gentlemen—twenty of whom were teachers; several ladies were also in attendance. The chair was taken by the President, W. Thorn, Esq. The following Teachers were appointed officers for the ensuing year:—C. D. Morden, President; W. Thorn, 1st Vice-President; M. Robinson, 2nd Vice-President; J. Benson, Recording Secretary; T. D. Lucas, Corresponding Secretary; D. W. Dulmage, Treasurer; S. Nethery, Critic; Messrs. Thorn, Chase, Ogden, and J. H. Dulmage, Directors. Dr. Burgess, of Wellington, was made an honorary member of the Association. A well written essay was read by C. L. Chase—subject, "Knowledge." T. D. Lucas was appointed leader of Analysis, the subject chosen for discussion. The discussion occupied the attention of the Association for an hour and a half, when it was resolved to postpone the subject for further discussion at the next meeting. The Association was then variably addressed by W. Anderson, Esq., Ex-M.P.P. J. B. Denton, Esq., Superintendent of the Wellington School, was next called on, and delivered a very interesting lecture. The addresses of the gentlemen were received at various points with applause. Dr. Burgess followed, and his remarks were highly appreciated. Messrs. Thorn and J. H. Dulmage were appointed Essayists for the next meeting. The next meeting of the Association will be held on Saturday, the 25th day of the month of November, at Wellington, commencing at 11 A.M. The officers will commence an hour earlier. T. D. LUCAS, Cor. Sec.—*Communicated to Picton North American.*

5. THE ASSOCIATED TEACHERS OF ELGIN.

The County of Elgin was the first in Upper Canada, that could boast of a well organized and successful Teachers' Institute. For many years its meetings were regular, successful, and influential. The leading teachers of the County met each other quarterly; submitted their plans, discussed their difficulties, and gave each other mutual aid and encouragement. Ambition was stirred, knowledge enlarged, and methods of teaching improved. At these meetings two or three lectures were delivered on different departments of the sciences, &c., with a view to direct the attention of teachers to their importance, and to the best text books through which to acquire a knowledge of them. In the intervals, methods of teaching the different branches of a Common School education were illustrated; the provisions of the School Act were discussed; the operations of the common school system were commented upon; improvements were suggested; and plans were submitted for the elevation of the teacher to that position in society to which his mental and moral qualifications, and the responsibility that attaches to his high calling, entitle him. This was the programme usually observed. It is evident that meetings of this kind could not be held attended by interested persons from all parts of the County, without producing a salutary effect upon teachers and scholars. Nor were they. We are persuaded that there is no County in Upper Canada in which the qualifications of the School Teacher stands in every respect as high as they do in this country; and although much of this is owing to the faithful manner in which the Board of Public Instruction has of late conducted the examinations of candidates for that office, there is little doubt that a liberal share of the credit is also due to the efforts of the teachers that organized and sustained for so many years a Teachers' Institute in the County. It should not be forgotten that a Library of upwards of three hundred volumes, selected with

great care, and specially adapted to aid the teacher in the prosecution of his studies, or in the practice of his profession, was part of the machinery employed by the teachers associated for the purpose of mutual improvement. In addition to this they had a number of maps and diagrams for the illustration of lectures, &c. These we regret to say have been in idleness for upwards of three years. The leading spirits of the former organization have passed away, and it appeared as if no others were left with enterprise enough to take up and carry on their work. The teachers and friends of popular education in the county will now see from another column, that another effort is to be made that is likely to prove successful. Their own interests as a class, no less than the general interests of education throughout the county, demand it. Let the Institute be again started into activity, the library be made available for the diffusion of sound and useful knowledge, and let common school education and common school teachers flourish and abound.—*Can. Home Journal.*

6. THE PROVINCIAL ASSOCIATION OF PROTESTANT TEACHERS OF LOWER CANADA.

The Provincial Association of Protestant Teachers of Lower Canada met in annual convention at the Town Hall, Sherbrooke, on Thursday, June 1st. Prayer was offered by Rev. A. Duff.

A series of By-Laws reported by the Committee was read, and in the main, adopted.—Convention adjourned till 2 o'clock P.M.

In the afternoon, the attendance was larger than in the morning. A very able paper on the *Apparatus* essential or desirable for Elementary Schools, was read by Prof. Hicks, of the McGill, Normal. The lecturer mentioned the *Blackboard* as a first and indispensable appliance of the School room and referred to its importance, not only in teaching arithmetic and other mathematics, but in almost every department of teaching, teachers should know how to use the blackboard. He spoke of the importance of *neatness* in blackboard exercises. In teaching Geography, outline or other maps and globes are very valuable. In arithmetic, the *ball-frame* is useful with young beginners; a two foot rule, for measuring blocks, &c., are also useful. School apparatus is not positively *essential* to a good school; the best appliances may be so used or neglected as to be useless; but if properly applied are very valuable. Much may be done by an energetic teacher to supply the want of apparatus. The paper was followed by a discussion of the subject by Inspector Hubbard, Principal Graham, A. Duff (Dunham), W. E. Jordan, Prof. Robins, Geo. R. Robertson, Esq., Hon. J. S. Sanborn, Rev. A. Duff, C. Dunkin, Esq., and the President.

On motion of Principal Graham, seconded by Inspector Hubbard, a committee was appointed by the Chair to consult relative to communication with the Upper and Central Canada Associations; to report at the Friday morning session. Adjourned to meet at seven in the evening.

In the evening session, addresses were given by the President, Dr. Dawson, Hon. P. J. O. Chauveau, C. Dunkin, Esq., and Hon. J. S. Sanborn.

Dr. Dawson stated briefly the aim of the Association, and spoke of the utility of Teachers' Associations generally. He also spoke with much force of the personal and professional character of the teacher, his relation to the public, the government, and especially, to his pupils, which he said, is the all important point, and that to which all other relations tended.

Hon. Mr. Chauveau expressed his lively interest in such Conventions as the present, and the pleasure he felt in attending them. He referred briefly to the history of Teachers' Associations in the Province, and gave several valuable hints relative to school appliances.

C. Dunkin, Esq., spoke of the high importance of the Teachers' profession. It should be more of a profession, and be made more permanent and remunerative. To this end, teachers must honor the profession. Too much dependence should not be placed on government aid, or upon legal machinery. Government aid is, in his view, desirable to secure the efficient working of a school system, but should not be too much relied on. Entire uniformity in schools is not essential or desirable. Emulation should be encouraged. Let each, in his own way, strive for the best schools.

Hon. J. S. Sanborn spoke of the obstacles arising from difference in race and religion to the efficient working of our schools; of the necessity of a general education, open to all. He took an encouraging view of what has been done, and of the improvement made within the past few years. He also spoke of Government aid as less essential in itself, than as useful in carrying out an efficient system. All classes are equally interested in the great work of education, and should manifest that interest.—*Sherbrooke Gazette.*

7. BRITISH TEACHERS' ASSOCIATION.

At a recent quarterly meeting held at the Normal College, Borough Road, an essay was read by Mr. Edmed, of the asylum

at Reedham, entitled "Our encouragements." We have selected some passages from the paper:

"The schoolmaster has his difficulties, trials, and discouragements, but who has not? No matter what the occupation a man may have, we are sure to find him often saying of it, and doubtless persuading himself that it is true, that his is the most arduous and trying of all labours, and his cares more perplexing than other men's. And this tendency is true of classes and individuals also. A little while ago, we read of the Emperor Napoleon even complaining of the weighty responsibilities and great anxieties Providence had imposed upon him. The rich murmur at their riches requiring so much care to prevent their taking to themselves wings, or walking off in portmanteaus, like the Duke of Brunswick's jewels; while the poor lament the lack of those riches which make the owner so uncomfortable. The great sigh under the weight of their dignity, and the little sigh because they do not possess it. The men of trade, however ready at crying up their wares, cry down their trades. Who ever met a farmer, for instance, who had a hard word to say in recommendation of farming?—a shop-keeper in favour of his particular line of business?—or a schoolmaster for his? Let any one say to such a person, I wish I had been of your avocation; and how often will he get for answer, 'You would soon wish your self out of it again!'

"But there might be some here who deny that it is as I have been saying; who will tell us they do not speak disparagingly of their high avocation, nor despondingly about their discouragements. I have no doubt there are such cheerful souls amongst us, and I shall be exceedingly glad to hear them get up and say they never do grumble; that they love their work, and their responsibilities, and their pay. If gentlemen with sunny hearts, and happy minds, and satisfied pockets, will stand up and speak of their contentment, it will help me in the purpose I have in view,—viz., to raise such a discussion here this afternoon as will send us all home in the spirit and temper of the contented statesman, who recommended the people to 'rest and be thankful.'

"Let us look at some of the advantages we possess as coming to us through our being teachers. There is, first, we have all a good drilling in here. We are familiar with this room; we have chalked our problems on that black-board, or one of its predecessors; we were taught to walk uprightly in that yard, and to sit uprightly and keep ourselves within bounds on those seats; we, for a year or more of our verdant days had our simplicity protected by careful curators and superintendents, while our boyish buoyancy was balanced by the weight of official dignity; and we were brought into contact with educational gentlemen, to whose teaching we listened, and to whose authority we bowed; and I regard it as one of the greatest blessings that I enjoy, that I possess the advantage obtained through the instruction, direction, and discipline of the Training College. We all know that what we are that is good we owe, to a very great extent, to what was done for us here. An old scholar of mine in writing to me some time ago, said, 'I shall ever feel, sir, that whatever progress I may make in life will be greatly owing to your instruction and training of me; and why should I not be as honest as the boy, and acknowledge that we possess advantages which greatly tend to promote our intelligence, our happiness, and our prosperity, as the result of our having been taught and trained for teachers in this Institution?'

"We might dwell long on our advantages enjoyed through the education we have received, and the pleasure we have experienced in roving through the fields of literature and learning. Ignorance is not bliss, and our capacity for the highest enjoyments is greatly enlarged in proportion to the knowledge we obtain. Our occupation leads us to be continually storing our minds, and we find our appetite for knowledge continually increasing. It is very pleasant to find ourselves up to par with well educated people, and we often experience sensations of pleasure (I do not mean vanity) in finding that our knowledge serves us in the various circumstances and incidents of life. How different is the tradesman situated in this respect! Often as well educated as other persons in boyhood, his continual attention to the duties of the shop soon leaves him in lamentable ignorance; his mind becomes imbued with nothing but his wares, and he is a stranger to the elevating and refining influences of the study. I do not say these influences and advantages are ours exclusively, but they are peculiarly ours, and the consideration of it should be one of the encouragements to persevere in our profession.

"Again, we may take encouragement by contrasting the amount of our labour with that of men in other occupations. In the first place, we have only five days to our week of work, where every one else has six. How nice on Friday afternoon, this summer-time, to dismiss our charge, turn our backs, and walk leisurely home, free from the call of the school bell till nine on Monday morning!

"How pleasant, when we wake next morning, to remember it is Saturday, and that we are going for a stroll down the Row, or to take our wives and little ones, as we ought to do, for an airing be-

yond the London smoke, or cultivate our gardens or lend a hand indoors, if our tastes so lead us! Then, again, if we are not preachers or Sunday school teachers, there is Sunday again to rest from one's labours, and refresh mind, soul, and body for the activities of the week.

"But not only our weeks are short, our days are so also. I do not know how much to add to the teacher's work-day for pupil teacher instructing; I have heard and read of a longish time, but I don't think they get all that is said; and if they do, in about seven hours the day's work is done. Thus out of the 168 hours in a week, we toil only 35. How few occupations can compare with ours in this respect! and we should, I think, call the advantage to mind as one of the encouragements the teacher enjoys.

"Then we have still higher encouragement when we consider the character of the work we are employed in.

"There are those who will look down with haughty contempt on the work of the pedagogue (I use the word for want of a better, though I don't like it); but whatever may be thought of *him* by society, whatever *he* is, be he gentleman or clown, amiable or churlish, sensible or stupid, . . . whatever the *man* may be, I say his *work* is a noble work, worthy of the highest intellect, the greatest skill, and the holiest character.

"It was but a fair compliment that was paid our profession recently in 'another place,' when Mr. Roebuck, the professed friend of education, said derisively of one of the first statesmen living, that if he had not been born a noble he would have been a schoolmaster. When I read that statement I felt considerably elated and encouraged, notwithstanding it was spoken in contempt of the unruly member's betters—for there have been better and greater men than the honourable member for Sheffield who have been teachers, and whose footprints will remain clearly imprinted on the sands of time when the incoherent screams of the stormy petrel of debate will have subsided into silence like the echo, nowhere to be found but in the dreary pages of Hansard. Without having to thank the honourable gentleman for the compliment, we take encouragement from the statement; for if such men as Lord John Russell are the men who are fit for schoolmasters, verily our profession has advanced in the estimation of the House.

"How different the work of the schoolmaster from any other profession or occupation!—the lawyer, for instance, who receives his fee not to do justice, but to obtain a legal victory for his client, oftentimes feeling that his case is morally, if not legally, wrong.

"Then there's the doctor, daily driving his busy rounds to visit chiefly imaginary invalids, whom he physics with coloured water, or at best is only employed in ameliorating physical pain.

Or take the artist; and one of his highest aims is to represent, on dead canvas or marble, the external appearance of that living intelligence which it is the teacher's highest pleasure to cultivate and develop. The sculptor and the painter strive to imitate the breathing, living original; but the teacher labours upon heaven-created mind, and upon those other noble faculties which constitute and dignify the man as distinguished from all other created terrestrial beings. So high a calling, so grand a work, is teaching, and so lasting in its results, so connected with life, future as well as present, influencing the destiny of man here and hereafter, that we might well say, Who is sufficient for these things? He who spake as never man spake condescended to be a teacher; and in what aspect of His lovely life does He appear to us so dignified, so sublime, and so enchanting, as when He sat in the midst of His disciples, and in the simplest language uttered those grand truths and maxims for our direction, in the affairs of this life as well as that which is to come, which it is our happiness to repeat to those who daily listen to us?

"Again, the teacher may derive encouragement from contemplating the influence his labours enable him to exert.

"I remember a tale told here, by one whom we all miss of late, about a dignified village schoolmaster being met by a stranger, and the following colloquy taking place:—'Who are you, sir?' 'I'm the greatest man in the village.' 'How's that?' 'Why, sir, I rule the boys, the boys rule their mothers, and the mothers rule their husbands; so that I rule them all.'

"Well, this is, doubtless, a great exaggeration; if it is not, I'm afraid, from recent visits I have paid to certain villages, . . . either that the greatest man in the village is not quite so influential as he says he is, or else that he uses his influence the wrong way. Yet, for all that, taking a large per-centage of his estimate of his ruling powers, doubtless the schoolmaster exercises a most potent influence upon society in general. Some one once said, give me the making of a nation's songs, I would not care who makes their laws; the speaker deeming the influence of the song greater than that of legislation. Well, how many songs, never to be forgotten, do we put into the minds of our young charge, especially since John Curwen and others have given us the facilities for so doing!

"Then, again, who are to fill our places in the busy world, when this generation have gone to their rest, but those who now come to us

for tutelage? And to whom will they owe the direction of their thoughts, the influencing of their opinions, the inculcation of their principles and maxims, the bent of their inclination, often the choice of their calling, and the very faith of their souls? To a very great extent to the schoolmaster; to a far greater extent than they will be cognizant of, than we can trace, or that society will give us the credit for. Nevertheless, although we may not be satisfied with the recognition of our influence, we know it for ourselves; and if the schoolmaster is like other men, if the love of power forms one element in his nature, if he derives satisfaction from influencing the religion, the morals, the intelligence, the happiness, and the general welfare of his race, then this consideration is another ground for his encouragement and consolation.

"Then, again, the teacher derives great encouragement in his work by seeing the fruits of his labours manifesting themselves in those who have left him and entered upon the duties of life, as well as in those who remain with him.

"Can we not any time turn our eye upon some who came to us with minds as dark as Erebus, and who have been enlightened by our lessons; or upon some dullard, whose wits we have sharpened; or some rascal, whom we have reformed, and turned from the love of evil to the admiration of that which is good?

"There are few of us, perhaps, who have been any length of time at our work, but can point to individual instances of this kind, any one of which would be worth a long life of school labour to accomplish, and which are very encouraging to us in our duties. Some of us, too, have been long enough to have seen our boys grow up to men, and occupy respectable positions in life, with credit to themselves and to the encouragement of those who taught and trained them."

"Another source of encouragement to us in the present day is the increasing demand for, and appreciation of, the labours of the teacher. Happily, our occupation, though subject to capricious changes in regard to the subjects we are to teach, is not one that is dependent entirely on the opinion or fashion of the day. Boys and girls will never fail, and never fail to need our services.

The public generally, I think, now, from the labourer to the lord, are anxious for education for their sons, and, what is more, are willing to pay for it. We have had far less complaining, I think, of late, of the parents not sending their children to school, and, consequently, less talk of compulsory education. The character of the teacher has gone up in some respects,—not all, for I recollect some worthies of the old school. The character of our schools has gone up also, and with these the estimation of our services has gone up in the public mind."

"Again, let me remark that the teacher who is a disciple of the Great Teacher, and is a believer in the great truths of Revelation, will find a peculiar pleasure and encouragement in his work, in having the opportunity of daily leading his young charge to a recognition of the Creator's footsteps, to an acknowledgment of His kingdom and power and glory, to an observance of His holy laws, and to a reception of His mercy and grace. It would be little indeed of us if we attempted to make our schoolrooms chapels for the preaching of sectarian dogmas, and it would be quite out of place and time for us to deliver ourselves of dry dissertations on theological doctrines, however sacredly we might regard them ourselves. For my own part, there is no secret I more cautiously guard from my boys than what particular sect I consider most orthodox, and therefore belong to; yet, for all this, there is scope and opportunity for us to speak of the deep things of God, and endeavour to win the young to the love of Him and His truth. And it would be to me, as it doubtless is with you, a sacrifice of one of my greatest encouragements and highest pleasures were I to seal my lips upon religion, and exclude, as it were, God and heaven from my charge."

"It must be a source of pleasure to us, and often of great encouragement, that we, as British teachers, are not only not prohibited from, but are expected to direct our children to the things of eternity as well as time, to the laws of God as well as man, and to the hopes of heaven as well as the prospects of earth. The singing of the hymn, the short prayer, the Bible reading and lesson, and the incidental reference to sacred truth, have not yet been banished from our schools, notwithstanding that inspectors cannot measure their results; and I trust the day will never come when, as teachers, we consent to become dumb dogs, and cease to find the religion of the schoolroom one of the charms which endear us to our work, and which cheer us in the performance of it."—*Eng. Educ. Record.*

III. Papers on the Teacher.

1. THE TEACHER'S CALLING.

In the estimation of those who regard the well-doing of the young, the calling of the school teacher is full of interest. And this

should it not be? It requires peculiar qualifications, involving high responsibilities, subject to many trials. Why should it not, then, bespeak for itself the sympathy, respect and friendly co-operation of the community? Not simply the well-doing of the young is connected with this calling, but the future happiness and well-being of society.

Teachers act both directly and indirectly on the great social interest of the race.—They have, in an extensive sense, the forming of character. To them is intrusted the modelling of minds which, in their mutual strength, shall move the world. The teacher leaves his impression on the mind of his pupils. This impression neither time nor circumstances can efface. It tells at the fireside homes of the children, and in their associate capacities abroad. It meets and mingles with the events of coming life; restraining, inciting, and encouraging all along the pathway of their earthly existence, and even to its close. And who shall say it is even lost there? May it not, does it not, pass on with the enfranchised spirit to that higher state of existence of which this is but the shadowing? Will not the teacher's influence tell, in its results, through the uncounted cycles of eternity? Responsible work, the training of the youthful mind! Who shall dare enter it with unhallowed purpose? Who shall dare give to the young mind other impress than that of wisdom virtue, and piety.

Schools are public safes, where are deposited, not the gold and silver of the nation; but what is of far more value, gems of thought and feeling; jewels, which shall hereafter be drawn out to beautify and enrich the national mind. Schools are deep mountain reservoirs whence issue the rivulets which widen into mighty streams; whose waters in their ever onward course, make for themselves channels through the length and breadth of the land.

In schools are training those whose future action shall brighten or dim their country's glory. Yes; here are those, whose light shall be as the morning, and whose brightness as the noonday; and here, too, it is to be feared, are those whose light shall be but as darkness and whose brightness but as the thunder's terrific bolt. Here are the future rulers of the nation. Here is the priest, who shall minister at the holy Altar. Shall he have the learning, the piety, the zeal of a Paul, the meek endurance, the tenderness of a John? Here is he whose healing art shall often renovate and re-beautify the frail tabernacle of the soul. Shall he be like the beloved physician? Here are the future poets, whose numbers shall be "thoughts that breathe and words that burn." Shall they, like the sweet singer of Israel, wake psaltery and harp to the high praises of Heaven's King? Here are they, the men, the women who shall come up, live, feel, and act, in all the relations of life, under thousands of ever varying circumstances, when the fathers and the mothers shall decline in the vale of tears and pass away.

"Just as the twig is bent the tree's inclined." Who shall so bend the twigs that they may grow up trees of strength and beauty, gracing the garden, the field, and the wood? Who shall? Who will? Teacher, the task is thine. Thy influence combined with that of the parents, shall make the future character. Thou canst move the young mind committed to thy trust, as the winds move the leaves of the forest. Thou canst press the young heart even as the seal impresses the wax. The confidence and the affections of the child are thine. Use thy power, but use it safely, well, gently, lovingly, yet firmly deal with those little ones. Write such characters on these young minds as future homes shall safely deepen, and a present and coming age delight to read; such as shall bless the child, the man, the world, reflecting honour on thyself, and bringing glory to the Creator of all mind. Teacher what a work is before thee? What manner of person shouldst thou be? And what qualifications are necessary to fit thee for this high trust?—*Amicus, in Brockville Recorder.*

2. THE POSITION OF TEACHERS.

We are glad to have before us abundant evidence that teachers are beginning to learn that their position in society really depends on themselves. The teaching profession is a learning profession. Many of its members are far more learned than the majority of lawyers, doctors, or clergymen. And the work which they have to perform is certainly one of the noblest which can possibly fall to the lot of man. How is it then that teachers have so often been treated with contempt? How is it that at the present day the teaching profession does not rank so high as the other learned professions? And what remedies can be suggested for altering public opinion for the better?

It is our intention to enter into all these questions. What we assert at present is, that teachers themselves have it greatly in their power to produce a revolution in regard to this whole matter. At the bottom of the low estimation in which the teaching profession is held by a large mass of people, is a low estimation of the value of education itself. The public need to be enlightened. Even many

men who occupy important positions in society, are blind to the advantages of high culture. They value sound common sense and practical wisdom. And they imagine that these can be acquired more surely in the business of life than by any amount of intellectual or moral training. With such people it is of no use to argue. They continually appeal to their own career: "They never had much book learning. They left the school at twelve or thirteen. And yet they have made large fortunes, and have got on wonderfully well." There is no one so conceited as the blockhead; and no one so obstinate in his opinions as the man who has formed them without one good reason. We must therefore leave these people alone. But teachers have to a large extent the forming of the young minds in their own hands. It is their special business to teach a knowledge of one's own self, of one's ignorance, and to beget an earnest longing after more knowledge. If the teacher knows his work and has free scope, there should be comparatively few of his pupils who will in after life entertain the low notions in regard to the work of a school master which were held and are still held by many of the grown up generation. And we believe a remarkable change is taking place in this way. Some teachers began to enquire into the proper methods of education, since they have conducted their work according to the laws of nature, the affections of the pupils are more drawn out towards them, the pupils leave the school with a mingled respect and love; and the memories of their teachers will be dear to them for life.

But before this change can be in any degree satisfactory, it is essential that the teacher cultivate his own mind. He must be a man continually acquiring knowledge; and that knowledge must not be a mere farrago of heterogeneous details, but such as shall bear upon the welfare of man, physical intellectual, and moral. Besides this, every teacher should have his own special studies: studies in which he should be regarded as an authority from the thoroughness and minuteness of his investigations.

Yet even all this is not enough. Teachers must combine. Already there exist various local associations; but in many districts teachers have not yet formed themselves into unions. These associations are of the greatest importance. In the first place, they are useful as giving a stimulus. Teachers come to know each other. They get greater insight into their work. They are cheered by mutual sympathy. And a feeling of brotherhood will give strength to many exertions. But, second, they are exceedingly valuable in important political emergencies. They give expression to the wishes of schoolmasters. They make the community feel that schoolmasters are a power in the body politic. And if all the local associations could somehow be combined into one great union annually or at stated intervals, schoolmasters might speak with a voice to which even Parliament would listen.—*The Museum.*

3. DIFFICULTIES OF YOUNG TEACHERS.

We commend to our young teachers, and specially to those soon about to enter upon the charge of schools, the following passages from Canon Champney's address to the students of the Home and Colonial School Society's Institution:—

The work of Teaching.—Before we begin any work, it is wise to consider what the work is, and, if it be possible, to get a clear view both of what we shall have to do, and of the means with which we shall have to do it. And if, after careful consideration of the work and all its difficulties, we find that the means which we shall have, if we choose to employ them, are sufficient to enable us to accomplish the work, we shall go to it, not in the presumptuous confidence of ignorance, but in the well-grounded confidence that springs from a knowledge both of the work itself, and of the means by which it will be accomplished.

The work in which you will shortly be engaged, if it please God, is one the importance of which can scarcely be over-estimated. It is my own belief that, next to the work of the Christian ministry, the work of the Christian teacher follows in importance. If you are spared to labour for the ordinary term of years, each of you must exercise an influence over thousands of children. If you do your work well and faithfully, as true servants of Jesus Christ, your teachings will tell for eternity. Many will "rise up and call you blessed." Many whom you have instructed as children will become themselves the centres of circles, on which they in their turn will exercise their influence; and as the results of what we do and say, whether it be good or evil, will be reckoned, in God's system, to those who do and say them, if you are only, through grace, enabled to be faithful, an abundant harvest of both nearer and more remote usefulness must spring from the seed which you will sow.

The difficulties of School work.—A school is not a deep, calm, quiet sea over which you may float without any trouble, and where you have simply to lift up your oars and let the current carry you along. There are many many pieces of rough and broken water above because there are rocks and snags below. You will have

rugged tempers to deal with as well as some meek ones ; restless spirits as well as quiet ones ; irritable and fidgetty constitutions, as well as more passive and inert ones. You will have many idle, because constitutionally indolent, ones to deal with ; you will have to deal in the school with effects which the home has created, and which you cannot get at in the home to remedy, and which you will have to correct, so far as they can be corrected, not with the help of the parent, but sometimes with the actual though unintentional opposition of the parents ; you will have to deal with misunderstanding and prejudice, sensitiveness and jealousy, personal pride, and that real cruelty which is called affection, that will not correct a fault itself, and will allow no one else to correct it. You will have to begin your work over and over again ; to find that what you have carefully taught has been carelessly forgotten, and what you thought, and thought rightly perhaps, that you had made so plain, you must needs try to make as plain again. All this will try you. You will have need of patience. You will have need of much patience. You will require to hold yourselves thoroughly in hand. You will want forbearance with the children. You will often want it quite as much with the parents, who, though acting childishly, must not be treated or spoken to as children ; who are often tenacious of respect from others in exact proportion to their ignorance of their own duty.

The spirit in which to overcome them.—Look all this steadily in the face. These are difficulties great and real. And they are such as only the true grace of God can enable any one to surmount. But the teacher who goes into her school with a deep sense of *His* forbearance, who has so long borne with her, whose heart is softened and gladdened by the assurance of that patient kindness wherewith He loved and still loves her ; who goes to her work with a real love to the little immortal ones whom her God and Saviour has, in his Divine Providence, set her to influence for time and for eternity, that teacher will bear, because she knows how much she has been borne with, and her bright face, gentle voice, kind words, and quiet wisdom, will win their way both with children and parents, and gain the love of the one and the confidence of the other.

Is you are placed in charge of an entirely new school, you will have to reduce into order a little chaos. Children that have never been confined to any place before for an hour, will have to be kept in one place and to be quiet under it. Little, restless, wandering things, that have roamed here and there at will, must be taught to sit still. Little irritable and pugnacious spirits, that are ready to resent the smallest intrusion on their right, must be made quiet, and trained to have others near them without restiveness or impatience. Minds that do not know what attention means, must be made to attend, and be brought to fix themselves on a given subject. The hearing, moving mass of an entirely new school is a chaos in miniature. But gentle firmness that will be obeyed, patient, persevering action will tell upon the chaos, and bring order out of its confusion, and peace over its conflicting elements. You must not expect to do in a moment what can only be done in a week. Habits of order, obedience, attention, are not the mushrooms that spring in a dewy morning, but trees that have grown in many a day of sun and shower. But when once these habits are formed in a school, every fresh comer feels their power ; and the wildest young elephant, when placed in a whole company of tame ones, soon ceases to be wild, leaves off trumpeting, and goes quietly along. "Seek to gain the children's love." It is not hard to gain. Children soon love those that love them. Christ has said that men do this, sinners though we all are ; and we feel that his word is true. It is the word of Him who made and who understands the heart of man. There is, perhaps, no man who, if he were told that another felt a great regard and love for him, would not at once be kindly disposed towards him. Children are more accessible to love. And when you have gained their love you have tied them with a silken band, but one that will hold them as firmly as a rope of wire. You have secured them with "the cord of a man—the band of love," and they will do anything for you. They will mind more readily what you say ; learn more readily what you teach ; copy more readily what you do ; and, if the children love you, the parents will like you. The mothers will, for kindness to the child is sure to win its way to the mother's heart ; and if you secure the goodwill of the parents, you have got the strongest argument which you can use to induce them to help and not hinder ; to second and not thwart you in your important work.

Doubt not, but earnestly believe that difficult and important as is the work before you, it will be as blessed of God if you, looking well at the difficulties and keeping steadily to the object, use the means that God shall give you, in reliance on his constant help and trusting simply in his Almighty power, and seeking his only glory, which is most advanced in forwarding man's salvation.

IV. Papers on Canadian Schools.

1. DINNER TO DAVID MILLS, ESQ.

On the 18th ultimo, a complimentary dinner was given to David Mills, Esq., late local superintendent for Kent, in the village of Ridgetown, as a token of the regard entertained for him by the teachers of the county. Mr. Mills held the position of Local Superintendent for nine years, during which time he succeeded in raising the schools of Kent from mere existence to a position that will rank favorably with the schools of any county in the province. His rare abilities, his extensive range of information, his persevering industry, and his fine tact for business have left an influence on individuals and on society that will continue to be felt in coming years. The dinner was provided by the Rev. Mr. Phelps, and was worthy of the occasion. About two hundred persons sat to the tables. Dinner being over, they repaired to the Town Hall, which was beautifully decorated for the occasion. Appropriate mottoes and devices adorned the walls, while gay clusters of flowers shed their fragrance on every side. Mr. Harrison, the present Local Superintendent, presided. Very able speeches were delivered by Mr. Mills and Mr. Lindsay. The latter gentleman began by remarking that a few months ago he read a very able speech by Mr. Mills on the Confederation question ; and, though not wholly agreeing with him, he admired his talent and ability. His knowledge of English history was extensive, and his manner of treating the subject showed him to be a man of no ordinary mental calibre. He was what Scotchmen call a 'a man o' wecht,' a representative man ; a man who had done brain work ; and a man who, he felt convinced, would yet make a figure in the world. Mr. L. then alluded to the power in the hands of teachers, and of the influence they might exercise over the minds of a community. He instanced Dr. Chalmers and Dr. Guthrie, and paid a brilliant and eloquent compliment to the labors of Thomas Carlyle. Above all things he counselled them to cultivate the principle of love, a principle by which all truly great men are governed. Thackeray was a deep, broad, warm-hearted, healthy man, and as such, his writings are worthy of their earnest study. Mr. L. spoke about half an hour, and resumed his seat amidst loud applause. Mr. Mills, on rising, was warmly received. He thanked the audience for the honor done him, and the teachers for their uniform kindness towards him. After some further preliminary remarks he proceeded to discuss the principles that govern society ; and the continual struggle going on between denominations and parties. Then on principles that go to form the sects and parties into which mankind are divided ; opinion creates them and sympathy strengthens them. Man is governed by interest and passion, hence the strong opposes the weak. Governments frequently become the instrument of tyranny. The same is true of religion. But there is a common ground on which all can meet on friendly terms—our common schools afford it. There is a story told of some shipwrecked mariners who, on being cast on a strange coast, expressed their delight on seeing a gallows, for then they were certain of being in a civilized country. A stranger cast upon our shores and passing through our country, would find instead of gallows, school-houses, and churches, and halls of justice, studded in every corner. These are the proper measures of society, and the symbols of a far higher civilization than a gallows can afford. Mr. M. then spoke of the rapid progress of the country, and of the excellency of its educational institutions. He referred to a remark made by a Canadian Minister (Mr. McGee), that 'ballads and legends afford a better education than our common schools.' He reviewed the ballad literature of Europe—the legends of the Welsh bards, the songs of the troubadours, and the ballads of Spain, and traced their influence over the human intellect. They cultivate imagination at the expense of reason, and awakened a fondness for adventure ; manly courage was high, but morals were low. To maintain a proper state of society, it was necessary, he said, that all grades should be educated, and to maintain a proper balance of the mind, literature and the arts and sciences should be cultivated. In the middle ages, learning was almost wholly confined to the monks. The number who gathered to hear their discourses was enormous. Dun Scotus alone had 30,000 pupils at Oxford. The disputes of the schools kept the mind in action. Theology and philosophy were the preservers of that gleaming light around which the darkness so closely pressed. He next adverted to the study of the classics. There are many who oppose their study. There was a time, they say, when their study was necessary, for in them was found the sole learning the world possessed. But now they are no longer needed. Why not substitute Kant and Goethe for Plato and Homer ; and Masillon and Mirabeau for Demosthenes and Cicero ? The answer may be found in the religious differences of modern times. There are few Protestants or Catholics who would consent to place in the hand of their children the writings of men of an opposing faith ; while fewer still would consent to place in their hands the writings of men of no faith whatever. With the classics

no danger of this nature can possibly arise; for no enthusiasm in their study can change a modern christian into an ancient heathen. But to give the mind its best and fittest training, the study of the sciences should be prosecuted. Even light literature should not be neglected. The writings of Dickens and Thackeray should be familiar to every teacher. In conclusion, he urged on teachers the necessity of having some model, not that he should follow it mechanically, but that he should form his character by it. Dr. Arnold was a safe model. No man had done more for the schools of England than he had done. His scholars made a revolution wherever they went. The time might come when his noble fragment of Roman history would be consigned to the dark and dusty alcove of some library, but England could never forget what he accomplished for her schools. Mr. Mills spoke upwards of an hour, and concluded a masterly and philosophical speech in the midst of loud and prolonged cheering.—*Canadian Home Journal.*

2. COMPULSORY ATTENDANCE AT SCHOOLS.

The meeting of teachers which was held in the Central School on Saturday last, as appears from our report of their discussions published yesterday, had under consideration a question of very great importance to the educational interests of the Province, viz:—Ought attendance at school to be made compulsory? The question is one which has excited a good deal of attention in times past.

When some years ago the Rev. Dr. Ryerson held a series of conventions throughout Upper Canada with a view to amendments which he proposed to make, specially to the Grammar School Law, the subject of compulsory attendance of pupils at school, or what we take to be the same thing, compulsory education came in for a share of attention. In nearly every case, if we mistake not, the decision of the meetings was in favor of such an amendment to the laws as would make attendance of the public schools compulsory; and the teachers of this county appear to have arrived at a similar decision. No attempt has ever been made to engraft upon the School Law a provision of this kind, and it is perhaps doubtful whether the public mind is educated up to the point which would enable such an attempt to be successfully made. But there is no disputing the fact that the school system of Canada without such provision only partially fulfils the objects contemplated, or covers the ground upon which it can ever be justified.

Considered as an abstract proposition the school system is a violation of the voluntary principle which the people of Canada long struggled for, and at last affirmed by a distinct enactment. As a mere matter of abstract right the state is no more justified in undertaking the secular than it is the religious education of the people. But the former is done upon the ground that the entire community is interested in, and benefited by, the education of each member of that community. This is a proposition which cannot for a moment be disputed. It is abundantly sustained by everyday experience, and by the criminal statistics of our jails and Penitentiaries. Ignorance and crime or poverty almost invariably go hand in hand; and that people which best provides for the education, not simply of a portion but of the entire mass of the community, best ensures its moral well being. It is upon this ground that the school system which taxes the entire community for the education of the children of that community is justified. But the misfortune is that the condition is not, under our present system, fulfilled. The truth is that in our cities and towns especially, that very class which it is most desirable, in view of the general principle, to educate are not educated at all. And it is for this reason that an amendment to the school law, which would ensure the education of all, is imperatively required. That amendment must be in the shape of compulsory education. It is due to those who are taxed for the maintenance of a school system, whether they avail themselves of it or not, that this should be done. And for that reason we view with satisfaction the growing public sentiment in favor of this much needed reform.—*Hamilton Spectator.* See pages 153 and 159.

V. Biographical Sketches.

No. 54.—THOMAS SANDILANDS, ESQ.

We sincerely and deeply regret to announce the decease of Thomas Sandilands, Esq., one of the earliest, the oldest, and most justly esteemed inhabitants of Guelph. Mr. Sandilands was born, we believe, in Glasgow, in 1795. Having emigrated to America, he resided for a short time in the United States and subsequently in Toronto, where some of his children died. He became a resident of Guelph in 1832, commenced and carried on business successfully as a storekeeper for over twenty years, and not many years after his

settlement he was appointed local agent of the Gore Bank—the first Bank agency established in Guelph.—*Guelph Herald.*

No. 55.—AGGUILAHNESS, OR JOSEPH MARTIN.

Another of the old Indian warriors has gone to his rest, Agguilahness (or Joseph Martin, as he was called in English), was a sturdy war-chief of the Mohawk tribe, who like all his race, was loyal and devoted to the British throne. He was born at the Bay of Quinté in the year 1792. When General Brock came out to this Province to take command of the few troops who were here to defend the colony in 1812, Agguilahness was at Quebec, and having then heard from the General that war was broken out between England and the United States, he hurried back like a true warrior to join his brother chiefs, in rousing up the red men to fight for Britain. Agguilahness was then a young man, robust and active. His rifle might be heard at Queenston, (where the gallant Brock fell,) at Beaver Dam, Cross Road, Chippeway, and Black Creek. He was also with the Indians close to Fort Erie, when the Americans evacuated it, and he witnessed the explosion by which several British soldiers were unfortunately killed. When the rebellion broke out in 1837, the Indians of the Six Nations were again very active in aiding the loyalists. Agguilahness died humbly, expressing his belief in Jesus Christ as the only and all sufficient Saviour, and "fell asleep in him," having a "joy and peace" in that belief. His body was interred in the cemetery at the old Mohawk church, and the funeral was attended by the Revs. Nelles, Elliot, and Roberts, (Indian Missionaries,) and a large number of his people.—*Brantford Courier.*

No. 56.—SIR GEORGE BROWN, K.C.B.

The *Hibernian* announces the death of this distinguished general. He was born in August, 1790, at Linkwood, near Elgin, Scotland. He entered the army, as ensign in the 43rd regiment, in 1806, and as lieutenant in the same regiment, was present at the bombardment of Copenhagen. He served in the peninsular war, from its beginning, in 1808, to its close, in 1814. At the battle of Talavera he was severely wounded, and at Badajoz was one of the forlorn hope. He was appointed captain in the 85th regiment in 1811; in 1814, was made a lieutenant-colonel, in which position he came to America during the troublous times of that period, and was present at the capture of Washington. Step by step he advanced upward, until in 1851 he became a lieutenant-general. During the Crimean campaign he led the English light division at the battle of the Alma and Inkermann, and took the chief command of the storming party in the first unsuccessful attempt on the Redan. In 1855 he was created a K.C.B., and, in the following year, gazetted "General in the army, for distinguished service in the field." He died at a good age, full of honors, and high in the esteem of his fellow countrymen.—*Leader.*

No. 57.—PROFESSOR AYTOUN.

William Edmondstone Aytoun, Professor of Rhetoric and Belles Lettres in the University of Edinburgh, and a very eminent Scottish author, died on the 4th of August. He was born at Edinburgh in 1813, was educated at the University of which he afterwards became Professor, and in 1831 gained a prize for the first poem, "Judith." He was called to the Scottish bar in 1840, and in 1845 was appointed by the Crown to the chair of Rhetoric and Belles Lettres in Edinburgh University. In 1852 he was appointed Sheriff of Orkney and Shetland by the Derby Government, as a mark of their consideration for his zealous support to the Conservative cause. It was his literary career which gave him celebrity. He was a contributor for thirty years to *Blackwood* and other magazines, under the *nom de plume*, partly, of Augustus Dunshuner. His ballads, published in connection with Theodore Martin's as the "Bon Gaultier" ballads, gave him a wide fame, aside from his magazine reputation. He published "The Lays of the Scottish Cavaliers," first printed in a collected form in 1858, and now in their 17th edition; "Firmilian: A Spasmodic Tragedy," 1854, an amusing and effective burlesque of the sensational drama; "Bothwell: A Poem," giving an episode in the history of Mary, Queen of Scots, published in 1856; an edition of "The Ballads of Scotland," 1857; lectures on "Poetry and Dramatic Literature," delivered in London in 1853; translations of "Poems and Ballads of Goethe," a joint production with Mr. Theodore Martin; "Norman Sinclair," a novel, first published from *Blackwood's* pages in 1861. He was also the author of some amusing papers, of which the dry and sly humour, perhaps, was best appreciated by his own countrymen, entitled "The Glenmutchkin Railway," a burlesque of the railway mania; "How I stood for the Dreepdaily Burghs," a farcical sketch of electioneering, &c. Professor Aytoun was a D.C.L. of Oxford, and held other academic honours.

VI. Miscellaneous.

1. ARNAULT'S WITHERED LEAF.

In the fables of Antoine Victor Arnault—a French poet of the last century—there is one, well known to the readers of French, which is remarkable for its pathetic simplicity and beauty. It is called the "Withered Leaf," and we quote it from the original :

—De ta tige détachée,
Pauvre feuille desséchée,
Où vas-tu ?—Je n'en sais rien.
L'orage a frappé le chené
Qui seni était mon soutien.
De son inconstante haleine,
Le zéphyr on l'aquilon
Depuis ce jour me promène
De la forêt à la plaine,
De la montagne au vallon.
Je vais ou le vent me mène,
Sans me plaindre ou m'effrayer ;
Je vais où va toute chose,
Où va la feuille de rose
Et la feuille de laurier.

Lord Macaulay made the following English version, which is to be found in his latter miscellanies :

Thou poor leaf so sear and frail,
Sport of every wanton gale.
Whence, and whither, dost thou fly
Through this bleak autumnal sky ?
On a noble oak I grew,
Green, and broad, and fair to view ;
But the monarch of the shade
By the tempest low was laid,
From that time, I wander o'er
Wood and valley, hill and moor,
Whereso'er the wind is blowing,
Nothing caring, nothing knowing ;
Thither go I, whither goes
Glory's laurel, Beauty's rose.

This has the defect of most of Macaulay's writings, of being too rhetorical. Arnault, in his simple lines, has nothing of "black autumnal skies," nor of "noble oaks," nor of "monarch of the shade," nor of "Glory's laurel and Beauty's rose." Fifteen years ago Mr. Bryant tried his hand upon the little poem, with this success :

Faded, severed from thy bough
Poor leaf ! whither goest thou ?
Ask me not ; my parent oak
Lately felt the tempest's stroke,
Since that moment, every gale,
From the wood to fields below,
From the mountain to the vale,
Bears me on, a withered leaf,
Whereso'er the wind may blow,
Wandering without fear or grief,
I but go where all things go.
Where the rose's leaf, at last,
And the laurel leaf are cast.

A later version we find in Miss Edwards's small volume of poetry entitled "Ballads," just published. Here it is :

Parted from thy native bough,
Whither, whither goest thou,
Leaflet frail !
From the oak tree where I grew
In the vale ;
From the woods all wet with dew
Lo ! the wind hath torn me !
Over hill and plain he flew,
And hither he hath borne me.
With him wandering for aye,
Until he forsakes me,
I with many others stray,
Heedless where he take me :
Where the leaf of laurel goes,
And the leaflet of the rose.

—N. Y. Post.

2. AUTUMN.

The autumn has again come with its fruits and their associated joyousness. The golden harvests which have been gathered by the farmer are comparatively abundant, and raise his hopes for the

future, while they lighten the burdens of the present. All the associations of this season are of a deeply interesting nature. The bounties with which the Almighty Giver of all good has loaded the earth for the sustenance of his creatures, tend to fill the land with gladness, and suggest to man the duty of benevolence to his less fortunate brother, and thankfulness to his Maker. The forest foliage is beginning to assume those exquisitely beautiful tints which are so marked a feature of American forest scenery. We know of nothing more gorgeously splendid than the blending of the purple, the yellow, the crimson, the green, and the many shades and tints exhibited to the eye in a woodland walk, at this calm and delicious season. Here and there the leaves are silently and solemnly falling, teaching thoughtless man lessons of wisdom, whispering to him that he too is mortal, and will fade and fall as a forest leaf. Spring may be the season of hope and faith and cheerfulness, but Autumn is specially suited to fill the heart with thankfulness, while it forces the mind, spite of itself, into a sober, serious, and religious mood. It seems to say to us, though the Great and Good Being who fructifies the earth, gives you plenty, and fills your barns and storerooms to overflowing, yet remember that you are mortal, repress all feelings of pride and self-sufficiency, for as the leaves on the trees and the flowers in the fields are fading and passing away, so you will fade and pass away from this beautiful earth. Do good while you may, that your memory may live and produce upon the minds of those who are left impressions as delicious and abiding as those produced by a forest landscape in the setting sun.

O Autumn ! we love thee—we love to contemplate thy beauties. We love to look upon the last lingering *aster* by the roadside, the bright golden *solidago* attempting to defy the power of the frost to mar its beauty, and the last modest little blue bell, quietly fulfilling its mission by the mossy woodland path. There is a power, a loveliness in nature at this season, which words are inadequate to express. Reader.—go and enjoy its glories, for the Winter cometh apace.—*Norfolk Messenger*.

3. AUTUMN LEAVES.

The glory of autumn beauty is fast fading, after a reign of about a fortnight. The colors of the maples and other trees this year have been as bright and varied as we have ever seen them, and, even yet, though many trees are almost bare, the color of the woods is exquisite. Crimson, scarlet, marone, purple, brown, orange, yellow, and green are blended with a richness of effect that no human skill could rival, and any picture of which would be deemed most unnatural by those who have never been in North America in autumn. The bright colors of these leaves, the result not of frost or fading, but of ripening, just as fruit becomes bright when ripe (as Thoreau clearly pointed out), are attracting the attention they deserve, for wherever there are rows of maple trees young ladies may be seen busily gathering the finest specimens of the fallen leaves, doubtless, for artistic purposes. It is to be wished that a much larger proportion of the people could drink in delight from the contemplation of the remarkable beauties of our autumn, as the pleasure, though it costs nothing, is of a high order, and wholly unalloyed with evil. The cultivation of the sense of the beautiful is, indeed, a great and permanent source of gratification.—*Montreal Witness*.

VII. Educational Intelligence.

—COUNTY WENTWORTH TEACHERS' ASSOCIATION.—The quarterly meeting of this body took place on the 1st ult. in the Central school. The President, the Rev. Dr. Ormiston, occupied the chair. The subject discussed was "The best method of dealing with indolent pupils." Messrs. Froud, of Hamilton, King, of Barton, McKea, of Dundas, Anderson, of Paris, Ewen, of West Flamboro, and several others took part in the discussion. The president in summing up, said that indolence in pupils might arise from three sources, either from the nature of the pupil himself, from the influence to which he is subjected while out of school, or from incapacity in the teacher. From the first two of these the only practical remedy lay in direct personal exertion on the part of the teacher to rouse the pupil and obtain the co-operation of his parents. Mr. McCallum's essay, read at last meeting on "School Discipline," was then taken up and discussed. The view of the essayist—that corporeal punishment is occasionally beneficial and actually necessary,—was generally concurred in. Mr. J. H. Smith, of Greensville, West Flamboro, then read an essay on the "Science of Education." It was a well prepared paper, and concluded with an eloquent appeal to the teachers to take into frequent consideration the importance of the work in which they are engaged. After this, Mr. J. B. Smith, of

Hamilton, gave an illustration of his method of teaching reading, followed by a recitation of the "Main Track," by Sargeant. After some further proceedings of an interesting character to teachers, the association adjourned.—*Leader Correspondence.* See page 153.

— **QUEEN'S UNIVERSITY, KINGSTON.**—Degrees were recently conferred upon a number of gentlemen who had completed their course of instruction in the medical department of the college. The following is an alphabetical list of the graduates, and of students who have passed the primary examinations. It has been obtained from the secretary:—Doctors of Medicine.—John Agnew, B.A., Kingston; Alexander Bell, Bath; John Bigham, Orono; Surgeon Major Bowen, Rifle Brigade; George Deans, Trenton; Thomas T. C. Hartson, Selkirk; David Heggie, Brampton; Alfred J. Horsey, Kingston; Edwin H. Kertland, Wolfe Island; John Massie, Seymour; Alexander McLaren, Williamstown; James B. Morden, Bloomfield; James Neish, Kingston; Richard A. Reeve, B.A., Toronto; Thomas B. Tracy, Kingston; William J. Weekes, Lyn. John Bell, B.A., also passed the necessary examinations, and will receive the degree on reaching the required age of 21 years. Primary students.—The following students passed the primary examination:—Alfred Armstrong, Kingston; William Beattie, Kingston; Joseph Campbell, Perth; Charles Lake, Murvale; James Summerville, Kingston.

— **QUEEN'S UNIVERSITY.**—The academic session of Queen's University and College commenced on the 27th ult. The Rev. Principal Snodgrass, after the opening prayer, welcomed the return of the students and the advent of the new-comers. He referred to the passage of the new Grammar School Act which provides that Head Masters of Grammar Schools must have a degree from some University of the British dominions. The new Medical Act provides for the registration of properly qualified medical practitioners, and inaugurates a uniform system of matriculation and examination at the medical colleges. Dr. Williamson, Professor of Mathematics and Natural Philosophy, delivered an address, academic in its character, on the advantages of the study of Mathematics and Physical Science. The proceedings lasted about an hour, when the assemblage was dismissed with a benediction by the Principal.—*Chronicle and News.*

— **VICTORIA UNIVERSITY.**—The Fall term of this well-known and eminently useful institution was opened on the 1st ult. At the appointed time, the students began to re-assemble,—old members to report themselves, and new ones to claim a share of recognition and sympathy in the arduous task of plodding for an education. We congratulate them, however, on this first step they have taken, and on the fact that they have now the assistance of able professors and teachers, kind and forbearing in their disposition, well qualified to help them, and willing at once to work with them and to make them work. The course of instruction in this University is not surpassed by that of any other on the continent, and students have now every facility for the requirement of a first-class education. We are pleased to understand that during the recent vacation, arrangements have been effected, in the classification and other particulars, which will render still more efficient the operations of the University; and we hope the educational advantages now offered may prove a stimulus to those who have come, and commend the institution still more fully to the confidence of the public. We are glad, also, to see that notwithstanding the hardness of the times, the College is still well sustained, the attendance being about as large as that of former years.—*Cobourg World.*

— **THE BELLEVILLE SEMINARY.**—From a letter to the *Advocate* from the Rev. Mr. Sheppard, we learn that the debt to day on the Seminary, if nothing had been paid on it, would have been \$49,557, whereas it has been actually reduced from \$24,123 to \$16,913, showing that there has been raised and paid out since July 1st, 1859, the sum of \$32,644. Surely this ought to satisfy, and no doubt will satisfy every reasonable person, that those who have had the management of the business have dealt faithfully in the matter.

— **EPISCOPAL CHURCH SCHOOL FOR GIRLS.**—Following up a project submitted to the Church of England Synod last June, a committee meeting of members of the Synod was held in this city, a day or two since, to consider the desirableness of establishing, in Toronto, an Episcopal church school for girls, and for the education of daughters of the clergy. The committee was well attended, as considerable interest is felt in the movement by the Episcopalians. After an interesting discussion, a sub-committee to consider the whole matter was appointed, to report as soon as sufficient satisfactory information can be collected, so as to enable the present committee to prepare a practical scheme for the adoption of the

Synod. We believe it is the intention of the general committee to submit a preliminary prospectus to the clergy and laity, with a view to invite discussion on the subject, and to secure as large an influence as possible in favor of the scheme. Our readers will remember that a plan was proposed by Mr. Brooke (one of the city board of school trustees), last spring, to establish a high school for girls, and one, we believe, for boys, by the board. The school law gives the board full power to establish such schools; and we are surprised that no further effort has been made to realize the wishes of a great many of the rate-payers on the subject. Other parties, we see, are moving in this direction.—*Leader.*

— **IN MEMORIAM: REV. R. FLOOD, M.A., LOCAL SUPERINTENDENT, DELAWARE.**—The Board of Public Instruction of the County of Middlesex, in reverent submission to the righteous disposal of the Most High, acknowledges its loss by death of the Reverend Richard Flood, M. A., Delaware. This Board appreciates the many excellencies which shone brightly in the character of the departed. To all be cherished and manifested a generous and fatherly spirit. A man of sound and highly cultivated intellect, he delighted to lay out his talents and acquirements in the advancement of general education. He was chairman of this Board since the Bishop of Huron withdrew his attendance. He willingly accepted a competent and important proportion of the Board, and as long as health permitted was exemplary in the punctuality of his attendance. His candour and kindness not only endeared him to all the Members of the Board, but secured the respect of the candidates who submitted to his examinations. It was his delight to draw out the proofs of their literary qualifications and their aptness to teach. The Members of this Board who had the happiness to be acquainted with the Reverend Mr. Flood, will long retain a lively impression of his gentle and loving intercourse with them in the discharge of the responsible duties publicly entrusted to them.—**JOHN McLEAN, Chairman; JAMES SKINNER, Secretary.**—*Communicated.*

USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will render liable the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., *Education Office, Toronto.*