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CONTENTS OF THIS NUMBER:

I. ONTARIO TEACHERS' ASSOCIATION—Address of Professor Young	129
II. REVISED OFFICIAL REGULATIONS IN REGARD TO THE QUALIFICATIONS OF PUBLIC SCHOOL INSPECTORS AND COUNTY EXAMINERS	137
III. DEPARTMENTAL SUMMARY OF THE POWERS, DUTIES, AND RESPONSIBILITIES OF PUBLIC SCHOOL TRUSTEES IN RURAL SECTIONS.—School Calendar	138
IV. MONTHLY REPORT ON METEOROLOGY FOR JUNE	141
V. BIOGRAPHICAL NOTICES.—(1) George Grote, LL.D. (2) A. Keith Johnson, Esq.	142
VI. EDUCATIONAL INTELLIGENCE	122
VII. DEPARTMENTAL NOTICES	144
VIII. ADVERTISEMENT	144

I. ONTARIO TEACHERS' ASSOCIATION.

THE eleventh annual Convention of the Ontario Teachers' Association commenced its sessions in the Theatre of the Normal School Buildings on the 8th ult. There was a fair representation of teachers from the various parts of the Province. The President, Rev. Professor Young, presided. Mr. Hodgson read a portion of Scripture, and the President offered up prayer. The PRESIDENT desired to thank the Association, as this was the first opportunity he had to do so, for the honour they had conferred upon him in electing him President; but at the same time to state that he thought it undesirable that a member of the Council of Public Instruction should continue in the chair, as matters concerning that body might come up for discussion. Therefore, after delivering his inaugural address this evening, he would beg leave to resign. Several gentlemen expressed their regret at the decision of the President, and pressed him to reconsider the matter, and continue in office. The PRESIDENT asked to allow the matter to remain in abeyance till the evening, which was agreed to. In the evening, Rev. Mr. INGLIS opened the proceedings with devotional exercises.

Professor YOUNG then delivered the following address:—

GENTLEMEN,—I have chosen as the subject of my address, the Act recently passed regarding Public and High Schools, with the regulations made, under the Act, by the Council of Public Instruction.

COUNTY INSPECTORS OF PUBLIC SCHOOLS.

The fifth clause of the Act provides that "in each County or union of Counties there shall be one or more school officers,

to be called County Inspectors, who shall have charge of not more than one hundred and twenty, nor less than fifty schools each." Under the law, as it formerly stood, it was competent for County Councils to appoint County Inspectors; but only in a few cases was the power to make such appointments exercised; and the consequence was, that the inspection bestowed on the Common Schools was less satisfactory than might have been desired. Of the Local Superintendents, who are henceforth to be known in our schools no more, it is not at all necessary to speak harshly. A considerable number of them performed their duties with ability and zeal; and, as a class, they were serviceable to the cause of education; but—as King Arthur said, when he lay bleeding of his mortal wound, "I have done my work"—they have done their work. The impression throughout the country was universal, that it was time for the old order to change, and to give place to something more adapted to the stage of educational development at which we have arrived; and hence the clause of the Act, which abolishes the system of inspection by Local Superintendents, and renders the appointment of County Inspectors imperative, has met with no serious opposition from any quarter.

The duty of prescribing the qualifications of County Inspectors is laid on the Council of Public Instruction. The Council has resolved to grant certificates of qualification to graduates of a British or Colonial University, who have taught in a school for three years, and to first-class Public School teachers of the highest grade. I do not mention, as a separate class, High School Masters who have taught in a school for three years, because a degree is henceforth to be made the qualification for the Mastership of a High School.

Each graduate, before receiving a certificate, must write a thesis on school organization, to be submitted to the Examining Committee of the Council. It appears from the public papers, that the dignity of some graduates has been hurt by this regulation; but I do not feel that there is the shadow of a ground for the offence that has been taken. For, in the first place, an ordinary University degree is not the most satisfactory guarantee possible that the holder possesses even the literary and scientific attainments necessary for the office of Public School Inspector. A graduate, as such—a mere pass graduate, it may be, of an inferior University—is not entitled to carry himself loftily, as though all further enquiry into his fitness

for so important an office as that of County Inspector were something like an insult. And, in the second place, a graduate, were it certain that his acquirements are ever so high, is not necessarily, even though he may have taught in a school for three years, acquainted with the organization of Public Schools, and with the methods of teaching, which should be followed there. The examination, which he passed before receiving a degree, did not extend to these points, while first-class Public School teachers have been examined on them more than once. Where is the hardship, then, of his being asked to write a thesis, showing that he has, at least, had his attention called to the subject?

I cannot doubt that the resolution of the Council to grant certificates of qualification to those Public School teachers only, who are in the highest grade of the first class, will meet with the approval of all who are in a position to give an impartial opinion. Apart from the unseemliness of having a school inspected by a gentleman whose certificate might be of an inferior grade to that held by the teacher of the school, the effect of throwing the office of Inspector open to any Public School teachers, except those who are at the head of their profession, would be to lower the general character of the office, and so to hinder the attainment of the ends for which County Inspectorships were instituted. We look for great things from the Inspectors. We expect them to be the means of reviving the Public Schools, and advancing them to the highest possible state of efficiency. That they may be able to render such a service, they must be men whom teachers and trustees and ratepayers everywhere will look up to with respect, whose counsel will be sought with confidence, whose approbation will be valued, and for whose blame reverence will be felt; but it would be foolish to expect County Inspectors as a body to answer this description, if persons were admitted to the Inspectorships who were not competent to take a first-class certificate of the highest grade.

THE EXAMINATION OF TEACHERS.

Next in importance to the clauses of the School Act establishing County Inspectorships, are those which relate to the examination of teachers.

Scarcely anything has in time past been felt to be a more serious evil, by those who have interested themselves in the working of our educational system, than the want of uniformity in the examination and classification of teachers. When I was Inspector of Grammar Schools, I heard the complaint frequently made, that a candidate, who found it difficult to obtain a third-class certificate from one Board, might without difficulty get a second or first-class certificate from another. This disparity in the standards set up by different Boards, besides giving rise to numerous cases of individual dissatisfaction, tended to bring down the general standard of qualification, and threw suspicion on the value of the certificates held even by first and second-class teachers who had fairly won the position that had been assigned to them. The provisions which the new Act makes, with the view of remedying the evil referred to, are as follows: First-class certificates are henceforth to be given only by the Council of Public Instruction; and second and third-class certificates only by County Boards of Examiners. The papers for second and third-class certificates, as well as for first, are to be prepared by the Council of Public Instruction, through a committee of their appointment or otherwise; so that candidates for second and third-class certificates, though presenting themselves before different Boards, shall still have the same papers to answer. Moreover, by a regulation of the Council of Public Instruction, the value of the several questions in the examination papers must be fixed by the Committee of Council; the effect of which is, that all candidates for certificates of a particular class, who give correct answers to the questions in the examination papers, must receive the same number of marks for the answers, by whatever Board they may be examined.

It is perhaps not possible, in the meantime, to go further than this, in the way of securing uniformity in the examination and classification of Public School teachers. Of course, even where examination papers are the same, and the values affixed to the several questions are also the same, there may still be a serious want of uniformity in the examinations, in consequence of the different estimates which different examiners make of imperfect answers. In estimating imperfect answers, some of the County Boards, which have to decide the fate of applicants for second and third-class certificates, will be much more severe than others, and thus the ideal of absolute uniformity in the examination and classification of teachers will not by any means be attained. I was at one time disposed to think that County Boards of Examiners might be dispensed with, and certificates of all classes, first, second and third, granted by one examining body. This would secure uniformity as far as such a theory is possible; it would probably

not involve much more expense than is entailed by the present system; and it would be objected to on the ground of centralization by those only who allow their ears to be filled with a popular cry, and do not consider that centralization, which separates examiners from local partialities and suggestions, is, in such a matter, the very thing to be desired. But, after what I have learned of the number of applicants likely to come forward from year to year for second and third-class certificates, I do not see how a single small committee could overtake the work of reading all the papers that would be given in. I acquiesce, therefore, in the method of examining and classifying teachers now prescribed by law, as perhaps the best attainable in present circumstances.

The examining committee, appointed by the Council of Public Instruction, consists of a member of the Council, who is chairman of the committee, and of the two High School Inspectors. Besides a special examination for certificates of qualification for the office of Public School Inspector, the committee has recently had to conduct, with the assistance of the Normal School Masters, the examination of both divisions of the Normal School, and it is at present engaged with the general examination of candidates for first-class certificates throughout the Province. In this general examination the Normal School Masters take no part. Though, as a member of the Council, I accepted these arrangements as suitable to the transition year through which the school system is passing, I think that, in future, it would be better if the Normal School Masters had nothing whatever to do with the examination of candidates for teachers' certificates. There are undoubtedly some advantages in teachers having a share in the examination of their pupils, but these, in the present instance, are far more than outweighed by the imperative necessity which exists that no one set of applicants for a certificate of a particular class should be subjected to a different ordeal from another, and also that no possible whisper of partiality on the part of a teacher to his own pupils should go abroad. This necessity is now more imperative than ever, inasmuch as both second and first-class certificates have a greater value than formerly; second-class certificates having been made permanent during the good behaviour of the holders, and valid in all the municipalities of the Province; and a first-class certificate of the highest grade rendering the holder eligible for the office of Public School Inspector. My opinion, therefore, is clear, that Normal School Masters should not have a place in the future on the examining committee; and not only so, but also, that, if possible, there should be but one examination for the pupils of the Normal School, and for other applicants for Teachers' certificates.

In fact, the way seems to have been paved for this, however unintentionally, by the recent School Act. The clause of the Act, which provides that second-class certificates shall be granted only by County Boards, applies, I presume, to Normal School students as well as to other persons; and hence those Normal School students, forming the majority of the whole, who do not aspire to more than second-class certificates, must appear before County Boards for examination, along with other applicants for certificates. It is true that an understanding might be come to with County Boards to issue certificates to Normal School students on the ground of examinations conducted by the Committee of the Council of Public Instruction; this, I suppose, would be consistent with the statute; but is scarcely what the Statute contemplated, and I am convinced that the Council of Public Instruction will not think of such an arrangement. If the larger division of Normal School pupils must thus necessarily attend the County Board examinations, why may not the other and smaller division attend the same examinations? It would be for their own advantage to do so; for, should a Normal School student be examined merely by a Committee of the Council of Public Instruction, and fail to obtain a first-class certificate, he could not receive a second-class certificate; the Council having no power to issue such a document; but, by presenting himself before a County Board, he might, in the event of his failing to obtain a first-class certificate from the Council, receive a second-class from the Board.

INSPECTION OF THE HIGH SCHOOLS—CLASSIFICATION OF THE HIGH SCHOOLS—APPORTIONMENT OF THE HIGH SCHOOL GRANT.

I now pass to the subject of High School Inspection.

Increased provision for the inspection of the High Schools is undoubtedly required to be made. The task of visiting, twice a year, more than a hundred schools scattered over the Province, is too heavy to be laid on the shoulders of any one man; and (what is of more consequence) the Council of Public Instruction was unable, so long as there was but one inspector, to frame suitable regulations for the apportionment of the High School fund among the different schools. In the last two reports which I had the honour, as Grammar School Inspector, of giving in to the Chief Superintendent, I showed that the effect of apportioning the Government

grant, according to attendance merely, was to empty into the Grammar Schools all the upper classes of the Common Schools. This was the case particularly in Union Schools. Of course nobody used any undue influence to bring such a result about; nevertheless, somehow, it came about. The Common Schools were degraded by having almost all their pupils, male and female, drained off as soon as the children were able to parse an easy English sentence; and the Grammar Schools were crowded with boys and girls for whom a Grammar School course of study was not adapted. For these evils, the only remedy possible, as far as I can see, is to make the amount of the Government grants to the different High Schools dependant not on numbers alone, but on results likewise. To speak mathematically, what each school shall receive out of the public treasury should be a function of the two variable quantities, the number of pupils in attendance, and the character of the instruction imparted; but, in order that results might be taken into account, more than one inspector was indispensable.

Each of the two inspectors, whose services are now available, will be required to visit all the High Schools once a year. Having to visit the schools only once a year, and not twice, as was the case in my day, the Inspectors will be able to devote to each school a much larger portion of time than was formerly allowed. In fact, as new consequences are to be made to hang on the reports of the Inspectors, the inspection of the schools must receive a somewhat new character. The Inspectors will make a very detailed enquiry into the work done in the several schools, and examine all the departments of that work, from the highest to the lowest; and, it is believed, that, as the result of such minute investigation,—much more minute than has been either possible or necessary hitherto—they will be able to arrange the High Schools into classes, according to the educational results which the several schools exhibit. These classes might be three in number,—first, second and third. It is not proposed that the Inspectors shall be asked to arrange the schools in the several classes in the order of merit, this would be too much for them to attempt; but there does not seem to be any insuperable difficulty in the way of their agreeing on a report to the Chief Superintendent, to the effect that such a school is, in their judgment, entitled to rank in the first or highest class; such another school in the second; and such another school in the third. The Inspectors will not make their rounds together, but at different times, so that a school, which may have been visited by one of the Inspectors at a somewhat unfavourable season, may have the advantage of being visited at a more favourable season by the other. Of course, in carrying out these arrangements, a great responsibility will lie on the Inspectors, and High School masters, who find their schools in the third class, will be prone to fancy that they have suffered injustice; but, where both Inspectors concur in placing a school in a particular class, the country will not easily be convinced that the judgment is erroneous. In the event of the Inspectors differing regarding a particular school, a balance will have to be struck between their judgments. It is presumed that the Inspectors will always be men in whose capacity and integrity the utmost confidence can be placed.

Suppose the High Schools to have been so arranged, in the manner I have described, according to educational results; what then? All the schools, which are placed in the third class, should, in my opinion, receive a certain fixed sum for each pupil; those in the second class, a certain larger sum for each pupil; and those in the first class, a certain still larger sum for each pupil. To encourage good teaching, the grant for each pupil in the second class schools should be very decidedly in advance of that paid for each in the third class schools; and a similar principle should be followed in determining the allowance to first-class schools. Where a school is so bad as to be deemed by the Inspectors unworthy of being placed in any of the three classes, it should receive no grant.

If a scheme such as this be found practicable, and be adopted by the Council of Public Instruction, it cannot fail, I think, to be productive of the best consequences. It will not only be a heavy blow and great discouragement to the practice of herding boys and girls out of the Public Schools into the High School without reference to their fitness for a High School course of study, but it will also stimulate High School masters to put forth all their strength to raise their respective schools to the highest rank. It will at the same time teach trustees a lesson which some of them need to learn. With trustees the question often is not—"Where can we get the best teacher?" but—"At how low a rate can we 'hire' a teacher?" A very accomplished and successful Grammar School master once complained to me of the injustice the trustees were doing him, in withholding a considerable portion of the Government grant to which he was entitled, and using it partly as a reserve fund, and partly to pay an undue proportion of the salary of a Common School teacher who did some work in the Grammar School; and, in the course of the conversation which I had with

him, he stated that one of the trustees had expressed himself to the effect that the Grammar School master was too well paid; he (the trustee in question) thought that a six-hundred-dollar teacher would be good enough. Now, with such trustees, unintelligent and narrow-minded, it is of no use to urge rational considerations of the higher order. As Schiller says, "Against stupidity the Gods contend in vain." But there is one consideration to which even the most stupid trustee is not likely to be insensible, namely, that, when the apportionment to a particular school is made to depend a good deal on the educational rank which the school takes, six-hundred-dollar teachers will no longer be as profitable as they may formerly have been. If by engaging a thousand-dollar or a twelve-hundred-dollar teacher you might have made your school a first class school, while by leaving it in the hands of a six-hundred-dollar teacher you keep it in the third class, it may turn out that in choosing the six-hundred-dollar man you saved money in one direction, to lose as much, perhaps more, in another.

The scheme of apportionment which I have sketched proceeds on the idea, not that the total grant is a definite amount, but that a definite amount is to be paid for each pupil in a school according to the class in which the school is placed. Permit me to ask attention to this. At present, as you are aware, a definite total sum lies at the disposal of the Chief Superintendent for distribution among the High Schools. The effect of this is that what one school gains another must lose. A stationary Government grant is, besides, a check on progress; for, should any considerable number of the schools make such advancement as to render it necessary to engage additional masters, a great increase of the total expenditure for salaries would be requisite, which increase, however, with a stationary grant, there are no means of meeting. But if the views which I have ventured to suggest were adopted, and a definite amount paid for each pupil in a school according to the educational rank of the school, there would, in consequence of the grant expanding in the same proportion in which the schools become more numerously attended and better conducted, be no check on progress; nor would the gain of one school be the loss of another; each would be rewarded on a consideration simply of its own doings—which surely is the right principle.

It may perhaps be urged as an objection to the scheme which I have submitted, that it would involve the expenditure of a considerably larger sum of money than is at present allowed by the Legislature for High School purposes. I suppose that this would be the case; but I am persuaded, that, if the scheme were found practicable, its advantages would be so marked that the country would not grudge the money that might be needed to carry it out. Last year, in the Parliamentary Committee on the Upper Canada College question, certain views, expressed by one of the witnesses, seemed to be assented to by a member of the Government, who was on the committee; but he remarked, turning to some members of the Opposition, who were present: "If we were to propose any such thing there would be an outcry about the expense." On this, one of the parties more immediately addressed, replied: "If the Government bring down any proposal, which can be shown to be for the advancement of the true interests of education we will heartily concur in it, whatever the expense may be. There is nothing we will not pay to have our children well educated." I refer to this little passage of arms because it brings out what I believe is the truth, that all parties in Parliament, those in power and those who expect to get into power, will agree to grant whatever funds can be shown to be necessary for the working of the educational system. Indeed, an eminent member of the House said to me in a conversation which I had with him some time ago: "expense in a matter of this kind is not to be considered."

COURSE OF STUDY TO BE PURSUED IN THE PUBLIC AND HIGH SCHOOLS.

Let me now advert to those clauses of the Act, which bear on the course of study to be pursued in the Public and High Schools.

As regards the Public School programme, the chief thing to be noticed, is the introduction into it of a new scientific element. By the thirteenth clause of the Act, the Council of Public Instruction is required to make provision "for teaching in the Public Schools the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture." It must not be thought that it is intended, by the introduction of these branches of study into the Public Schools, that less attention than formerly is to be given to our old and valued friends, the three R's. Reading, writing and arithmetic must ever continue to be the main strands in the cord of elementary knowledge,—the sides of the triangular base of the pyramid of education. If there were the least danger that the admission of science into the Public Schools would lead to the neglect of reading, writing and arithmetic, I for one would say:—keep science at the outside of the door. I trust, however, that it may

be found possible, without detriment to the just claims of the R's, to do something in the way of bringing the children in our Public Schools to an acquaintance with the elements of science. This is eminently the age of science. The most wonderful discoveries are being daily made; while at the same time a scientific literature at once popular and exact, is bringing the results of philosophical research within the reach of the general public. In these circumstances, a School System, which should fail to furnish the elementary education, that would give every child in the Province the means of fitting himself to look with intelligence, when he grows up, on the great scientific movement going on around him, and to take part, if qualified, in the work of original scientific investigation would be seriously defective. The only question, it seems to me, which can here be raised, is whether the teaching of the elements of science should be confined to the High Schools, or made part of the work of the Public Schools also—the Legislature has taken the latter view. I observe that it is fortified in this by the opinion of the British Royal Commission on education; for, in reporting on the most suitable course of study for a class of schools similar to our Public Schools the Commissioners recommend the introduction of elementary scientific subjects. It may also be remarked that a large number of boys and girls will probably complete their education in the Public Schools; so that, if they do not obtain an acquaintance with the elements of science in these institutions, they will get it nowhere else. Some persons, when they see the programme of study which the Council of Public Instruction has drawn up for the Public Schools, may very possibly scoff at the extremely elementary character of the lessons to be given in natural history and agricultural chemistry, and mechanics, and may say: What is the use of learning anything where so little is learned? But, if the little be only well taught, it will be invaluable. It will create a taste for more. It will be an instrument for the acquisition of more. It will introduce into the mind new conceptions—seed-thoughts, which may germinate, and bring forth, in due time, who can tell what fruits?

In the High Schools the study of Latin and Greek is henceforth to be optional. A thorough elementary classical education is still to be provided for boys (and girls, if you please) who may purpose to enter a University; but boys and girls, who have no such intention, are not to be debarred from receiving a superior High School education adapted to their wants. In order to give effect to the views of the Legislature, the Council of Public Instruction has addressed itself to the task of framing two programmes for High Schools, one classical, and the other non-classical. In the non-classical course prominence is given to various branches of science, the curriculum being, in this respect, a continuation of what was prepared for the Public Schools; and an attempt is made to exhibit, in definite outline, a scheme of advanced study in the English language. I have elsewhere stated at length, and with all the earnestness in my power, my opinion in regard to the value of the English language, as an instrument of education; and I will now merely say, that in order to vindicate for English a far higher place than it has yet received in our provincial schools, it is not necessary to institute a comparison between it and the ancient classical languages, or the modern German and French; for it is perfectly certain that the great mass of the boys and girls in our schools must receive almost their entire culture, so far as dependent on the study of language, neither from the ancient classics nor from French and German, but from their own language. In illustration of the fact that the study of the English language and literature may be rendered not only fascinating, but extremely useful even for the accomplishment of many of the results for which it has hitherto been the habit to look almost exclusively to Latin and Greek. Let me quote a passage from a lecture of Professor Tyndall, one of the best writers, as well as ablest philosophers of the present day:—"If I except discussions on the comparative merits of Popery and Protestantism, English grammar was the most important discipline of my boyhood. The piercing through the involved and inverted sentences of *Paradise Lost*; the linking of the verb to its often distant nominative, of the relative to its distant antecedent, of the agent to the object of the transitive verb, of the preposition to the noun or pronoun which it governed—the study of variations in mood and tense, the transformations often necessary to bring out the true grammatical structure of a sentence—all this was to my young mind a discipline of the highest value, and, indeed, a source of unflagging delight. How I rejoiced when I found a great author tripping, and was fairly able to pin him to a corner from which there was no escaping. I speak thus of English because it was of real value to me. I do not speak of other languages, because their educational value for me was almost insensible. But," he adds,—and the words merit attention, as showing how the appreciation of one means of culture does not necessarily lessen, with a broad minded man, the appreciation of another—"knowing the value of English so well, I

should be the last to deny, or even to doubt, the high discipline involved in the proper study of Latin and Greek."

The single difficulty which I foresee in the way of carrying out to the most happy results the programmes with which the Council of Public Instruction has been engaged, is the lack of competent English and scientific teachers. To teach the higher branches of English well, demands a somewhat rare faculty. And, as regards science, I am satisfied from the recent examinations in which I have taken part, that many of the Public School masters need to have their notions about science entirely reconstructed. I make no apology, gentlemen, for speaking frankly. An idea seems to be entertained that scientific knowledge consists in being acquainted with rules for working problems. I was amused with a note which a gentleman, who came up at the recent Normal School examination, appended to his answers to a paper in natural philosophy, which bore my name at its head: "Mr. Young" said he, "if you had given me problems in steam I would have shown you how to work them." Now, as it is possible that I may have something to do again in the examination of teachers, though I fervently hope not, I give notice to all whom it may concern, that I attach not the slightest importance to the working of problems in steam or in anything else. What I value is, facts apprehended as bound together by a principle, or what is the same thing, principles as summary expressions for classes of clearly apprehended facts. The knowledge of rules without an acquaintance with the principles lying at the bottom of them may have a little, a very little, technical use; but educationally it is worthless. It might be dangerous, perhaps, to hint that even the High School Masters may not all possess the requisite scientific accomplishment to qualify them for the duties which are now to devolve upon them. Are they not, most of them, graduates of a University?

COLLEGIATE INSTITUTES.

The last point to which I shall ask your attention is the authority given to the Lieutenant-Governor in Council to establish Collegiate Institutes.

The effect of that part of the School Act which makes the study of Latin and Greek in the High Schools optional, will probably be to banish classics almost entirely from the majority of the High Schools, and in a great measure to concentrate the study of Latin and Greek in a few localities. If this should happen, it would not be a misfortune. It may reasonably be expected that as large a number of good classical pupils will be produced in the few schools which will become the foci of classical instruction, as are now sent forth from the whole body of the High Schools; while at the same time the mass of the schools, at least after the High School system fairly gets under weigh, and the teachers have grown familiar with their new duties, will be doing a genuine and important work, which they were not doing previously. In order, however, that classical study may be properly maintained in the schools where it is likely henceforth to be mainly prosecuted, these schools must receive special pecuniary aid; and for furnishing such aid under what are considered proper conditions the 41st clause of the Act makes provision. "Whereas," the clause runs, "it is desirable to encourage the establishment of superior classical schools, it shall be lawful for the Lieutenant-Governor in Council to confer upon any High School in which not less than four masters are fully engaged in teaching the subjects of the prescribed curriculum, and in which the daily average of male pupils studying the Latin or Greek language shall not be less than sixty, the name Collegiate Institute, and towards the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor in Council to authorize the payment of an additional sum, at the rate of, and not exceeding, seven hundred and fifty dollars per annum, out of the Superior Education Fund; provided that if in any year the average of pupils above described shall fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor in Council, under the conditions provided by this section."

I go heartily along with the framer of the Act in desiring the establishment of superior classical schools. A few schools of the type of Upper Canada College might, with great propriety, be planted in different parts of the Province, not perhaps immediately, but with a wise regard to circumstances. I cannot say, however, that I look with favour on the proposed Collegiate Institutes. A year ago, on the invitation of the Grammar School Masters' Association, I stated to that Association my objections to the Institutes; I stated the same objections when called to give evidence before a committee of the Provincial Parliament; and, as my views remain unchanged, I will now state them to you.

Whether I am right or wrong, no harm can arise from having the subject ventilated. In the first place, then, I dislike the proposed Collegiate Institutes because of the character of instability which must necessarily attach to them. The Act provides, as we have seen, that, if in any year the average of male pupils fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute. Thus, a school may this year be a Collegiate Institute, with the pecuniary advantages, such as they are, which that dignity brings along with it; but next year it may lose all special pecuniary advantage, and, the year following, the extinguisher may descend upon it, and out it goes—as a Collegiate Institute. I cannot persuade myself that it is desirable that the Institutions intended to be the great centres, where boys preparing for a University are to be fitted for matriculation, should be established under such conditions of uncertainty. In the second place, the Collegiate Institutes are to be developed out of the ordinary High Schools; and this, I believe, is considered by some persons whose judgment is entitled to great respect, a recommendation of the system; but I look upon it as an objection, because it entails the consequence that the Institutes may be established in any locality where a High School exists. I cannot help thinking it would be better to have these institutions fixed in the leading cities of the Province. In the third place, the funds provided by the 41st clause of the School Bill for the support of the Institutes are inadequate. I have already said that my conception of the Collegiate Institutes is, that they are to be somewhat of the type of the Upper Canada College, though on a less extensive scale. Now, it is simply idle to talk of setting up institutions of this character, unless you are prepared to give the masters salaries on which persons with the tastes of educated gentlemen can live. The salary of the Head Master of a Collegiate Institute should not be less than \$1,600 a year; if you have two other masters with \$1,200 each, and a fourth with \$800, this makes in all \$4,800. But what provision does the Act make for the support of Collegiate Institutes? A Collegiate Institute will have its share of the Government Grant, one half as much more from local sources, and a *bonus* of \$750. The Government Grant will probably not amount to much more than \$1,000. Some very intelligent High School Masters, who have spoken to me on the subject, are afraid that this estimate is too high; but, if we say \$1,000, this will make the annual income of a Collegiate Institute, independently of fees, only about \$2,250. It may be supposed that the fees will amount to a large sum. This is the case at present in some schools, as, for instance, in Galt and Kingston; but, throughout the Province, the current is strongly flowing in the direction of free education, in the High Schools as well as in the Public Schools. The effect of this tendency will be to lower the fees in all the High Schools, except a few which happen to be placed in peculiar circumstances; so that the income which may be looked for from this source will be, in most cases, precarious, and is likely to become more and more so every year. The 36th clause of the Act may, perhaps, be thought sufficient to meet the difficulty; for it gives High School Boards the power to levy, not only a sum equal to one-half the Government Grant, but such other sums as may be required for the maintenance of the High Schools; but the masters of Collegiate Institutes would not, I suspect, care very much to have their salaries from year to year dependent on the generosity of High School Boards. For these reasons, I should have been better pleased with the School Act, had the 41st clause been omitted. It is a cumbrous, and I fear it will prove a not very manageable, appendage to an otherwise complete and harmonious school system.

Would you give no special encouragement, then, it may be said, to superior classical education? Certainly, I would. In the first place, if the principle were adopted, which I have advocated in this address, of paying schools for results as well as for attendance, and if such payments were made, not by the division of a definite total sum among the schools, but by the allotment to each school of a fixed amount for each pupil, according to the educational rank taken by the school, such a scheme, the rate of payment to first-class schools being made (as I think it should be) greatly in excess of that paid to the lower schools, would provide for schools of the first-class, whether classical or non-classical, as liberal pecuniary encouragement, at least, as the 41st clause of the Act proposes to allow to the Collegiate Institutes. And, in the second place, I would be prepared, as I before intimated, to found, when the proper time should seem to have arrived, in the more important localities, such as Ottawa, Kingston, Hamilton, and London, schools somewhat of the character of Upper Canada College, only on a reduced scale. Of course, if those who hold the strings of the public purse will not give money to carry out such plans, nothing

more can be said; there is an end of the matter. But we are bound to proceed upon the assumption that the Legislature will not grudge a moderate expenditure—for after all, it would be moderate—demanded by the best interests of the country.—Our Legislators surely all understand that there are higher feats of statesmanship than saving money.

The address was listened to with marked attention, and Professor Young took his seat amid applause. A vote of thanks was passed to the lecturer.

THE PRESIDENT'S CHAIR.

The PRESIDENT then said that he had considered the matter to which he had alluded on the previous morning, viz.: Whether he should continue to occupy the chair during the convention, and had also taken the opinion of several members of the Association thereon; and the conclusion he had arrived at was that it would be well for him to retire. But if it were the desire of the Association that he should retain the Presidency he would be willing to do so on condition that one of the Vice-presidents be permitted to occupy the chair during the discussions. This proposition being concurred in by the Association, Mr. Watson, second Vice-president, was called to the chair, and the President left the hall.

SOME CAUSES OF FAILURE IN TEACHING.

Mr. H. I. STRANG, B.A., of Owen Sound, conceived the first of the causes of failure in teaching to be poor education in the teacher, but he thought that this evil would soon be remedied under the new law. Another cause of failure appeared to him to be that persons undertook to teach without having received professional training. He might be told that such persons should attend the Normal School, but he held that that institution was not adequate to train all the teachers the country required. A good deal might be done, however, by the teachers themselves, in reading educational works and papers and in attending the meetings of this Association. He thought that teachers failed, also, from lack of judgment. A great many teachers did not consider sufficiently the differences of intellectual ability in their pupils and laid down too many rules. But perhaps the most serious cause of the failure was the entering of teachers into the profession and continuing in it without any taste for their work. This fault was readily noticed by the pupils. If a teacher showed himself enthusiastic in his work, pupils would be the more likely to be earnest in their studies. Mr. McALLISTER, of Toronto, thought the chief cause of failure among teachers was lack of interest in their work. He would recommend teachers to make few rules, but to enforce those they did make. In reference to a remark by one of the gentlemen present, the speaker said that as a general rule, he thought that teachers should confess their ignorance when pupils asked them a question on some subject on which they might not be posted or have only a partial knowledge. Mr. SCARLETT, of Northumberland, thought that to pursue such a course might do very well in cities where trustees did not expect a teacher to know everything; but to acknowledge ignorance in some of the rural sections would, he thought, injure the reputation of the teacher seriously. He thought that it would be better for the teacher in case of a difficult question to allow it to remain in abeyance while he prepared himself to answer it. He agreed with Mr. Strang that two of the principal causes of failure were lack of interest and lack of judgment on the part of teachers. Mr. TILLEY, county of Durham, held that teachers trained in the Normal School were much superior to teachers who obtained their certificates from county boards. He had no doubt that when the standard of teachers is raised they will be better remunerated than at present. Then, too, the causes of failure would be fewer than they are now. Mr. S. WOODS, M.A., of Kingston, thought that teachers were not nearly as well remunerated as they should be, and he held that they themselves were to blame for it. Some of them thought the life an easy one, and therefore accepted small salaries for their work. Were teachers but to stand upon the dignity of their profession they would be more respected and be better remunerated than at present; the standard of the teachers of the Province would be raised, and they would feel an increased interest in their work. He thought that teachers should always endeavour to be cheerful in their schools. Some members of the profession habitually looked as though their tomb-stones were continually standing before them, with their names, ages, and all the other particulars engraved on them. As a general thing the teacher had not sufficient enthusiasm in his work. He suggested that if a boy asked a teacher a question concerning some subject with which he the (teacher) was not well acquainted, he should, instead of displaying his ignorance, direct the inquirer to some work in which he could find the information he desired. There might, however, be isolated instances in which it would be no disgrace for a teacher to confess his ignorance. Mr. TAMBLYN, of Newcastle, held it to be

of great importance that the school-house should be well ventilated and lighted, and that the seats should be comfortable. He thought also that attention should be given to the physical training of pupils, and that the master should endeavour to be on the playground during the hours of recreation to direct the amusement of his scholars. He thought that one of the causes of failure in teaching was the changing of rules too frequently. Mr. J. C. GLASHAN held that a teacher should make his pupils feel that he was taking part in their work, and that instead of conducting himself in a domineering manner toward them, he should request them to do what he might require of them. Mr. FRASER, of Woodstock, thought that a cause of failure among teachers was their not coming together with sufficient frequency to confer on matters affecting their profession. Hitherto the teachers had been examined for certificates by medical men, lawyers and clergymen, but now he was happy to say they were examined by members of their own profession. He held that the success or failure of teachers depended greatly on the circumstances under which they taught; let the trustees and others surrounding the teacher manifest an interest in him and he would work with all the more enthusiasm. Professor MACOUN, of Belleville, remarked that inefficient teachers had hitherto been permitted to take charge of schools, and the result of their teaching had been that their successors had been employed for months in undoing their work. This evil he thought, would now be remedied under the operation of the new Act.

THE WORK OF THE ASSOCIATION.

Mr. ANDERSON said:—This Association having reached the tenth year of its existence, we may very properly take a retrospect of its history. In the month of December, 1861, the teachers and friends of Education in Toronto and the county of York assembled at the Court House in this city for the purpose of organizing a Teachers' Association for Upper Canada. The undertaking was not unattended with considerable difficulty. After the Upper Canada Teachers' Association had been established, and the attraction of novelty had worn off, a variety of obstacles presented themselves which it was very difficult to remove. Among teachers, as among other classes, there are many who look almost exclusively at the direct personal benefits to be derived from any movement in which they take part. The Provincial Association was neither in the nature of a trades union to keep up prices or a benefit society to provide against sickness or old age. Teachers generally receive very scanty remuneration. A man obliged to support a family on four hundred dollars a year could scarcely be expected to travel from one to two hundred miles at the cost of nearly half a month's salary to attend meetings resulting apparently in so little profit. There existed another serious obstacle which by the recent Act of Parliament has happily been almost entirely removed. Two classes of teachers existed throughout the country, one holding provincial and the other county board certificates of qualification. No teacher, however well qualified, was permitted to compete for a provincial certificate without previous attendance at the Normal School. County board teachers considered this provision of the law a great injustice. Hence arose a feeling of jealousy, which began to appear in a very marked manner, immediately after the Association was formed. But as teachers met in convention, and became better acquainted with one another, they discovered that no class held control,—that the members were willing to throw aside local prejudices and forget the petty distinctions arising from the difference of locality in which their knowledge or experience had been acquired. But perhaps the most formidable difficulty in the way of securing combined action among us was, and is still, the want of permanence in the profession. Teaching has long been used as a means of reaching other professions. A young man proposes to study divinity, law, or medicine, but his finances being insufficient to enable him to complete his course, he becomes a teacher for a year or two, for the purpose of earning money. His leisure is entirely taken up in pursuing a special course of study entirely unconnected with teaching. Having put in his time and drawn his salary, he troubles himself no further about either teaching or teachers, and of course gives himself no concern whatever about teachers' associations. It is difficult to ascertain the entire number of teachers that enter other employments, every year. Turning to the annual report of the Chief Superintendent for 1867, we find that up to that year 2,544 provincial certificates had been granted to students of the Normal School. Of these 964 had expired or been superseded by others, leaving 1,580 valid at that date; but only 601 persons holding such certificates were then engaged in teaching. These among the difficulties to be met by those who ten years ago started this movement. They had but slight inducements to fellow labourers to come forward and take part in the classes were numerous, the attractions but few. But they had a duty to perform, that they must make some

sacrifice, and that ultimately success was certain; and they have not been disappointed. The fact that this Association has been in successful operation for nearly ten years, has been attended by hundreds of leading teachers from all parts of the Province, affords ample proof that we are capable at least of working together for a common object. But more than this has been accomplished. Until recently the opinions of teachers on educational matters have been practically disregarded. Not so when legislation was invoked on matter affecting other classes. When a new Insolvency Bill was introduced into Parliament, leading merchants were consulted in regard to its provisions. If a Medical Bill were brought before the House, representatives from the different medical schools were examined before a special committee. If a measure affecting the legal profession was under consideration the members of the Bar and the Bench were respectfully requested to express their opinions. When bank charters required amendment, cashiers and presidents were forthwith summoned to the capital. But when school legislation occupied the attention of the people's representatives, nobody thought of asking teachers what they thought about matters which they above all others were most likely to understand. How are we to account for this strange inconsistency? It will not suffice to say that educational questions are of less importance than those relating to trade, law, or medicine. Ask the people, with the services of which of the classes just named they could most easily dispense; and the answer will certainly not be, "With those of the teachers." It is unnecessary to stop to enquire where the fault lies,—probably with teachers themselves,—but we may congratulate ourselves on the fact that this state of things is rapidly passing away. Important changes have just been made in the school law by the Act of the present year; and it is highly creditable to the judgment of the respected head of the Education Department that the new features introduced are not the result of mere theory, but are based on the matured experience of practical teachers and superintendents, as expressed by the deliberate decisions of this body. At the meeting held in Hamilton in 1862, a motion was introduced affirming the desirability of establishing a central board of examiners to issue provincial certificates of qualification in lieu of the recently-abolished system of issuing county board certificates. The mover of the resolution recommended the plan adopted in the examinations of the London University, that is, that the questions should be prepared by this central board, transmitted under seal to the county boards, opened in presence of the candidates, and the answers returned to the central board for adjudication. This motion was lost by a small majority; but at several subsequent meetings was carried unanimously. At the Convention of 1865 an additional clause was proposed, and strongly urged by several speakers, to the effect that all candidates for certificates of qualification, wherever educated or trained, should be examined by this board, which should include no individual whose pupils were required to undergo its examination. By the late School Act and the regulations of the Council of Public Instruction precisely this plan of licensing teachers has been adopted, and is now in operation throughout the Province. With regard to certain matters of detail there will no doubt be much difference of opinion; but as a whole this may be regarded as one of the most important features of the new law. It removes one of the main causes of ill-feeling among teachers, establishes merit as the sole standard of graduation, and, judging from the experience of past years, will have the effect of retaining in our ranks many of our best teachers who, under the old law, would be induced to enter other employments. Had we done nothing more than to bring this matter prominently before the proper authorities and help to effect the change that has just been made, our organization would not have existed in vain. A thorough system of school inspection is of vital importance to the efficiency of our schools. Until the present year two serious evils existed. Incompetent persons were frequently appointed to the office of superintendent, and many who were competent, not being sufficiently remunerated to spend their whole time in the work, made the duties of the office subordinate to their other avocations. In addition to the injury sustained by the schools themselves, how humiliating and vexatious to the competent teacher to be compelled to listen to criticisms on his system of imparting instruction from officials entirely ignorant of school organization or the best method of teaching. How galling to the man of education to be examined by a superintendent far inferior to himself in attainments and whose stock of knowledge would be considerably increased by attending one of said teacher's junior classes. In the case of that class usually termed professional men who held this office the fault was not so much a lack of education as a want of interest—although the knowledge of a profession does not necessarily include a knowledge of teaching, and not always a thorough acquaintance with the subjects taught. As might naturally be expected, so much time, only, as could be spared from professional duties would be

devoted to school visiting. Hence the more successful and popular as a professional man the less efficient and useful as a superintendent. Let it not be supposed that all persons holding this position were inefficient. There have been many worthy exceptions,—men thoroughly competent, conscientious, and devoted to their work; and it is gratifying to know that special provision has been made in the law to render these eligible for appointment to the office of Inspector without further examination. In order to supply a remedy, this Association, on more occasions than one, recommended that all superintendents should possess, at least, the qualification of first-class teachers, combined with practical experience in teaching, and that appointments should be made for counties instead of townships. By the late School Act and the regulations based on it, these recommendations have been fully carried out. School Inspectors are now to be selected from among the highest grade of practical teachers only. It is unnecessary further to enumerate the provisions of the recent statute. Nearly all the important changes introduced have been recommended by teachers themselves. The utmost readiness has been shown by the Legislature, the Chief Superintendent of Education, and the Council of Public Instruction, to listen to the suggestions of the Ontario Teachers' Association. If the results should prove unsatisfactory we have ourselves to blame. Altogether the result of our labours has been highly satisfactory. Let us not suppose, however, that our mission is accomplished. This Association has now a definite part to perform in the great work of education, which can be done by it alone. A few years ago its utility was considered doubtful and its success uncertain; now its existence has become almost a necessity. But let not the good that has already been accomplished induce us to relax our efforts; let it rather encourage us to put forth renewed exertions. Every man owes something to his profession besides a certain amount of labour for which he receives pay. There may be callings more honoured, but there are none more honourable than that of the teacher. The foreign foe that invades our shores is not more to be dreaded than the ignorance that lurks in our midst; and the military hero that defends us from the one deserves not better from his country than he who rids us of the other. The faithful devoted teacher is a true patriot. It is not by whining and complaining about want of respect that teachers can hope to secure their proper position. They must be true to themselves. Let them but respect their calling and it will command the respect of others. The man makes the position respectable, and not the position the man. Now more than ever a feeling of harmony and good will exists among our members. A disposition to unite more closely together is everywhere apparent. Our past history affords ground for satisfaction and thankfulness. Let us hope that a career of still greater usefulness is before us. A vote of thanks was passed to Mr. Anderson.

EXAMINATION PAPERS.

Mr. S. WOODS, of Kingston, complained of the papers sent out by the Board of Examiners. After some remarks, in which he severely criticised Dr. Davies' Grammar, he moved that the Central Board of Examiners shall, in future, be composed of a committee of Public School Inspectors. The motion was seconded by Mr. McCALLUM. After some further conversation, Mr. BUCHAN moved an amendment to the effect that, while approving of many of the examination papers sent up by the Central Committee, the Association would wish to ask that, in future, the useless technicalities of particular text books be omitted; and that, in future, the papers bear the names of the individual examiners preparing them. Mr. SEATH seconded the amendment. Mr. HUSBAND moved in amendment to the amendment, that the Executive Committee of the Teachers' Association appointed for the purpose of preparing examination papers, be composed exclusively of those who have been teachers in Public Schools, and that such Boards be composed of three persons. Mr. WOOD closed the debate, after which, the motion was withdrawn, and so were the amendments it called forth. Mr. ANDERSON then moved that the Association highly approve of the general plan of examinations of the Public School teachers now in operation throughout the Province, being in accordance with the views frequently expressed by this Association. He would suggest that, in the future, each paper bear the name of the public examiner preparing it.—Carried.

SPELLING AND ENGLISH GRAMMAR.

Mr. HODGSON read an introductory paper on these two important subjects. Amongst other practical suggestions, the paper recommended that the practice of spelling with syllables should be followed; and that, in grammar, the analytical method should be tried. Mr. R. LEWIS, of Toronto, held that, as spelling was for the purpose of enabling a person to write correctly, instead of to

speak, it should not be taught so much orally, as by writing a portion of each reading lesson. He had adopted this plan in his school, and had found the results to be highly satisfactory. With regard to grammar, he was of opinion that it should be taught as little as possible from the book, and very much by practice in writing, composition, &c. Mr. H. I. STRANG said that it was his custom to give to his scholars sentences to write from dictation. He then marked the words they misspelled, and made lists of them. These lists he gave to the scholars, and required them to study the words of which they were composed more particularly than the other words in the sentence he had dictated. Mr. ARCHIBALD McCOLLUM, of Hamilton, approved of the plan of requiring words to be spelled in syllables. He was of opinion that the study of grammar might advantageously be left off until the reasoning powers were pretty well developed; but he held with Mr. Lewis, that pupils should be required to commence the writing of composition at an early period of their school career. Mr. SCARLETT agreed with Mr. Lewis, that the pupils should be required to learn to spell from writing. Mr. LEWIS remarked that this was the Prussian system, and it had proved very satisfactory. Mr. SCARLETT would give pupils in the first book short lessons, and require them to write down every word; and in the more advanced books he would require the pupils to write down the more difficult of the words in their lessons. He thought that pupils should be required to commence the study of grammar orally very young, and he considered it a good plan to cause students in grammar to write something on some object shown them by the teacher, and then submit it for correction.

RECEPTION OF DELEGATES.

Mr. MILLER, a delegate from the Teachers' Association of the County of Huron; Mr. JOHNSTON and Mr. SCARLETT, from the Association of Northumberland; Mr. CURRIE and Mr. PLATT, from the Association of Prince Edward; and Mr. FRASER, from the Association of Oxford, were received, and generally gave very gratifying reports of the operations of the Associations they represented.

UNION OF GRAMMAR SCHOOL ASSOCIATIONS WITH THE ONTARIO TEACHERS' ASSOCIATION.

The Convention then took up the report of the Committee on Union, who therein recommended:—1st. That the Societies lately known under the names of the Ontario Teachers' Association and the Ontario Grammar Schoolmasters' Association be united under the name of the Ontario Teachers' Association. 2nd. That the Association have three different sections, representing respectively, 1st, Teachers in High Schools; 2ndly, Inspectors; 3rdly, Public School Teachers. 3rd. That in all subjects pertaining to education generally, the Association shall act unitedly, both in discussing and deciding upon such subjects. 4th. That subjects pertaining specially to any one or two of the sections mentioned in the second clause, shall be discussed by the members of all sections, but that the decision of the subject shall rest alone with the section or sections particularly interested. 5th. That, in the event of any dispute regarding the class in which any specified subjects may be included, the decision be made by a majority of the Board of Directors present, and that such decision be final. 6th. That there be three standing committees, corresponding to the three sections mentioned in the second clause, and that the composition of the committees shall be as follows:—1. High School Committee, consisting of four High School teachers and one member selected from either of the other two sections; 2. Committee of Inspectors, consisting of four Inspectors and one member selected from either of the other two sections; 3. Public School Committee, consisting of four masters of Public Schools and one member selected from either of the other two sections. 7th. That in case of any sudden emergency necessitating prompt action on the part of any of the sections, the President of the Association, on the written application of at least two members of the standing committee for such section, shall call a special meeting of the committee for the aforesaid section, and that in the event of the President refusing or neglecting to call such meeting, the committee, or a majority of the committee have full power to meet at the call of their chairman, and to take action upon the subject as specified. The first and second clauses were adopted *nem. con.* In the third clause the words "in one body" were substituted for "unitedly." The fourth and fifth clauses elicited considerable discussion, but were finally adopted without amendment. The sixth clause was adopted *nem. con.* The seventh clause was adopted without amendment, after considerable discussion.

PROFESSOR GOLDWIN SMITH'S LECTURE.

The speaker said the character of Cowper was summed up in these few words, "England, I love thee well." He then gave some examples of the state of affairs in the world at the time of the advent of Cowper. The speaker said poetry was as potent to reform as the laws, and Cowper was one of those who added materially to its reformation. Cowper's father was an indulgent man, and his son was, therefore, denied nothing that could be procured; but his mother died when the poet was only six years of age, and Cowper afterwards wrote one of the most beautiful and affecting poems that he ever composed respecting the death of his maternal parent. After his mother died he was left with a guardian until he was of a responsible age, when he was sent to Westminster School, where he became an adept in the use of Latin phrases among other qualifications. Cowper's religion was not only of good works, but it produced good works. He was active among the poor, both in his religious demonstrations and in works of charity. After the lecture a vote of thanks was tendered to the lecturer, and the meeting dispersed.

REPORT ON PUBLIC SCHOOL LEGISLATION.

Mr. JOHN CAMPBELL submitted the report of the Committee on this subject:—1. That the thanks of the Association are due to the Chief Superintendent and the Legislature for their efforts in introducing many advantageous clauses and amendments into the Consolidated Public School Act, which are calculated to elevate the position of teachers, and render more effectual the schools of this Province. The Committee desire, however, to submit to the consideration of the Convention certain features of the Bill, which they regard as objectionable, or open to alteration and improvement. They would suggest that general opinion be evoked on this subject, as it is probable that there may be other clauses claiming such consideration. In order to open discussion, therefore, they have selected the following, viz.: Clauses 119 and 107 of the Act.

SUPERANNUATION FUND.

Mr. JOHNSTON (Cobourg) objected very strongly to the Superannuation Fund. If it was good for the Public School teachers, it was equally good for the Grammar School teachers; but the Legislature did not dare to impose it upon that class, but they evidently thought they could do as they pleased with the Public School teachers. He objected to being compelled to contribute to a fund over the management of which he had no control. He also thought the clause illegal, as the Inspector had no legal right to withhold a portion of the Government Grant from the teacher for this purpose. He concluded by moving:—"That while approving of the majority of the changes introduced into our educational system by the School Act of 1871, they entirely disagree with the clause relating to the Superannuated Teachers' Fund; and that the Executive Committee be authorized to have petitions printed and circulated throughout the Province, for the signatures of teachers, asking the Legislature to repeal this obnoxious clause." Mr. MACINTOSH seconded the motion, and characterized the clause as tyrannical. He thought the teachers were quite competent to take care of their own future. If teachers volunteered to contribute a sum yearly to a general fund, they, of course, had a right to do so, but he objected to being compelled to contribute. He would advise teachers not to give the order for the Government Grant, and thus effectually resist the payment of any contribution to this fund. He would be ashamed of the teachers' profession if they put up with this tyrannical clause for any length of time. It was equally objectionable in the interests of the Inspectors, because they were made to perform the service of bailiffs, and collect this money from the teachers. Mr. HARRISON observed, with regard to the question of legality, that the Inspector was authorized by the Act to deduct the amount of the contribution. Mr. FRASER (Woodstock) considered the superannuation clause as most unjust to teachers. He maintained that teachers who spent the best part of their lives in the work should receive pensions, if any at all, from the public treasury, just as men did who served their country in the army. He regarded the clause as an insult to teachers. Mr. BUCHAN (of Hamilton) said that the argument had been advanced that the fund would tend to make secure a better class of teachers, but he was of opinion that it would have a decidedly opposite effect, for he thought it would be a poor inducement to school teachers when they knew that they were to spend the better portion of their days in teaching, and in their old age be thrown upon the mercy of the fund, and receive, perhaps, a hundred dollars a year. Mr. LEWIS was opposed to all pensions. Teachers should be paid well enough to enable themselves to provide for old age. He regarded it as degrading to himself to accept of the miserable pittance which this clause provided for. If the principle of pensions was good, it

should be carried out something after the manner of life insurances. As it was, teachers had no certainty of a fixed sum if they became incapacitated for work. Mr. REESIN thought the clause had been too sharply condemned. Teachers might be glad to receive even a small amount in their old age. Mr. FRASER (York Township) protested against the clause as most unjust. Mr. MCCALLUM moved an amendment that this Association recommend that all male teachers in the Province be included in this superannuated regulation, provided that the management of this fund be entrusted to this Association on its obtaining an Act of Incorporation. Mr. WOOD (of Kingston) said that if there was to be anything of the kind at all, he thought that a voluntary association would be much better. He had been speaking with a minister of the Methodist body, who had informed him of a certain fund that they had among them as a superannuation fund for worn out ministers, and he was much more favourable to such a scheme than to the one they were compelled by the by-law to sustain. After some discussion the amendment was ruled out of order, on the ground that it was a substantive motion. Mr. WATSON (of York) thought that the majority of teachers in the country were in favour of a superannuation fund, properly managed and under their own control. He had known several men who had paid a few dollars to the fund, and now they were receiving large benefits from it. He would have joined the Association long ago, only that the manner of application was objectionable to his views. Mr. MCCALLUM had interviewed the Chief Superintendent as to the manner of application, and had been informed that every obstacle had now been removed. He was, therefore, favourable to the principle of the fund, and he thought some of the members present would be glad some day to join the scheme. Mr. HUNTER asked if this Association should take upon it, in addition to its other duties, the duties of an insurance company? Mr. MCCALLUM believed they could do it. The vote was then taken on the motion, which was carried unanimously.

TEACHERS' CERTIFICATES.

Mr. MCCALLUM moved that this Convention cordially approve of the President's suggestion in his address, that the times of examination of the Normal School teachers and County teachers be the same, that there be one set of papers for said examinations, and that the masters of that school should not form part of the examining committee. Some discussion followed on this motion, in which Mr. YEOMANS, Mr. MACINTOSH, Mr. LEWIS, Mr. STRANG, Mr. CURRIE, Mr. JOHNSTON, Mr. JOHN CAMPBELL, and others, took part, the general opinion being expressed in the motion. Mr. MACINTOSH moved in amendment that the last part of the motion, namely, "that the masters of the Normal School should not form part of the examining committee," be struck out. The vote was taken, and the original motion was carried unanimously.

FINANCE REPORT.

Mr. MCCALLUM, the Treasurer, read the financial report, which was adopted without discussion. It showed the amount of the receipts during the past year to have been \$177.20, and the expenditure \$159.47, leaving a balance on hand of \$17.73.

UNDUE HASTE IN EDUCATION.

Mr. G. D. PLATT, Public School Inspector of the County of Prince Edward, delivered an address on undue haste in education, which he considered a growing evil, and to remedy which he thought teachers should, among other things, endeavour to inculcate into the minds of their pupils a taste for education, and to impart instruction as far as possible without the use of text books. He thought very many teachers were guilty of the charge of proceeding too rapidly in the education of the young. Not that a good education could be obtained any too soon, but that haste in this matter was something calculated to prevent the attainment of the end in view. It almost seemed as if some teachers ought to apply for a patent for the shortest method of giving instruction to children in particular branches. Education had a resemblance to vegetation. The seed required time for growth and development, and would not allow of much hurry without injury. A forced growth almost always resulted injuriously. The process of digestion was another illustration. Undue stuffing of physical food and an overloading of the organs of digestion were prejudicial to physical health and muscular activity. The training of the prizefighter showed this. Great care was exercised to secure the highest condition of muscular development, and yet many teachers were constantly stuffing the memories of children without reference to its baneful effects. What we wanted was more training and less stuffing—more discipline and less attention to storing the memory. Farmers believe in deep ploughing—in turning up the sub-soil to the influence of the sun and atmosphere. Teachers ought to prac-

tise deep teaching, instead of skimming over the minds of children, and imparting a superficial knowledge of things. At the conclusion of the address, Mr. Platt was, on the motion of Mr. Wood, seconded by Mr. McCallum, tendered a hearty vote of thanks.

ELECTION OF OFFICERS.

The Convention then proceeded to the election of officers for the ensuing year. The following was the result of the election:—President, Rev. Principal Snodgrass, D.D., Queen's University, Kingston; Vice-Presidents—1st, E. Scarlett, Public School Inspector of Northumberland; 2nd, Samuel Wood, M.A., High School, Kingston; 3rd, R. Lewis, George Street Public School, Toronto; 4th, H. I. Strang, B.A., High School, Owen Sound; 5th, J. R. Miller, Public School Inspector of South Huron; 6th, David Johnston, Cobourg; Recording Secretary, A. McMurchy, M.A., Toronto High School; Corresponding Secretary, Thos. Kirkland, M.A., Normal School, Toronto; Treasurer, Samuel McAllister, Toronto; Councillors—Messrs. Alexander, J. H. Hunter, Dundas High School; Platt, Anderson, and Macintosh.

ASSISTANT RECORDING SECRETARY.

Moved by Mr. W. ANDERSON, seconded by Mr. MILLER,—“That in future the Recording Secretary be authorized to obtain the assistance of a competent person to record the minutes of our annual conventions, who shall be paid by the Association.”—Carried.

EXAMINATIONS FOR CERTIFICATES.

Moved by Mr. E. B. HARRISON, seconded by Mr. J. J. TILLEY,—“That in the opinion of this Convention it is desirable that all candidates for teachers' certificates shall be examined at such times as to afford them an opportunity of receiving certificates of qualification previous to the time of opening the schools, and that the day of the week be taken instead of the day of the month; and that the Council of Public Instruction be requested to make the necessary changes.” Carried.

STANDING COMMITTEES.

The following gentlemen were appointed the Standing Committees, under the sixth clause of the report of the Committee on Union: High School Section—Messrs. J. H. Hunter, M.A., J. M. Buchan, M.A., H. I. Strang, B.A., J. Seath, B.A., and A. M. McCallum, M.A.; Public School Section—Messrs. Alexander, Watson, Campbell, Carey and Young; Section of Public School Inspectors—Messrs. Tilley, Harrison, Platt, Fotheringham, and McAllister.

INCORPORATION.

The Committee on Incorporation submitted their report, which contained the following recommendations:—1. That this Association apply to the Legislature of this Province at its next session, for an Act of Incorporation. 2. That in connection with said Act of Incorporation, it ask for the Power of electing three members of the Council of Public Instruction, one to be elected by and to represent each of the three sections into which this Association will in future be divided. 3. That an election of said members of the Council of Public Instruction take place at the regular annual meetings of the Association, and in a manner similar to that of the Branches of the Law Society; that the members of this Association only shall have the right of voting; and that each person so elected shall hold office for three years. 4. That the three members shall be elected at the first meeting of the Association next after the passing of said Act, and that one shall retire at the end of the first year, one at the end of the second year, and one at the end of the third year, the order of retirement being decided by lot by the three members themselves, provided always that a retiring member shall be eligible for re-election. 5. That in case of death, removal, or resignation of a member, another shall be elected in his place at the next regular meeting of the Association. The report was adopted.

TEXT-BOOKS.

The Committee on Text-Books reported as follows:—1. While strongly approving of uniformity in text-books, the committee, in respect to the works below mentioned, recommend that, until such time as more suitable text-books are provided, it be permissible to employ in our schools standard British or Canadian publications: “Lovell's General Geography,” “Davies' English Grammar.” 2. Algebra.—The committee recommend that for elementary instruction in Algebra Todhunter's smaller treatise be employed, while for the use of advanced students, Sangster's treatise be retained. 3. Arithmetic.—The committee regret exceedingly, that while changes have been made in the text books on Arithmetic, without

any sufficient cause or agitation, on the other hand, text books against which the Association has long and earnestly protested are retained. Finally, with regard to every future educational text-book submitted for approval to the Council of Public Instruction, the committee recommend that such treatise, previously to such approval, be submitted to a committee nominated by the Ontario Teachers' Association. The clause with regard to arithmetic was withdrawn. The rest of the report was adopted without amendment. Moved by Mr. KIRKLAND, seconded by Mr. GLASHAN,—That this Association highly approve of the new text-books in arithmetic (a few typographical errors excepted), but would request the author in the next edition to add the Miscellaneous Examples from the English edition. Carried.

TEACHERS' INSTITUTES.

The committee that was appointed to prepare a report on Teachers' Institutes submitted the following:—That under the present system of examination it is essentially necessary to have some connecting link between our schools and Examining Boards to provide professional training for such teachers as do not feel disposed to attend the Normal School; and, believing that Teachers' Institutes, properly conducted, would partially remedy the existing state of affairs, and that they would tend to systematize the whole work of our Public Schools throughout the Province, the committee would, therefore, strongly urge the formation of County Institutes, to be held immediately before the summer examinations, attendance at such meetings to be noticed by examiners in awarding certificates, and to carry out the idea would recommend that the Chief Superintendent be respectfully requested to take immediate steps to put the present law in force for this purpose.

AMENDMENT OF THE CONSTITUTION.

Mr. ANDERSON moved, seconded by Mr. Glashan, “That the Board of Directors be authorized to consolidate the constitution in accordance with the resolutions passed during the present Convention.” A protracted discussion ensued upon this motion, Mr. Hodgson protesting strongly against it as being unconstitutional. Finally, however, it was carried, Mr. Hodgson alone dissenting.

EXPENSES.

Moved by Mr. HUNTER, seconded by Mr. McCallum, “That in the event of the Legislature conceding the request of the Association for representation in the Council of Public Instruction, and, furthermore, in the event of the Legislature declining to assume the expenses incurred by the attendance on the Council of such representatives as are not resident in Toronto, such expenses be defrayed by the Association.”—Carried.

VOTES OF THANKS

were passed to the Chief Superintendent of Education for the use of the theatre of the Normal School buildings; to the representatives of the city papers for their reports of the proceedings of the Association; to the Grand Trunk, Great Western and Northern Railway Companies for courtesies, and to the members of the Association residing in Toronto for the amount of work they had voluntarily performed in the interest of the Association.

REPRESENTATION OF TEACHERS.

The Treasurer, Mr. McALLISTER, remarked that the officers of the Association estimated that the delegates who had attended this Convention represented from 600 to 1,000 of the school teachers of the Province. Moved by Mr. McCALLUM, seconded by Mr. Seath, “That it is highly desirable that the attention of teachers be especially called by communications through the press in different parts of the Province to the importance and present benefits of attending the meetings of our Conventions.”

DUTIES OF THE STANDING COMMITTEES.

Moved by Mr. McCALLUM, seconded by Mr. Seath, “That the by-law defining the duties of the Standing Committees be inserted in the minutes of the present year.”—Carried.

The Convention then adjourned.—*Globe, Telegraph, and Leader.*

II. REVISED OFFICIAL REGULATIONS IN REGARD TO THE QUALIFICATIONS OF PUBLIC SCHOOL INSPECTORS AND COUNTY EXAMINERS.

Prescribed by the Council of Public Instruction for Ontario, under the Authority of Sections Seven and Eleven of the School Act of 1871.

1. Qualifications of Public School Inspectors.

All County and City Superintendents of Common or Public Schools who have held that office consecutively for three years;

all teachers of Public Schools who have obtained or who shall obtain First Class Provincial Certificates of qualification of the highest grade (A); all Head Masters of Grammar or High Schools, who have taught the same school three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools; and all Graduates in Arts, who have proceeded regularly to their degrees in any University in the British Dominions, and who have taught in a college or school not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further examination, on obtaining, in each case, from the Education Department, the certificate required by law.

2. Qualifications of Examiners.

All Head Masters of Grammar or High Schools, and those Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and have taught in a college or school not less than three years; all candidates for Degrees in Arts in the Universities of the United Kingdom, who, previously to the year 1864, possessed all the statutable requisites of their respective Universities for admission to such degrees, and have taught in a college or school not less than three years; and all teachers of Common or Public Schools who have obtained First Class Provincial Certificates of qualification, or who may obtain such certificates under the provisions of the present law, shall be considered as legally qualified to be appointed members of a County or City Board of Examiners, without further examination, on their obtaining from the Education Department, for the satisfaction of the County Council or City Board, a certificate of their having complied with this regulation, and being eligible under its provisions.

Regulations for giving effect to the foregoing.

I. Candidates eligible to act as County or City Examiners will, on application, be furnished with the requisite certificate from the Education Department.

II. A candidate for the office of County or City Inspector of Public Schools, must, in order to be eligible for that appointment, obtain from the Education Department a certificate of his qualification for the office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University graduates and Head Masters of High Schools, a satisfactory Thesis is required on the Organization and Discipline of Public Schools, etc.

III. The Thesis to be prepared ought not to exceed twenty five or thirty pages of foolscap, written on one side only, and should embrace the following topics, or subjects, chaptered as numbered, viz. :—

1. Organization of schools; classification of pupils; the system of monitor teachers—its use and abuse; school buildings and in and out-door arrangements; school furniture and apparatus, &c.

2. School management; time tables and limit tables of study; school rules; school register; roll-book; visitor's book.

3. General principles of education; art of teaching, with examples of the mode of treating various subjects; characteristics of the successful teacher; how to secure attention; how to interest the class.

4. Characteristics of good style of questioning; correction of errors; recapitulations, &c.

5. Principles of mental, moral and physical culture of childhood; gymnastics and calisthenics.

6. School discipline; rewards and punishments; prizes; authorized system of merit cards.

7. School libraries; how best to make them available; school museums, or local collections, their value, and how to promote their formation and use.

8. Principles of the School Law relating to Public School Trustees, Teachers and Inspectors of Schools.

Departmental Summary of the Powers, Duties, and Responsibilities of Public School Trustees in Rural Sections.

NOTE.—From the following summary, Trustees can easily learn the extent of their general powers, duties, and responsibilities. For more definite information, when necessary, they can refer to the School Act and Regulations.

(1) THE NECESSARY OR DISCRETIONARY POWERS OF SCHOOL TRUSTEES.

(1) To take possession and have sole custody of all public school property, moveable property, moneys, &c.

(2) To obtain a legal title to their school premises, as provided by law.

(3) To do whatever they may judge expedient in regard to the

building, &c., &c., of the school-house, appendages, play-ground, enclosures, lands, and moveable property.

(4) To have the sole authority to appoint and fix the amount of the salary of all male and female teachers appointed by them.

(5) To appoint a school collector.

(6) To establish, if they judge expedient (with the consent of the inspector), a male and female school in their section.

(7) To provide a teacher's residence.

(8) To raise all moneys, in the manner authorized by the school meeting. No meeting can lawfully decide what amount the trustees shall raise, but only the manner in which they shall do it. Should a meeting neglect or refuse to decide upon the manner of raising the sums required, the trustees can exercise their own discretion as to which mode they will adopt.

(9) To apply, if they judge expedient, to the municipality of their township, once a year, before the August meeting (except in case of a site and building), to raise any school-rate authorized by the inhabitants; and to compel the council to collect it, by *mandamus* from one of the Superior Courts, should the council refuse to do so.

(10) To exempt all indigent persons from section school-rates.

(11) To sue non-residents for school rates. School-taxes on absentees must, however, be collected as pointed out in section one hundred and twenty-seven of the Consolidated School Act. In case the township council should refuse to pay these taxes (duly returned to the clerk), the trustees can enter an action, in any competent court, against the township council for the amount.

(12) To call a special school meeting for any lawful school purpose.

(13) To unite their school with the adjacent High School.

(14) To resign the office of trustee, with the consent in writing of their colleagues and of the Inspector.

(15) To decline re-election for four years next after going out of office.

(16) To apply to county council against act of township council in altering the boundaries of the school.

N.B.—No school meeting of their constituents can deprive trustees of any of these powers, or prevent their exercise.

(2) THEIR POSITIVE DUTIES.

(1) To call the annual school meeting, and also a special one in case of any difference in regard to the school-site, death or removal of trustee, &c.

(2) To prosecute all illegal voters at school meetings.

(3) To make a declaration of office within two weeks after notice of election as trustee.

(4) To see that their school is furnished with a trustees' book, a visitors' book, a teacher's register, and a *Journal of Education*. These two latter are furnished without cost. The two former must be purchased at the expense of the section.

(5) To employ (and pay school moneys to) none but legally qualified teachers.

(6) To provide suitable school accommodation for all the pupils in their section, as defined in regulation 9 of *Duties of Trustees*.

(7) To permit all pupils between the ages of five and twenty-one years, on whose behalf school-rates are paid, and who observe the rules, to attend their school.

(8) To visit the school and see that it is properly conducted; that no unauthorized books are used; that all the pupils are supplied with proper text-books; that the library is available to the inhabitants, and that it is properly managed.

(9) To exercise all the corporate powers vested in them, for the fulfilment of all agreements, contracts, &c.: and to maintain a school in their section during the year.

(10) To transmit their *half-yearly* returns and their *yearly* reports to the Inspector, and also to submit their *yearly* report to the annual meeting of their constituents.

(11) To affix their corporate seal to all contracts, agreements, deeds, &c., under their hand.

(12) To appoint and take proper security from the secretary-treasurer and school collector.

(13) To make a return to the municipal clerk of all rates imposed by them.

(14) To make no contract with any member of the school corporation, except for school site, or as collector.

(15) To transact no school business except at a trustee meeting of which each member of the corporation has had due notice.

(16) To appoint a school auditor before the 1st of December in each year, and lay before the auditors all necessary information.

(17) To comply with the award of the arbitrations arising between themselves and other parties, under the school law.

(18) To call school meetings when desired by the ratepayers to decide the question of school site.

(19) To establish a free public school library as required by law and regulation 21, *Duties of Trustees*.

(20) To employ an additional teacher, in case there are more than fifty pupils attending their school.

(21) To follow the assessor's roll in making out list of, and collecting school rates.

(3) THEIR RESPONSIBILITIES.

Personal Responsibility.—(1) For all contracts or agreements, when not officially fulfilled as authorized by law. (2) For the award (if any against them) of arbitrators appointed under the School Acts. (3) For the amount of an award against them if they refuse to give it effect. (4) For all moneys lost to the section through their neglect of duty:—such as omission to send the half-yearly return to the Inspector, neglect to keep open the school during the year, &c. (5) For neglect to take security from any person to whom they intrust school moneys, if any loss accrue. (6) For neglect or omission to affix their corporate seal to official agreements, contracts, or the binding documents.

N.B.—Trustees neglecting to perform any of the "positive duties" required of them as above (and to the neglect of which no specific penalty is attached) may incur the risk of having the apportionment to their school section withheld, and themselves made *personally responsible* for the loss consequent thereon. (See section *thirty-first* of the Consolidated School Act, and section *thirty-seven* of the School Law Improvement Act of 1871.

(4) PENALTIES FOR NEGLECT OF DUTY.

(1) *Twenty* dollars for refusal to perform the duties of their office.

(2) *Twenty* dollars for making a false return.

(3) *Five* dollars for every week of delay in forwarding their annual report to the Inspector.

(4) *Five* dollars for neglect of calling annual or other necessary school meetings.

(5) *Five* dollars for refusing to serve as trustee when elected.

(6) *Fine* or *imprisonment* in case they refuse to furnish the school auditors with information.

(7) *Imprisonment* of any trustee refusing to deliver up moneys, books, papers, etc.

(8) *Suit* for moneys lost in the hands of any person to whom they entrust money or other valuables, without taking security.

(5) PENALTIES IMPOSED ON OTHER PARTIES BY THE SCHOOL LAW.

(1) *Twenty* dollars on *returning officer* for wrong doing.

(2) *Twenty* dollars on *teacher* for false returns, &c.

(3) *Twenty* dollars for disturbing a school meeting, or interrupting a public school.

(4) *Ten* dollars on township clerk for neglecting to make school map of township.

(5) *Five* or *ten* dollars, or *imprisonment* for illegal voting.

(6) *Five* dollars on a *chairman* for neglecting to forward to the Inspector a copy of the proceedings of a school meeting.

(7) *Five* dollars on person appointed to call first section meeting, should he neglect to do so.

(8) *Five* dollars for neglecting to send children to school.

(9) *Action* against *treasurer* for refusing to honour an Inspector's order for school fund.

(10) *Imprisonment* of any *secretary-treasurer* refusing to deliver up books, papers, moneys, &c.

(11) *Forfeiture* by *teacher* of any claim which he may have on trustees, and be guilty of a *misdeemeanor*, in case of refusal to deliver up the key of the school-house and the register, when demanded.

(6) SPECIFIC DATES AND NUMBERS TO BE OBSERVED.

(1) Every Saturday to be a holiday in the Public and Roman Catholic Separate Schools.

(2) Holidays and vacations: see General Regulations.

(3) Trustees to give *six days'* notice of annual and special school meetings, in *three* public places. The annual meeting must be held on the *second* Wednesday in January.

(4) Declaration of office must be made by trustees within *two* weeks after election.

(5) Award must be complied with by trustees within *one* month after its publication, under a penalty.

(6) In cases of arbitration in regard to a school site, the opposite party must, within *three* days, appoint an arbitrator, or forfeit his right to do so.

(7) An arbitration may be postponed for *ten* days.

(8) Collectors to collect school rates within *ten* days; and, *fourteen* days after the first application for the payment of rates, to seize and sell the goods and chattels of defaulters within the section (*thirty* days when without), and to give *six* days' notice of sale.

(9) Within *twenty* days after the failure of calling annual or other meeting the Inspector, or *two* resident assessed freeholders, or

householders to give *six* days' notice of such meeting in *three* public places.

(10) Within *twenty* days after each rural school election, County Inspectors can hear complaints, and set aside or confirm such election. Inspectors can appoint a school auditor *after* the *twenty-second* day of December, in case the trustees neglect or refuse to do so.

(11) The Chief Superintendent can appeal from the decision of any County Judge in school matters, within *thirty* days from the rendering of judgment.

(12) In default of payment of any fines lawfully imposed by a Justice of the Peace, under the authority of the School Acts, the offender may be imprisoned for *thirty* days.

(13) *Ten* years are the limit of a loan to trustees for the purchase of a site and the erection of a school-house, &c., as authorized by the township council.

(14) When a public library book has been detained *seven* days beyond the week allowed for every hundred pages it contains, the librarian shall require it to be delivered within *three* days, or be paid for, in addition to the fine of *two* cents per day for detention. The library catalogue to be open for inspection "at all seasonable times."

(15) Every child shall be entitled to at least *four* months schooling.

(16) Inspectors shall not have less than *fifty* schools under their jurisdiction, except in case of French and German schools.

(17) A teacher shall not have more than *fifty* pupils in average attendance under his care.

(18) No rate-bill for school contingencies in cities, towns and villages, shall exceed *twenty* cents a pupil per month.

(19) A site shall not be within *one* hundred yards of an orchard, pleasure ground, or dwelling house.

(20) A school site must not be less than *half* an acre in extent; nor the area of the school house less than that prescribed in regulation nine, *Duties of Trustees*.

(21) The *afternoon* of one day in each week, after school hours, to be set apart for religious instruction in the public schools.

(22) The hours of teaching in public and separate schools shall not exceed *six*. School to commence at *nine* o'clock, a.m. The school-house to be ready *fifteen* minutes before *nine*; recess *ten* minutes.

(23) School to commence and close by reading a portion of Scripture and by prayer. The Ten Commandments are required to be repeated *once* a week by the pupils.

(24) The number of teaching days in each month, omitting the allowed holidays and vacations, will be found in the General Regulations.

(25) Before the 1st of March in any year, supporters of Roman Catholic separate schools to give notice of such support to the clerk of the municipality.

(26) A trustee may be temporarily absent for *six* months of the year, provided his home is still in the section.

(7) PUBLIC SCHOOL TRUSTEES YEARLY CALENDAR.

JAN.	—	A week before the <i>second</i> Wednesday of this month, to post up <i>three</i> notices, in at least <i>three</i> public places, fixing the place of the annual school meeting.
"	7	The winter term begins.
"	—	<i>Second</i> Wednesday—To attend the annual school meeting, submit their report for the year then closing, and provide for keeping open the school for the next year.
"	—	After school meeting, new trustee to make declaration of office before the chairman (or secretary) of the school meeting.
"	15	To transmit their <i>annual</i> report to the Inspector.
MAR.	}	Spring holidays commence Wednesday before Easter, and end Tuesday after it.
OR APR		
MAY	24	Holiday—Queen's Birthday.
JUNE	30	Trustees' first half-yearly return to the Inspector due.
JULY	1	Holiday—Dominion Day.
"	15	Summer holidays commence.
AUG.	—	To send in to township clerk estimate of money to be raised by council before the meeting in August.
"	16	Summer term begins.
OCT.	—	Summer term ends on Friday before the 15th Oct.
"	—	Autumn term begins Monday after 15th Oct.
Nov.	—	To appoint a school auditor before the <i>first</i> day of December.
Dec.	—	To call a public meeting, for auditing purposes, not later than the <i>22nd</i> of December.
"	—	To send in return of uncollected school rates to township clerk before end of the year.

Dec.	22	Autumn term ends.
"	30	Trustees' second half-yearly return to the Inspector due.

In addition, trustees are to call special school meetings for fixing site; election in case of death, resignation, or removal of colleague, when necessary.

GENERAL EDUCATIONAL CALENDAR FOR ONTARIO.

Constructed from the School Laws and Regulations.

I.—FIXED DATES.		
JAN'RY..	1	The School Year begins. A statutory holiday (<i>Circumcision.</i>)
"	First	Tuesday: Half-yearly Examination in each County of candidates for masterships in Public Schools.
"	7	Winter term in the High and Public Schools begins.
"	8	Winter session of the Normal School begins.
"	Second	Wednesday: Annual school elections throughout Ontario, of which six days' previous notice must be given in three public places of each section, ward, &c. Within twenty days after meeting, election complaints can be investigated, and set aside or confirmed by the Inspector in townships, and by a County Judge in cities, towns, and incorporated villages. Auditor to be appointed at annual meeting.
"	15	High School Annual Report to be sent to the Chief Superintendent by the Board of Trustees.
"	—	Public and Roman Catholic Separate School Annual Reports to be sent to the Chief Superintendent by the respective Boards of Trustees in cities, towns, and villages. An abstract of the Report is to be published in one or more local newspapers.
"	31	School Section Annual Report to be sent to the Inspector by the Trustees, who, after the 31st, are liable to a fine of five dollars for every week the Report is delayed.
"	—	Two High School Trustees to retire annually from the Board on this day, and their places to be filled up by the County Council at their first meeting after the 1st of January.
"	—	Half-yearly subscriptions of two dollars to the Superannuated School Teachers' Fund, due in January, and to be transmitted as early in the year as possible. Should the subscription of four dollars not be forwarded during the year, the sum of five dollars then becomes due.
FEB'RY..	First	Wednesday: the Board of High School Trustees to meet annually on this day.
"	Last	day: Annual Financial Report of each Sub-Treasurer to be made up and transmitted, with vouchers, to the County Auditors.
MARCH.	1	County, city, town, and village clerks to transmit to the Chief Superintendent the Auditors' account of school moneys, and other information.
"	—	Public School Inspectors to transmit their Annual Reports to the Chief Superintendent.
GOOD FRIDAY	Good Friday is a holiday in the High and Public Schools and in the Education Office.
EASTER.	Easter Monday is a holiday in the Education Office.
"	—	In March or April occurs the Easter vacation in the High Schools. The Spring Term in the Schools commences on the first Wednesday after Easter.
MAY.....	1	Apportionment to the High and Public Schools to be notified by the Chief Superintendent.
"	24	Queen's Birthday: a holiday in the High and Public Schools, and in the Education Office.
JUNE....	15	Normal School Winter Session ends.
"	Last	Friday: High School Spring Term ends with half-yearly examinations.
"	30	Half-yearly Returns to be sent by the Trustees of the High (and Roman Catholic Separate) Schools to the Chief Superintendent, and by the Trustees of Rural Sections to their Inspectors, and from Trustees of Protestant and Coloured Separate Schools to their Inspector.
"	—	Clerks of counties, cities, towns, and villages to report the name of the Treasurer to the Chief Superintendent.
JULY....	1	(1) Annual apportionment, payable by the Chief Superintendent of Education; also the semi-annual apportionment to (2) High and (3) Roman Catholic Separate Schools, and (4) the yearly pension to Superannuated School Teachers. Holiday: (Dominion Day.)
"	—	High School summer vacations from this date to 15th August.
"	—	Chief Superintendent's Annual Report to the Governor.
"	First	Monday: Second half-yearly examination of High School Masters.
"	—	Legislative School Grant to be distributed by Inspector among the Rural Schools from which half-yearly returns have been received.
"	15	Public School summer vacations extend from this date to 15th August.
"	—	Teachers' Second Half-yearly Examinations in each County.
AUGUST.	Second	Monday: Summer Term in the High Schools begins.
"	8	Autumn Session of the Normal School begins.

AUGUST.	8	The application of Trustees of Rural Sections to the Township Council for the imposition of a school-rate to be made before the August meeting, except for the expenses of site and school-house.
"	—	Summer Term in the High and Public Schools ends on the 15th. The Autumn Term begins on the Monday following the close of the Summer Term.
NOVEM..	—	Public School Trustees to appoint a second auditor of school accounts before the 1st of December in each year.
DECEM..	14	Public and High School County Assessments by law available for the payment of teachers.
"	22	Autumn Session of the Normal School ends.
"	—	In case Trustees of Public Schools neglect to call an Auditors' meeting by the 22nd of December, two electors, or the Inspector may call it.
"	—	Autumn Term in the High and Public Schools ends with a public examination.
"	25	Christmas Day: Christmas holidays in the High and Public Schools commence. A holiday in the Education Office.
"	—	Alterations in the boundaries of school sections take effect.
"	—	Trustees' Returns of unpaid school rates on absentees' lands to be made before the end of the year to the Township Clerk.
"	31	Half-yearly Returns from High (and Roman Catholic Separate) School Trustees to be sent to the Chief Superintendent, and from Rural Trustees to their Inspectors, and from Trustees of Protestant and Coloured Separate Schools to their Inspector.
"	—	Second half-yearly payments by the Chief Superintendent to (1) High and (2) Roman Catholic Separate Schools.
"	—	The school year ends. Trustees must keep open a school during at least six months of the year.

II.—PERIODICAL DUTIES FOR WHICH NO SPECIFIC DATES ARE GIVEN.

1. The Board of Examiners shall meet *half-yearly*, for the examination of Public School teachers.
2. There shall be *quarterly* examinations held in all the Public Schools, and *half-yearly* examinations in the High Schools.
3. Inspectors shall make *two* or more official visits to the Public Schools; "one shall be made some time between the 1st of April and the 1st of October, and the other some time between the 1st of October and the 1st of April." Other visits may be made, as directed by the County Council.
4. Inspectors shall "deliver in each school section, at least *once* a year," a public school lecture.
5. Inspectors to be appointed by the County Council; also the chairman, secretary, and treasurer of each High School Board; the chairman, secretary, and (if necessary) a committee of three persons for each Public and Separate School; the county, city, town, and village auditors of school moneys; and the rural school section auditors.
6. Rate bills in City and Town Public, and in all Separate, Schools are payable *monthly, quarterly, or yearly*, in advance.
7. Abstract of city, town, and village school report to be published *annually* in one or more local newspapers. In rural sections it is to be read at the *annual* meeting.
8. Collectors of school-rates in rural school sections shall collect the rate within *ten* days from the date of their warrant; and, in case of refusal of payment, shall, within *fourteen* days after demand being made, proceed to seize and sell the goods and chattels of the defaulter. He shall give notice of sale in *three* public places, at least *six* days before the sale by auction.
9. A general meeting of school visitors may be held at any time. They should attend the *quarterly* examinations of the schools.
10. Estimates of sums necessary to be raised for the Board of School Trustees, to be laid before the city, town, or village council any time during the year. The annual estimate should be laid before the council early in the year.
11. County, city, and village clerks to transmit to the Chief Superintendent, immediately after the meetings of the council, a report of all proceedings relating to education; the appointment and post office address of Inspectors, &c. In cities, towns, and villages, this latter duty should be performed by the secretary to the Board of Trustees.
12. High, Public, and Roman Catholic Separate School Trustees, elected to fill a vacancy, to hold office only during the unexpired term.
13. The Chief Superintendent to present his annual financial report to the Legislature "at each sitting thereof."
14. Inspector to visit each of the High Schools in the course of a year.
15. Defaulting secretary-treasurer to deliver up books, moneys, papers, &c., "by a certain day, to be named by the County Judge," or to be imprisoned "until the Judge shall be satisfied" that delivery is made.
16. A School Register and the *Journal of Education* to be procured annually by the Trustees,—the former from the Inspector and the latter from the Chief Superintendent.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten High School Stations, for JUNE, 1871.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—James H. Coyne, Esq., B.A.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—Ivan O'Beirne, Esq.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macallum, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, WINDS, VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORA S., and TENSION OF VAPOUR.

Approximation. d On Lake Simcoe e Near Lake Ontario on Bay of Quinte. f On St. Lawrence. g On Lake Huron. h On Lake Ontario. i On the Ottawa River. l Close to Lake Erie. m On the Detroit River. n Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, SURFACE CURRENT, MONTHLY MEANS, AMOUNT OF CLOUDINESS, RAIN, SNOW, and AURORA S.

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

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

REMARKS. On 14th, solar halo. Lightning, 6th, 7th, 10th. Hail. Barrie.—Lightning with thunder, 3rd, 4th. Hoar frost, 30th, 13th, 15th, 24th, 29th. The month, save at the com- 15th. Lightning with thunder, 3rd. Thunder with rain, 22nd, 24th. Rain, 4th, 6th, 7th, 10th, 13th, 14th, 20th, 24th, 27th, 28th. commencement and the end, generally chilly and unseasonable; fires con- Lightning and thunder with rain, 2nd, 14th, 27th. Frost, 17th. Wind. PETERBOROUGH.—On 14th and 15th, slight hoar frost. 17th, hoar ed in dwellings; growth of crops and vegetables continually checked; storm, 22nd. Fog, 3rd. Rain, 3rd, 7th, 10-15th, 18th, 20th, 23rd, 28th. frost; potatoes, beans and tomatoes injured. 30th, a serious frost; showers slight and much drought; hay crop promises to be a failure. CONTARWAL.—Lightning, 2nd. Thunder with rain, 13th. Lightning (fences quite icy; surface of ground white with rime. Lightning, 10th; Although the frosts were severe, the crops, being advanced, sustained and thunder with rain, 10th. Frost, 8th, 10th. Wind storm, 28th. also lightning with thunder and rain. Narrow halo round sun at 1 little injury. The unusual prevalence of two strata of clouds indi- Rain, 3rd, 10th, 12th—15th, 20th, 28th. [P. M., 27th; also, wide lunar halo same night. Fogs, 17th and 19th. (ated unsettled weather.

BELLEVILLE.—Thunder with rain on 10th. Lightning and thunder with rain, 3rd and 11th. Wind storm, 8th. Fog, 10th. Rain, 3rd, 6th, 8th, 11th, 13th—16th, 18th, 20th, 28th.

GODERICH.—Temperature on 2nd (93°.7) was the highest on record at this station. Frost in the adjacent country, 16th and 29th. Lightning, 19th and 23rd. Thunder with rain, 6th, 10th. Lightning and thunder with rain, 10th, 13th. Wind storm, 28th. Fog, 3rd. Rain, 6th, 10th, 13th, 14th, 17th, 19th, 20th, 23rd, 24th, 27th, 29th, 30th. Reported appearance of Colorado potato bug on 1st. Thunder, 4th. Lightning, 19th. Lightning and thunder with rain, 6th and 10th. Frost, 16th and 30th, the latter injuring beans, cucumbers, potatoes, &c. Wind storms, 10th, 13th. Fog, 24th. Rain, 6th, 7th, 10th, 11th, 13th, 18th, 20th, 23rd, 24th.

STRATFORD.—On 1st, reported appearance of Colorado potato bug. Thunder on 4th. Lightning and thunder with rain, 6th and 10th. Lightning, 19th. Frost, 16th, 30th; that of the latter day injured beans, cucumber and potato plants, &c. Wind storms, 10th, 13th. Fog, 24th. Rain, 6th, 7th, 10th, 11th, 13th, 18th, 20th, 23rd, 24th.

HAMILTON.—On 6th, Colorado potato bug (*Doryphora decem lineata*) arrived in this neighborhood. 24th, at 7 A.M., no perceptible difference between dry and wet bulb thermometer. Lightning with thunder twice on 27th; also, lightning and thunder with rain. Wind storms, 12th, 13th, 14th, 27th. Rain, 6th, 7th, 11th, 13th, 23rd, 24th, 27th. The weather has been exceedingly dry; great warmth prevailed in the earlier portion, and wind storms near the middle.

SIMCOE.—Lightning and thunder with rain, 4th, 6th, 10th, 11th. Rain, 4th, 6th, 10th, 11th, 13th, 17th, 20th, 23rd, 24th, 27th. Great want of rain in the early part of the month; crops of all kinds suffered, but prospects subsequently improved.

WINDSOR.—Thunder with rain, 3rd, 4th. Lightning and thunder with rain, 19th. Lunar halo, 2nd and 30th. Rainbow, 3rd. Wind storms, 12th, 13th. Rain, 3rd, 4th, 10th, 13th, 19th, 23rd, 24th.

V. Biographical Notices.

1. GEORGE GROTE, LL.D.

A cable despatch reports the death, at the age of seventy-seven, of George Grote, the banker, famous as the author of an elaborate and comprehensive history of Greece. This was a most laborious undertaking—commenced in 1823, and completed in 1856—to which Mr Grote devoted the leisure time of the best period of his life. In that thirty-three years, however, he reared a monument which will ever endure. The late historian was of German descent. He was educated at the Charter House, and entered in his sixteenth year the banking establishment of his father, which his grandfather had founded. Mr. Grote was very studious, and after working upon his history from 1823 to 1850, entered public life as an advocate of Reform. He was elected to the House of Commons for London, and was one of its representatives for three successive Parliaments, during which he annually made a motion in favour of the ballot. He contributed in the meantime several articles to the Edinburgh and Westminster Reviews. Retiring from public life in 1841, he turned his attention to his history, which was completed and given to the public. This was followed, in 1865, by a work entitled "Plato and other Companions of Socrates."

2. A. KEITH JOHNSON, ESQ.

The death is reported by cable telegraph of Alexander Keith Johnson, LL.D., F.R.S., the distinguished geographer. He was born near Edinburgh, in 1804, and after receiving an education at the High School, acquired the engraver's art. He devoted himself to geography, with a view to founding a school of that science; and in 1843 published his "National Atlas." He was then made Geographer of the Queen for Scotland. Five years after he brought out "The Physical Atlas of National Phenomena," of which many editions were demanded. He won great distinction by his geographical publications, and carried off many prizes.

VI. Educational Intelligence.

—**M'GILL UNIVERSITY.**—At the annual convocation of McGill University the following gentlemen received the degree of B.A.:—In Honours—First Rank—Cameron (James), Cline (John D.), Dey (William J.), Keeley (Frederick W.), Tupper (James Stewart); Second Rank—Torrance (Edward F.), Ordinary—McGregor (Duncan), McLennan (Duncan H.), Munro (Gustavus). The degree of M.A. was conferred upon Rev. James Carmichael, of St. George's Church, Montreal, M.D.:—Alexander D. Blackader, B.A.; Lewis G. Hunt; Thomas D. Reed, James T. J. Webb, John Duncan. The Anne Molson gold medal was carried off by James Cameron; the Chapman gold medal by John D. Cline; the Logan gold

medal by William J. Dey; and the Shakespere gold medal by F. W. Kelly. Mr. J. S. Tupper, son of Dr. Tupper, read the valedictory address. After an address to the students by Rev. Prof. Cornish, Principal Dawson said: in the past session our number of students actually in attendance on classes in the McGill College may be stated at 260. In addition to these there were 19 in our affiliated Colleges of Morin and St. Francis, and 89 teachers in training in the McGill Normal School. At the present meeting of convocation and at that in April we have conferred 43 degrees in course. These numbers represent our work for the session and when it is considered that a very large part of that work consists in important literary, scientific and professional training not accessible to our young men elsewhere in this Province, and fruitful of good in its influence in the schools and every department of our social, political and religious life, I think its importance can not be exaggerated. It is further to be observed that of the students of the past session 245 are persons not resident in Montreal, and 147 persons whose families reside beyond the limits of the Province of Quebec. Our lists include students from Newfoundland on the one hand, and from the shores of Lake Huron on the other, all attracted to this city by the educational facilities which we are here enabled to offer. Upwards of thirty of our students in Arts, are young men in training in these colleges for the Sacred Ministry, and the greater number are from localities beyond the limits of the Province of Quebec. The great advantages which we can now offer for the literary and scientific training of theological students will, I have no doubt, tend to the increase of affiliated schools of theology connected with different denominations of Christians, and thus render Montreal a principal centre of such education for the Dominion.

An urgent want now in connection with this extension of our work and influence, is the institution of a School of Practical Science in connection with our University. We have long been preparing for this; and, as you are aware, I have frequently, and in various ways, pressed it upon the attention of the Government and the community. Now the time appears to be particularly favourable, in consequence of the strong bias in the direction given to the public mind in every civilized country by recent events, and in consequence also of the present activity in mines, railways, and other scientific enterprises in this country. In many important respects, Montreal presents greater facilities than any other city in the Dominion for the successful maintenance of such a school; and numerous applications are made to me with reference to the means for such education. A scheme for the institution of such a school is now before the Government and the friends of the University, and if it is favourably entertained by the public, we may be enabled to begin a school at least of engineering and mining in the next session. Several subscriptions, I may mention, in aid of the project have been already promised. The general subscription to the funds of the University, begun last year, has reached the amount of \$57,667, without reckoning the sums annually contributed for scholarships, amounting to \$1,900 yearly. The last subscription is one from our liberal benefactor, Mr. William Molson—a sum of \$4,000, to constitute the nucleus of a library fund. One marked effect of the recent subscription has been the stimulus given to the students by the scholarship and exhibitions which have been instituted. These have already, not only swelled our members, but have stimulated in a great degree the exertions of students and I have no doubt whatever that their influence will be still more marked in the next year, as before last session there had been no opportunity for schools especially to train their pupils to compete for them. It may further be anticipated that these prizes will exercise a most healthful effect on the high schools and academies, and they will enable many of our young men of ability and industry to secure that higher education which may open up to them avenues of usefulness and honour for themselves and for their country. I would now refer to the higher education of women. It is an enterprise in which I am sorry to say, we cannot take the lead. In the mother country the Universities of Cambridge and Edinburgh have already, through some

of their most eminent officers, entered into this work, and classes have also been established successfully in this country; in Toronto, in Kingston, and in Quebec. Here the University has not yet received any funds to administer for this purpose, though I believe a subscription is on foot among the pupils of the late Miss Lyman to establish a memorial to that eminently useful and gifted lady, in the way she herself would, no doubt, have chosen above all others, a permanent endowment to promote the object for which she laboured so long and successfully. It is, however proposed to organize in this city an Association for the higher education of women, on the plan of that in Edinburgh, with the view of providing lectures in the first instance, and eventually to establishing a college for ladies in connection with the University. Dr. Dawson announced the reception of a telegram from New York, from Mr. Torrance, offering \$5,000 towards the establishment of a school of science in connection with the University.

— **NORMAL SCHOOL APPOINTMENT**—We are pleased to understand that Mr. Thomas Kirkland, B.A., for some years past the very efficient Head Master of the Whitby High School, has lately been appointed teacher of science in the Normal-school of this city, at a liberal salary. Mr. Kirkland has made for himself a name as an efficient and painstaking educationist and we have no doubt but that in his new and more extended sphere he will realize all the expectations of his friends and well-wishers. It is a matter of universal regret in Whitby that Mr. Kirkland should leave his position in that town, put at the same time all rejoice in his success and follow him to Toronto with their best wishes.

— **THE MEDICAL DEPARTMENT OF TRINITY COLLEGE**.—We learn that this formerly famous medical school has been fully reorganized with a staff of able and well-known lecturers on the different branches of medical science. The following gentlemen, members of the Faculty, will conduct the ensuing examinations:—Drs. Hodder, Beaumont, Bethune, Hallowell, Geikie and Fulton.

— **GILCHRIST SCHOLARSHIP FOR 1871**.—The competitive examinations for this Scholarship, in connection with the University of London, England, took place, and was conducted by Mr. S. J. Vankoughnet, M.A., Trinity College, Toronto. There were several candidates up, we learn, to compete for the prize, which is worth \$500 per annum, and is tenable for three years. The examinations, we understand, were very searching in their character, comprising papers in Latin classics, Latin grammar and composition, Greek classic and grammar, French or German, arithmetic and algebra, geometry, English language, English history, natural philosophy and chemistry. The successful candidate, is, of course, not yet announced, but whoever he is likely to be, we trust, as we have no doubt, that he will continue to give as good an account of himself, in his future career at the University in question, as his predecessor of last year, Mr. Robertson, of Dundas, and thus serve to maintain the good reputation which Canada's sons have already won in the time-honoured Universities of our mother land.—*Leader*.

— **TORONTO NORMAL SCHOOL**.—The editor of the *Montreal Witness*, writing of the progress of Toronto, thus alludes to one of its flourishing institutions:—The Normal School will soon be particularly worth visiting, as, now that the dead weight of Lower Canada is completely thrown off, new energy seems to be infused into the really useful departments of the Ontarian Government. Their Parliament buildings, &c., are severely plain, but this centre of the education of the Province, where its teachers are to be taught, is being made a place of taste and beauty. The ceilings of the various chambers have been gorgeously frescoed, and large additions have been made to the contents. One room is filled with models of architectural and sculptured wonders of the British Museum. The rooms of copied statuary and paintings are treasures which cannot be without their effect in moulding the taste of the people, through the medium of the teachers who study here; and the library, scientific museum, and educational appliances, which are gath-

ered here, will insensibly forward the object for which the school is established. The splendid collection of the casts of the medals of all nations, just introduced, would be a paradise for our numismatic enthusiasts. The moral of all this is, that, in public educational advantages, of a material kind at least, the Upper Canadians are a very long way ahead of us Quebecers.

— **ONTARIO SCHOOLS**.—At the recent opening of the Prince Albert School, Montreal, the Rev. Mr. Young of St. Joseph Street Church "Strongly advocated the institution of free schools and their support by the State, and compelling of indifferent persons to educate their children. These people should not be permitted to let loose their children on society ignorant. He mentioned instances of admirable school system in Prussia and Switzerland. He expressed his ideas of what a proper system of common school education should be. He expressed his admiration of the common school system of Ontario, and the superior education pupils received in these schools. He contrasted the present improved system of teaching the young as compared with the vicious one of his days, when the young pupil was thrashed for not doing what he could not understand."

— **DALHOUSIE COLLEGE, HALIFAX**, the leading educational institution in Nova Scotia, is in a prosperous condition. At the recent convocation it was stated that the number of students in attendance during the past year was—in Arts, 62, and in Medicine 26. Lieut.-Colonel Denison, of Toronto, was one of the speakers on the occasion.

— **NEW BRUNSWICK SCHOOL BILL**.—The Common School Bill before the Legislature of New Brunswick, provides for a board of education, to be composed of the Governor, the members of the Executive Council, the President of the University, and the Superintendent of Education, to whom shall be entrusted the power of making regulations, fixing salaries, appointing officers, establishing a training school, dividing the country into school districts—large towns to form only one district when practicable, and no district to contain less than fifty resident children between the ages of five and sixteen, unless the area of such district shall contain four square miles, examine teachers and grant and cancel licenses, prescribe text books, and generally provide for any exigencies that may arise under the operation of the Act. The duty of the Superintendent is to carry out and superintend the working of the regulations and the law, and he is entrusted with the same discretionary powers as are usually enjoyed by such officers. There is to be an inspector for each county, whose duties will be similar to those performed at present by school inspectors, and he shall have the further duty of deciding on the claims of poor districts. Salaries of teachers are to be provided, firstly, from the Provincial Treasury in proportion to the class of license held; secondly, from the county school fund; and thirdly, by district assessment. There is to be a county assessment for a sum equal to thirty cents for every inhabitant, to be levied and collected in the same manner as other county rates. The amount is to be divided between the trustees of the several districts in the following manner: each district will receive \$20 half yearly for each qualified teacher employed, and a further amount in proportion to the number of pupils attending school. Any amount required over and above what is derived from these sources is to be raised by district assessment in the following manner. The sum to be raised is to be determined by a district school meeting and is then to be raised by a poll tax of \$1 on every male person twenty-one years and upwards residing in the district, and the balance on real and personal property and incomes. On the recommendation of the inspectors, poor districts are entitled to receive one-third more from the Provincial Treasury and one-third more per pupil from county school fund than the allowance to other districts. District school meetings are to be held in September of each year for the purpose of electing trustees and auditors, determining on the amount of money to be raised, etc. All ratepayers are entitled to vote the first years, but at subsequent meetings no one is to be allowed to vote unless he shall have

been assessed and shall have paid school taxes in the district for the preceding year. The district trustees are invested with large powers and responsibilities. Among other things it is their duty, as a body corporate, to acquire and hold any real or personal property for school purposes, to borrow money for school purposes, to determine the sites of the school-houses to be erected, to furnish books to the children of indigent parents, to regulate the attendance of pupils in the different grades of schools, to employ teachers, to dismiss teachers for neglect of duty or immorality, to expel or suspend any pupil for persistent disobedience to his teacher, to see that no unauthorized books are used in schools, to appoint a secretary from or outside of themselves to collect school taxes and hold and disburse moneys for school purposes, and to call all school meetings. With regard to Superior Schools, Libraries, and Grammar Schools, the Act is similar to the law at present in force. St. John and Fredericton are to be separate districts, with boards of trustees, consisting of seven members each. Four of these trustees are appointed by the Governor, and three by the Common Council, to hold office during pleasure. The board will have a salaried secretary, who shall perform all duties prescribed for him. This board is to be intrusted with all the powers of the district trustees, and shall notify the Council of the amounts required to carry out their arrangements for school purposes, when it shall be the duty of the Council to order an assessment for the amount. The following paragraph, the meaning of which will probably be made apparent when the Bill comes up for discussion in the House, we quote:—The Board of Trustees is hereby authorized with the sanction of the Council, to co-operate with the governing body of any school on such terms as to the Board shall seem right, but any such arrangement shall be annual in its nature, and shall be determinable by effluxion of time or on branch conditions, and in such case the Board may make allowance to such school of the funds under its control, but no public funds shall be granted in support of any school unless the same be a free school, and conducted in every respect in conformity with this Act and the regulations of the Board of Education.—*St. John Telegraph.*

VII. Departmental Notices.

SECOND CLASS PROVINCIAL CERTIFICATES.

The Council of Public Instruction have made the following modifications in the requirements for a *Second Class Certificate*, viz.:—That in Euclid Books I. and II. with problems will be required, instead of Books I., II. and III., as hitherto published.

NEW SCHOOL REGISTERS.

In reply to numerous applications for Public School Registers, &c., we desire to say that a new edition (including the modifications in the courses of study required by the new School Act) is now ready. They will be sent to the County Clerks this month for distribution through the Inspectors, but none will be sent out direct to individual schools from the Education Department. Trustees will, therefore, please apply to the Inspector for them.

NO PENSIONS TO PUBLIC SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Public Schools, or Teachers of the English branches in High Schools, who are legally qualified Public School Teachers in Ontario, who may wish to avail themselves at any future time of the advantages of the Superannuated Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent or Inspector, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be

entitled to share in the said fund who shall not contribute to such fund at least at the rate of four dollars per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance to the preceding regulations of the Council of Public Instruction; nor can one be granted for any year of teaching for which the subscription has not been paid.

THE CONSOLIDATED SCHOOL ACT,

Embracing the School Acts of 1850, 1860 and 1871, was published in this *Journal* for May and June. These Journals were mailed to each School Trustee Corporation and Inspector in Ontario. Extra copies will be sent from the Depository free of postage, on receipt of twenty-five cents.

THE NEW PROGRAMME AND LIMIT TABLE

Were published in this *Journal* for July, and mailed to each Trustee Corporation and Inspector. Extra copies will be sent for 12½ cents, free of postage. The two can also, if preferred, be furnished on large sheets for hanging up in the school room at the same price.

EXAMINATION PAPERS IN SETS.

In the next *Journal* we hope to publish the Examination Papers used at the recent County Board Examinations for Second and Third Class Certificates. In the meantime, we may state that the entire set of Examination Papers for First, Second, and Third Class Teachers, neatly bound, can be sent free of postage, on receipt of sixty cents. Those used in the Normal School during the last and previous Sessions, and those used at the County Examination for Second and Third Class Teachers, can also be sent, neatly bound, free of postage, on receipt of fifty cents.

PROFESSIONAL BOOKS SUPPLIED TO INSPECTORS AND TEACHERS.

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