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I. ONTARIO TEACHERS' ASSOCIATION.

REV. PRESIDENT NELLES' ADDRESS.

At the recent Teachers' Convention in this city, Rev. Dr. Nelles, the President, delivered the following eloquent and forcible address.\*

IMPORTANCE OF THE TEACHER'S PROFESSION.

I shall occupy the time allotted me this evening in offering some observations for our encouragement and guidance as teachers. And, first of all, let me say, it is of importance that we think well of our calling. We cannot be too deeply impressed with the beauty, dignity and value of the teacher's work. In every profession the great secret of success is an enthusiastic concentration of effort. Nor has any one but an apostle, or at least the successor of an apostle, stronger reasons than the teacher for magnifying his office. No doubt teaching has its less attractive side, and the quiet simplicity of the employment disguises from common view its real grandeur. The school-house is often badly built, badly ventilated, and badly kept; the entire premises reminding one of Whittier's picture of the old Puritan graveyard,

"With scanty grace from nature's hand,  
And none from that of art."

It seems from a paragraph which appeared lately in the newspapers that in the townships of Ops and Mariposa (I purposely mention the names) the school houses are not fit for stables, and I heard a Trustee in the School Convention of Northumberland, held a few months since, give a similar character to some schoolhouses in that county.† Again, the schoolmaster

\* An account of the proceedings of the Convention will be found at the close of this address.

† In regard to Ops, the Local Superintendent thus writes to the *Globe*:—"I beg to call attention to a paragraph quoted by Dr. Nelles, in his learned and eloquent opening address to the Teachers' Association, in your city, in which the school-houses of Ops are said to be unfit for stables. The statement in that paragraph is much too general, as there are but three out of the eleven school-houses of Ops which are of a very inferior quality, all the others being of the best description—of brick—large and commodious, and well finished. Even those three inferior ones will not stand long under the enlight-

is poorly paid; but though poorly paid, is none the less expected to render efficient service. An American deacon once apologised to a friend of mine for his pastor's sermon on the ground that he was "only a seven hundred dollar preacher!" We commend this theory of indulgences to those other deacons who manage the temporalities of our Common Schools. The children of the school are sometimes untidy in their persons, coarse in their manners, and either dull at learning or quick at mischief, or perhaps both the one and the other. The results of an evil parentage and a bad home come out in the school-room; and while the iniquities of the fathers are visited upon the children, the iniquities of both fathers and children are visited upon the teacher. On the most favourable supposition, the teacher's life is one of hard work for body and mind, and second to none in that other element which, according to Dr. Arnold, kills sooner than work—the element of *worry*. And yet despite all these things, and more that might be said, let us be proud of our profession. The ruder the materials on which we work, and the more repulsive the surroundings, the greater our praise. In our hands alone is the wand of the enchanter by which savages are transformed into men. Mechanics, and farmers, and lawyers, and doctors, and clergymen, and editors, and legislators—all are very useful members of society; but only when they have passed under the quickening touch of the schoolmaster. In a new country, especially, the great necessity is that of culture. The husbandman stands on the borders of a wilderness; before him are trees, stumps, rotten logs, rocks, briars, bogs, wild beasts and vermin. He brings to bear his labour and skill, and in a short time the whole landscape is changed; the air is filled with fragrance of new-mown hay; the harvests wave in the wind; the orchards are laden with fruit; the flocks and herds graze in the meadows; and the ships traverse the ocean bearing the produce of that husbandman's toil to feed the starving millions of other lands. Not less abundant and of a still higher order is the return from that other tillage, so aptly termed by Bacon "the Georgics of the Mind." And though in this agricultural land the wealth

ened offer from the municipal Council, of twenty-five per cent. to each section, to aid in providing suitable school accomodation. By referring to the last annual School Report, you will find that Ops is not far behind any of the older townships in its efforts for education. Its competitive examinations, at which \$60 worth of books obtained from the department are annually distributed; its high salaries offered to Normal and first-class teachers; and the general interest manifested in the quarterly examinations by parents, clergymen and other friends of education, place it—and deservedly place it—amongst the most advanced townships in the Province.

and prosperity of the people must mainly depend upon the soil, yet we remember also, that

"The riches of the commonwealth  
Are free strong minds and hearts of health,  
And more to her than gold or grain  
The cunning hand and cultured brain."

A good work is worth a thousandfold more when it bears the stamp of imperishability. It is not easy to build above the storms. The great empires of olden time have passed away; the beautiful temples have crumbled; the marble statues remain only in fragments. Modern empires and modern temples will, perhaps, perish in their time. But when the teacher gathers before him the children of his school and their bright eyes look up into his, he knows that though living in a world of shadows and of wrecks, there is in his presence and under his control the one substance in all the universe, out of which he may rear an imperishable fabric, on which he may carve lines of beauty that shall defy the pittings of the rain, and under whose dome shall resound the music of an eternal song. The immortal mind, with its apprehensions of truth; the immortal mind, with its energy of will; the immortal mind, with its gorgeous dreams that do but prophesy yet more gorgeous realities; the immortal mind, with its pure affections and sympathies clinging like the tendrils of a vine to the Infinite Unknown; the immortal mind, with its ever-enlarging capacities for progress and enjoyment; this is the enduring monument of the teacher's toil, and this his ample reward.

#### EFFECT OF THE DIFFUSION OF EDUCATION.

It is the glory of our age, and especially of this land, that educational advantages are widely diffused. In eminent examples of mental power we may never surpass the giants of other days, but the culture of our time has an infinitely higher praise in that it reaches the people at large, stretching its impartial hand to those who, among the most highly cultivated nations of antiquity, would have groaned in ignorance and bondage. The light which once illumined only the mountain peaks, now floods the plains, and finds its way into the valleys. Under this diffusion of light, the noxious vapours are scattered; the ghosts troop home to churchyards; witches, hobgoblins, and a thousand "gloomy spectres of the brain," with a thousand physical evils, are driven away. What a famous monarch once prayed for, "that every peasant might have a fowl in his pot," has become a reality, at least in America; and what is more, every peasant has or may have his newspaper and his Bible, with the Common School and Sunday School for his children. Here, at least, we have the groundwork of national weal and the first great stride toward the millenium. Thus the range of the teacher's influence has widened to the universal brotherhood of man. Like the preacher of the Gospel, he has become the friend of the poor, the liberator of the slave, the solace of the weary, and the instrument of a new social order. The love of freedom was not less strong in ancient times; but the conditions of freedom, the school-room and the printing-press, these were wanting. Men died for liberty; yet liberty died also. They could repel external aggression, but could not resist internal dissolution. An army of schoolmasters is found to be better than an army of soldiers. We eulogise Christianity as the last best gift of Heaven; and we do well. But one of the chief peculiarities of Christianity is that it begins and advances only by means of popular instruction. The old Pagan religions amused the people with shows and corrupted them by superstitions; Christianity comes to them with a revelation of truth, and by her never-ceasing appeals to the understanding and conscience, compels every system of worship to make good its claims as a "reasonable service." She alone of all religions demands and creates the schoolmaster; she alone does not fear him when he appears. This appeal to the court of reason in matters of faith is not, indeed, without its perils. All progress is full of peril, and the drift of much of modern thought is well calculated to give perplexity and alarm to serious minds. The age is calling with a cry of anguish for the man who shall speak "the word of reconciliation" to the warring forces of the church and the school. The voices of a thousand would-be peace-makers do but add to the clamour of the strife. Yet, no one whose opinion is worth hearing, imagines that peace shall come by the slumber of slavery of the intellect. Nay, rather let us hope that as the continued exercise of political freedom is the best security for political order, so the exercise of thought and the universal diffusion of knowledge will eventually bring only greater honour and stability to the true religion.

#### IMPROVEMENT IN METHODS OF EDUCATION.

We shall, I think, do well to cherish a strong faith in the *improveability of educational methods*. It was said by Dr. Johnson, that "education was as well understood in his day as it would ever

be." With all deference to so great a name, this must be set down as one of the many absurd sayings of famous men. There are always some who despair of progress and who frown upon all experiments, however judicious. Some doctors will kill or cure only with the old drugs; some religionists are wedded to the old forms and hackneyed phrases—

"Hollow creed and ceremonial  
From which the ancient life has fled;"

Some politicians cling to the dear old abuse because it has come down from their fathers. Copernicus and his new astronomy; Columbus and his new geography; Jenner and his vaccination; Harvey and his circulation of the blood; Stephenson and his locomotive; all in their turn have had to fight their battle with this "old King CLOG," the god of the timid, the superstitious, and the lazy. Nevertheless, "King JOG," as Mackay calls him, generally wins the battle at last.

"King CLOG was a mighty monarch,  
He sat on his lofty seat,  
With his golden crown and his ermine gown,  
And his courtiers at his feet.  
His power seemed firm as the mountains—  
Inert, but strong was he;  
And he ruled the land with a heavy hand  
And a placid tyranny.  
And whenever a boon was asked him,  
He stared with a calm amaze,  
And said: 'Ye foolish people,  
Ye must stand on the ancient ways.'

And he folded his arms on his bosom,  
And slept, and never heard  
The measured beat of the trampling feet,  
And the oft-repeated word  
That came from the solemn conclave  
Of the people, met to plan  
Some better laws, to aid the cause  
Of the happiness of man;  
Nor the voices loud resounding.  
Like waves upon the shore,  
That proclaimed to the listening nations  
That CLOG should rule no more.

But JOG, the next successor,  
Who understood his time,  
Stepp'd on the throne:—"Father, begone;  
To linger is a crime.  
Go to thy bed and slumber,  
And leave the world to me:  
Thy mission's done; thy race is run—  
I'm ruler of the free.  
So CLOG retired, obedient,  
And JOG, his son, was crown'd.  
We hope he'll govern better—  
And so the world goes round."

Thus, notwithstanding the dictum of the great lexicographer. I hope you will take the side of King JOG rather than of King CLOG. Believe in the possibility of something better, "and better still, and better thence again, in infinite progression." Lord John Russell told the Reformers of England a few years ago that the time had come to "rest and be thankful." In educational matters the true motto is to be thankful and rest not. It will be time enough to talk of resting when we have reached something like a settled science of the mind and an education in harmony with that science; time enough to rest when the leading educators in Europe and America have come to something like agreement as to what should be taught, how it should be taught, and when it should be taught; what place should be given to physical science, and what to languages; what to ancient languages and what to modern; how far the curriculum should be uniform, and how far varied or special or optional; what should be done with the girls, whether they should be taught like the boys, or otherwise, whether with the boys or away from them; whether, with Mill and others, we are to take up in defence of woman's rights and adopt new views of education to correspond; or whether we are to resist these notions as dangerous heresies leading back to chaos; these are but a few of the questions which remain to be answered, and which, on one side or the other, we are practically answering for good or evil every day of life. It belongs to the teachers of the land, as men of thought and experience, to have well-considered views on these matters, and in all suitable ways to press home their views on the public mind. And in this respect the practice of our Chief Superintendent may be commended, in that he not only travels to study the educational institutions of other lands, but visits from time to time the various counties of our own Province, to discuss with the people face to face the operations of our system of public instruction, and to elicit especially the opinions of teachers and trustees.

## THE ART OF READING—WHAT MAY YET BE DONE.

Before leaving this point, I wish particularly to mention one striking proof of what yet remains to be done in even the most elementary parts of education; I refer to the art of reading. We sometimes collect statistics to show what proportion of the population can read. We mean by this what proportion can gather something of the sense of an author for themselves; but if we speak of the proper and effective reading of an author in the hearing of others, then there must be a vast alteration of our statistics. In this sense how many men are there in Canada who can read? How many even of educated men? How many of college graduates? How many of the professors? It is a poor solace to know that it is as bad elsewhere as in Canada. Every thoughtful mind must rejoice in the recent awakening of a new interest on this subject. These popular readings are yet destined to do much for the improvement and entertainment of the people. A talent for public speaking has always been a power in the earth, but the capability of adequately rendering, I say adequately rendering, the words of another, is scarcely less valuable. Genius is a rare gift, but to read well is to put the world in possession of the fruits of genius. Shakespeare, Milton, Tennyson, Macaulay, and all the great masters of prose and song are made to speak to us with the living voice. The sympathy of many hearts redoubles the power of what is said, and we rise to a higher sphere of thought and feeling, as by a kind of enchantment. Thousands pour with delight over the pages of Homer, but Homer as he thrilled the heart when sung by the Rhapsodists of old, this is a pleasure enjoyed no more. One printing-press is doubtless worth ten thousand wandering minstrels, but if some one would invent a press for the manufacture of good readers, we should have, if not another revival of learning, what is not less to be desired, an enkindling of a new intellectual life in the breasts of many who have heard indeed the names of our noble poets, but who have never yet learned to love or enjoy them. I speak especially of the poets, for of all writing, true poetry lies perhaps nearest to the common heart, and is best adapted to furnish a counterpoise to many of the dangerous tendencies of the age. A celebrated elocutionist, when asked who taught him to read, answered, "My mother;" and, as a general rule, women read better than men, as they also speak better English. The cause of this fact, and the use to be made of it, I must leave for others to show; but I commend the whole subject to the careful study of the members of this Association.

## TRAMMELS OF SYSTEM—CAUTIONS.

Having spoken of improvement in systems of instruction, permit me to caution you against the trammels of system. There is some danger of "red-tapeism" even in the school-room. The good teacher will observe closely and handle tenderly the idiosyncrasies of children. Nature gives us only individuals, and no two alike. Classification is man's work, and is always a kind of mutilation of the fact. The abstractions of the system builder are often as misleading as the fancies of the poet—both the one and the other needing to be corrected by constant reference to the actualities of life. All children may have the same faculties; but these faculties are combined in innumerable ways. As soon expect precisely the same cast of countenance as precisely the same bias of mind. An Oriental shepherd distinguishes his sheep by their faces; in this country a clever farmer can distinguish a black sheep from a white one, or a sheep from a lamb. Most schoolmasters can do better than that as regards the body; but the colour and shape of the immortal part often escapes them. "Best men," says Shakespeare, "are moulded out of faults." The faults of the child are often a clue to his capacities and the germs of what might be his virtues. But how much skill is required to make the transformation? It is impossible by education to run children like bullets all in one mould, and it would be no addition to the charm of life could it be done. Symmetry of culture is well enough; but nature has her own types and laws of symmetry which we must study and not force. I invite your attention to the following passages from the last work of Mrs. Stowe:—"It was the fashion of olden times to consider children only as children pure and simple; not as having any special individual nature which required special and individual adaptation, but as being simply so many little creatures to be washed, dressed, schooled, fed and whipped, according to certain general and well-understood rules. The philosophy of modern society is showing to parents and educators how delicate and how varied is their task; but in the days we speak of, nobody had thought of these shadings and variations." Again: "I was reading Mr. John Locke's treatise on education yesterday," said Miss Mahetable. "It strikes me there are many good ideas in it." "Well, one live child puts all your treatises to rout," said my grandmother. "There ain't any two children alike; and what works with one won't with another. Folks have just got to open their eyes, and look and see what the

Lord meant when he put the child together, if they can, and not stand in his way." We learn from the biography of Prescott that he could never get up his Euclid except by committing to memory the words of the book, a form of recitation from which his professor thought it as well to excuse him. How far these peculiarities are to be humoured is indeed a nice question; but this is no reason why we should wholly ignore them. The parent will sometimes ask a teacher, "What shall I make of my boy?" After three or four years' acquaintance, a master of a Grammar School, or a College professor, should have something more than a random reply to such a question. Such is the diversity of human pursuits that there is room for the widest diversity of taste and talent, and the success of life is often marred by the stupidity of those who, determining to make mathematicians out of Prescotts, deprive the world of much fine literature or other valuable products, and add nothing to the progress of mathematics. Education is a preparation for life, and the most useful lives are those which concentrate a man's powers mainly in one direction, and that according to the star under which he was born.

## APPEAL TO HIGHER MOTIVES—THE ROD.

My last observation is that the teacher should appeal as much as possible to the higher motives. Fear, as an instrument of discipline, is not to be discarded. I would not have a teacher say to his school, "I never flog." Philosophers tell us of what they call "latent consciousness." There should be in every school a latent consciousness of the rod, and this will need occasionally to be developed, and as it were brought to the surface by a vigorous application of the rod to some dozing offender who may be taken as a kind of "representative man." But the best teacher is one who secures good order and progress without much flogging. Let the formula be the maximum of progress with the minimum of whipping. It is easy to flog, especially for a big man to flog little children; it is natural to flog; there are so many temptations to flog; so many occasions on which this method seems to be necessary, that it becomes with some teachers a kind of "royal road to knowledge," a sort of catholicon to cure all diseases, like "Radway's Ready Relief," or other nostrums of the day. That dull boy must be flogged, though possibly his dullness may be but the slow development of great powers which flogging will not hasten. That truant boy must be flogged, though a proper system of gymnastics and recreation might have prevented his playing truant. That tardy boy must be flogged, though his tardiness may have been the fault of his parents. That equivocating boy must be flogged, though his equivocation be the result of timidity, which flogging does but increase. Some teachers seem to think they best discharge their obligations by discharging the big ruler at the heads of the children; according to others, the tree of knowledge is the birch. The old adage warns us not to flog when angry; but the fact is the presence of anger and the absence of moral power are the chief causes of flogging. The true teacher will love and reverence children, and feel his way as quickly and skilfully as possible to their better nature. Fear, at best, is only an instrument; but the love of knowledge, self respect, respect for teacher and parent, the love of excellence, the sense of right, these are not only higher instruments, but ends in themselves. To appeal to them is to evoke them, to establish them as living forces of the soul. The worst thing a teacher can do is to lose faith in children, and to let them see that he has lost faith in them. By despairing of them, we teach them to despair of themselves. Let us rather cultivate an invincible trust, and by that trust enkindle hope and aspiration. How much better to praise a child for his merits than to scold him for his faults! It is said of that prince of educators, the great Dr. Arnold, that he never seemed to doubt a boy's veracity, and that for this reason no boy ever told him a lie. Not unfrequently the surest way to reclaim a vicious boy is to give him an errand or office of trust. Here lies the great test of the teacher's skill, in this discovery and development of the dormant capacity of children for higher and better things. The instrument that lies dumb or yields only sounds of discord in the hands of the tyro will pour out floods of melody under the touch of a master. The general on the field of battle speaks not to the soldier of his sixpence a day, or of the lash, but of honour, of country, of fame, of duty; speaks to him as a man and he becomes one. Thus the most grovelling natures are found to have within them the slumbering instincts of heroism. The greatest teachers, like the greatest commanders, have the power to enkindle this enthusiasm. The time will come when we shall hear no more of irreclaimable children, or even of irreclaimable men. Experience has shown that men hardened by long years of vice may be reached and restored to virtue—restored not by every untutored or half-hearted meddler, but by the man of large sympathy and special aptitude for the work. As the prophet, stretching himself upon the widow's child, called back the flush of health and the power of thought, so there is a way by which life may be awak-

ened in torpid and degraded spirits. The teacher, like the physician and the preacher, must be able to "minister to a mind diseased." Were his sole aim the training of the intellect, he would still need to remember that intellect is never alone, but sends its roots down into the heart, that underlying soil of sentiment which needs to be stirred and enriched by a wise tillage ere the better fruits of thought can be made to grow. Especially in the moral and religious sentiments will we find influence to quicken and guide, which we shall seek elsewhere in vain. Other impulses, however innocent or useful, are, after all, but fitful and partial; it is *duty* alone that sways the soul as a sovereign, administering a wise and just authority to every part of our nature; from her sanctuary alone come the great elements of beauty and strength which make up the true culture and render the character well rounded and complete.

"Stern Lawgiver! yet thou dost wear  
The Godhead's most benignant grace;  
Nor know we anything so fair  
As is the smile upon thy face:  
Flowers laugh before thee on their beds,  
And fragrance in thy footing treads;  
Thou dost preserve the stars from wrong;  
And the most ancient heavens, through Thee, are fresh and strong."

During the delivery of his admirable and eloquent address, the Rev. Doctor was frequently interrupted by repeated laughter and applause. On the motion of Mr. Dixon, a hearty vote of thanks was awarded to the President for his eloquent address.

### 3. ANNUAL CONVENTION OF THE ONTARIO TEACHERS' ASSOCIATION.

The ninth annual convention of the Teachers of Ontario commenced its sittings on the 3rd ult., in the theatre of the Normal School buildings. The chair was occupied by the President of the Association, the Rev. Dr. Nelles, of Victoria College, and prayer having been said by the President, he thanked the Association for the honour they had done him in appointing him to the position he occupied. No doubt they were all thoroughly prepared to discuss the many important questions on their paper. There were some of them very important and some of them rather complex, but a question well put was half answered, and he hoped it would be the case in the course of their meeting. He then introduced Mr. Hodgins, Deputy Superintendent of Education for Ontario.

Mr. Hodgins said it afforded him very great pleasure to see the President in his present position, as he had long regarded him one of his oldest friends, and also on account of his well-known fitness to fill the position which he now occupied. He regretted the absence of the respected Chief Superintendent of Education, the Rev. Dr. Ryerson, who was at present absent from the city. On his behalf, however, he (Mr. Hodgins) welcomed the teachers for the first time to the Normal School buildings, in which to hold their meetings during the convention. Although the museum was not then in the best order he would take pleasure in throwing it open to the members on the following day. He then referred to the great advantage to be derived from such conventions, when important matters could be discussed by practical men. For if the discussions were carried on intelligently, no doubt the very best results would accrue. As an illustration, he dwelt upon the importance of having a thorough elucidation of the principles of school discipline. This lay at the root of the success of their system of teaching; and though it had been largely treated by many erudite and eminent men, it was probable that more good would result from their meeting and discussing the matter eye to eye, and it would be of more use than any mere theories. He said, in conclusion, that the possession of genuine religious principles on the part of the teacher was the true basis of school discipline.

#### SHOULD THE SCHOOL AGE BE SIX YEARS?

The first subject propounded for discussion was:—Is it desirable that the minimum school age should be six instead of five? Mr. King opened the discussion. He said, "the time at my disposal will only allow of my referring to one or two of the principal reasons why such a change is desirable. A primary reason is, that injurious mental and physical effects accrue to such young children from a too early application to study, connected with too long a period of confinement in school. A secondary reason is found in the economical or pecuniary advantage arising from fixing the age as proposed. The conclusions arrived at have been induced by extended personal observation and inquiry, the testimony of many excellent and experienced teachers, and the expressed opinions of able and eminent medical men. With reference to the first of these reasons, I conceive education to be the instruction or guidance of the mind. It may arrive at maturity, but instruction civilizes it. The mind depends for its action upon the brain. The brain is a wonderfully

complex organ, extremely delicate, very liable to disease, and easily injured. This is true in regard to the fully developed brain; much more delicate, and liable to injury and disease, is the brain of the growing child. The brain, in addition to the function of thought, supplies nervous energy to the various organs engaged in the processes of digestion, assimilation, and nutrition. With injury of the brain, not only do the physical functions suffer, but likewise the nervous system itself. Thousands of young minds are stunted, and permanently dwarfed, by too early application to study. Task the mind during the earlier years, and you will not expose the child to a greater risk of a disordered brain, not only it may be lay the foundation for a morbid excitability of brain, that may one day end in insanity, but you debilitate its bodily powers, and by so doing, to all intents and purposes, the mind will eventually be a loser in its powers and capacity. Why, sir, just fancy—indeed I need not say fancy, for it is a matter of fact, that may be perceived almost any day by visiting the primary departments of our city, town and village schools—a class consisting of a number ranging between 75 and 130, of whom, perhaps, not a dozen exceed seven years of age, and 2-5ths of whom in all probability have not reached their sixth year, huddled together on long benches, in too many cases so high that the children's feet do not touch the floor, the weight of their extremities causing curvature of the bones, compression of the vital organs by the inclining posture, kept in silence by the look, promise, threat, or rod of the teacher, prevented from inhaling sufficient, good, pure air by too long and quiet confinement. What holds good in regard to these schools, holds true in regard to rural schools, save in numbers. What would the members of this Association say in favour of the continuance of such a system if compelled during our deliberations to be seated in a similar posture. But it should be borne in mind that the power of endurance in adults is at least three or four times as great as that of such children. Again, my impression is that a child entering school at the age of seven years will, in nine cases out of ten, when at the age of ten years exceed in its ability to learn, and in the knowledge it has obtained, that of a child naturally of the same temperament and physical power which began school at the age of 5. The plea, loss of time, must, I think, be considered without good foundation. In regard to the second reason, or the economical view, though not in possession of authorized statistics to aid me, I think an approximation sufficiently near for all practical purposes may be obtained. In the Waterloo Central School, with an attendance last year of 410, there were admitted 25, the age of each was just 5 years, and 30 who had not yet attained their 6th year, or 55 in a total of 410 under six years of age, a little more than one-eighth of the whole. I think it will not exceed the bounds of probability to suppose one-tenth of the pupils attending the common schools in Ontario are less than 6 years of age. In 1867, the total number of pupils was over 400,000, then 1-10th of this or 40,000 children were attending school that year under six years of age. In the great majority of cases there is no doubt but that parents send them to get rid of taking care of them, while many think that their little darlings, which exhibit such precociousness, should be supplied as fast as possible with mental food from the intellectual repository. In either case, the course is highly injudicious. But allowing 80 such pupils to a teacher, it will require the employment of 500 teachers, the class room and furnishings for 500 such classes, placing all the expenses at the low sum of \$400 per class, and we obtain \$200,000, and this with an arithmetical ratio of increase which will give, without the proposed enactment, double that number and twice the expense; or, in other words, adding annually about 40,000 immature minds to the list of those that have already been subjected to that dwarfing, stunting influence. In conclusion, if it be true that by fixing the age of admission at six instead of five, no real loss of time in the instruction of the child results, but rather a fuller development of the faculties, a stronger mind, a more perfect child, and at the same time a large decrease in the annual expenditure for school purposes. If these are facts—which I believe them to be—then I say this Association would be fully justified in taking steps to induce the Legislature to incorporate the change in the proposed Act." Mr. Dixon thanked the essayist, but did not agree with him altogether. True, bad houses and bad teachers might have a bad effect on children attending school of five or six years; but these bad effects were not essentially necessary, and could easily be avoided. He would go for sending children to school at four years of age, provided the Pestalozian system were followed a little more. It was a fact that many children, if they did not go to school early, would receive no education at all, and he deprecated the idea of measuring every educational matter by mere pecuniary considerations. Mr. McCallum was inclined to agree with the essayist in the present circumstances of the schools. They were not fitted in any way for children of five or six years of age; but if the schools were constructed and their system adapted to the necessities

of children of that age, he did not see any great objection to their being at school even at four. Mr. Millar agreed with the sentiments of the essay, and thought seven the best age to go to school. Mr. Scarlett gave it as his opinion that in ordinary circumstances, if two children, the one 5 years and the other 8 were sent to school together at the age of 11, the latter would surpass the other in vigorous intellect. The President said they were too apt to suppose that there was no learning but book learning. History disproved this, for they had heard of many great men who could not write their names, which showed that there was a great deal to learn at the feet of Dame Nature as well as in the common school. He sympathized considerably with the views of Mr. King. Mr. Hodgins did not think they should lay down a general principle like this founded on evils which could be removed. Let them improve their school-houses and allow children to attend at four if people wished it. To show that young children could thoroughly enjoy themselves in school at that age, he referred to the infant school of the Normal School at Dublin, and an infant school at Montreal, \* of both of which he spoke of in high terms. He would be sorry were the convention to lay down the principle proposed; but if they could give a practical turn to the matter, by suggesting something to remedy the evils referred to introduced into the new law, they would confer a lasting benefit on the country. He urged the necessity of providing better school houses, and contended that it would be better to send children to school at five years than keep them till six or seven, because if they were educated for a couple of years on the streets in the cities and large towns, the teachers would have a very bitter task before them. The street was a bad school for children between four and seven years of age, and an infant school was therefore, a necessity. Mr. Alexander favoured sending children to school at the age of seven or eight. He referred to a lad who entered his school at seven years of age, and in six months he outstripped all those in his class. Mr. Treadgold thought school hours were too long, and Trustees had no power to alter them. [This is a mistake, see note † below.] Their playgrounds were also generally too small for any practical use. Mr. Watson did not at all agree with the views of the essayist; for, were they introduced into their school system, the effect would be to do away with education in rural districts pretty much altogether. When a farmer's child comes to be nine years of age, he becomes worth money, and is put to work; so that, if they were kept out of school till they were seven, two years would be all the education they would receive. Dr. Crowle advocated the appointment of special female teachers for young children, who could successfully give object lessons. He deprecated the long hours so much in vogue. Nothing horrified him so much as going into some schools in the middle of winter. The windows all closed—the stove red hot—the atmosphere putrid—the children perspiring, being seethed as it were in their own milk. With regard to length of hours, he had set the supposed law at defiance, and had regulated the hours of his school as he considered best suited to the health of the children and the interest of the school. † He had introduced a system by which children were kept in school very much according to age. He maintained they could not lay down a general principle like this; for of two children in a family, the one five years of age might, by its mental and physical vigour, be better able to go to school than the other at 7. Mr. King said, notwithstanding all that had been said, their hours were too long, and dismissing young children to go home alone was, in many cases, an impossibility. They must take things as they are, and apply the remedy, and not dream of impossibilities which they would never realize.

#### OUR TEXT BOOKS ON GEOGRAPHY.

Mr. McAllister, in opening the debate, said that the first necessity to a good geography is that it should afford full, distinct and comprehensive knowledge of the internal construction of every country, its slopes, products, &c. The second necessity he considered to be full and luminous treatment of the political institutions of the various countries, how these agree with and how they differ from other countries. In speaking of Hodgins' geography, he thought it had good and bad qualities. It gave generally a good notion of the relative sizes of countries; was tolerably good as regards giving position, climate and illustrating animals and buildings by means of plates. This last feature he considered a capital idea, and often roused the curiosity of children to further research both in animal and political history. These were its virtues, but it had its failings. The first of these was the want of descriptive matter in it. The classification of the rivers again was absurd—

being classed north, south, east and west—flowing rivers. He failed to see any reason for the classification. He made these remarks not in any carping spirit, but out of a pure desire to have the very best text-books possible. There are many errors in the book which he pointed out. In conclusion, the speaker said that he did not much believe in geography text-books at all. Mr. Archibald said that the last idea enunciated by Mr. McAllister should have guided him in his remarks, for it was evident that it would take a very good book indeed to satisfy him. He was sure the author would be glad to have these things pointed out for correction. He agreed with the idea of dispensing with text-books altogether. The Chairman said—geography is a terrestrial subject, but a "heavenly study," was a remark of Edmund Burke. Mr. McCallum advocated large maps, practice in map drawing, and the throwing an interest around the subject by illustrating it by products, imports, &c. Such things as menageries, too, might be made useful in teaching geography, and shewed how much new interest had been revived in his mind, with respect to Africa, by seeing the eland the other day in one of these exhibitions. Mr. Dixon thought the study of geography should begin and be confined for some time to a particular locality. They might begin with the town or township in which the school was situate, and having mastered it in all its details, they could spread outward. With regard to the book referred to, one fatal failure was the maps in the first edition of it. Again, it was too much condensed, and was little more than a volume of statistics. He believed that geography text-books were necessary, and that a good text-book could be made. Mr. Crawford defended the book, and thought it a great improvement on what they had before. The author was a countryman of their own, and they should support and adopt the book, for they could not get a better. He moved the adoption of the book, but it was held the Convention had no power either to condemn or approve of the book. Some members urged that they should give some definite expression of the opinion of the Convention relative to the book; others thought no uncertain sound had been given respecting it.

#### THE MEMORIAL TO THE LATE MR. ROBERTSON.

Mr. Miller brought before the notice of the Association, that the minutes of the last Convention adopted yesterday, failed to shew a report of a Committee appointed two years ago for the purpose of marking the appreciation of this Association of the services of Mr. Robertson, late Head of the Normal School. At last session a report was presented stating the Committee met, and resolved upon having a portrait of the late gentleman, which was executed and brought for inspection, also a report from the Treasurer, Dr. Sangster, which was read by himself (Mr. Miller). He wished to bring the matter before the Convention, as it was most certainly due to Dr. Sangster, that the report should appear as presented by him. Mr. McMurphy said, that owing to the absence in England of the Recording Secretary, the papers to which Mr. Miller referred to could not be found, though all the papers now in possession of the Association had been examined, he moved, seconded by Mr. Miller, that no action be taken in the matter till the Recording Secretary arrived from England, and then, if the letter from Dr. McCaul, the Chairman, and the report of the Treasurer of the Robertson Testimonial Committee be not forthcoming, those gentlemen be requested kindly to furnish a copy of the same communication. (Carried).

#### CULTIVATING THE VOICE, AND READING WITH EXPRESSION.

Mr Lewis read an elegant and practical essay on "how shall we teach good reading?" It was necessary at first to define the term—good reading. As far as it went the popular view of the subject was correct. It defined good reading to be correct and elegant pronunciation, and the teacher who secured this end had done much to save a language from corruption. Good reading, however, embraced other objects than this. It means something higher than conveying by ear the exact words of an author. Proof argumentative, reasoning and earnest passion had each a music of its own, which the modulations of the cultured voice could interpret and realize to the hearer. The mistake was to suppose that reading was something different from speaking. The terms in spirit and design were synonymous, and the reader must be to his audience, in every respect, a speaker and not a reader. The most philosophical subject must be read not only with correct pronunciation, but with life-like tone and spirit, while the creations of poetry—where character and passion were to be realized—must be read with dramatic effect and fire. He believed the Council of Public Instruction had these objects in view when they sanctioned the introduction of those admirable selections of oratory and poetry contained in the Fifth Books for use in our public schools. The terror of Belshazzar, the sublime courage of Daniel, the heavenly grace of Portia, the consummate oratory of Mark Antony, must be impersonated by tones and looks to be read with effect. It is true it demanded dramatic taste and conceptive

\* For an interesting account of this school see *Journal of Education* for September, 1868, page 132.

† It should be remembered that the official school regulations authorize the Trustees to fix the number of school hours for each day's teaching. They may be two, three, or five, but cannot "exceed six." Ed. J. of Ed.

powers to do this. But the frequent study of such passages would create the taste and develop the imaginative power. Such culture was especially desirable in our Common Schools. There we had the children of the toilers, whose after life, destined to the drudgery of material labour, would be elevated and brightened by the enjoyment flowing from this culture. Correctness of utterance was doubtless the first object to be aimed at. But even in this respect our system was marked by lasting defects, and unintelligible, indistinct utterances pervaded alike the speech of private life, of the forum and of the pulpit. The cause and the remedy lay with the teacher. We drill our pupils to name the letters, and never teach them to practice the sounds. Here was the cause. Every difficult word is spelled—every correction made by spelling; while the defect was all the while in the sound; and there should be the remedy. Let the vowels and the consonants be sounded on the philosophical method proposed by Dr. Rush. Mr. Lewis then referred to outlines of that system written on a black-board, and gave vocal illustrations on it. Correct utterance required correct vocalization and finished articulation; and although it was customary to laugh at the Englishman for neglecting his "h's," Americans and Canadians were guilty of a far greater abuse of vowels and consonants. Every mis-pronounced word should be corrected by sounding the elementary sounds, and teachers would find it an excellent practice, securing great distinctness and carefulness to make the pupil sound the elements and syllables of words backwards. But all this finish of utterance would be lifeless sound without the music of intonation. In childhood, the voice was read by its intonation, proclaiming in its modulations every thought and feeling; but the teachings of the school, and the examples of instructors of every kind perverted the gifts of nature. Let the first exercises in reading be associated with some of the practice of the music master. Let the pupil be practised in vowels' sounds by a system of musical notation, regard being paid to the swell of the voice and to full purity of tones, while constant attention should be paid to the culture of the ear in distinguished pitch and force of voice. In addition to this practice, whispering practice in utterance would not only be found valuable in securing distinctness, but in giving strength to the vocal organs. Probably one of the most important elements of good reading, the power of inflexion. No reading or speaking could be expressive without it. In childhood it was admirably developed; but here again, the dull drone of the school-room, and the monotones of home, and public reading, destroyed or perverted the natural tone to such a degree, that very few educated persons could tell when they used a rising or a falling inflexion in their speech. The method of practice, to preserve or recover the natural flexibility of the voice, was to run through the gamut by concrete or unbroken sounds, taking first the vowels and syllables and words for the exercise. The practice should vary from ditones to the full octave, and the pupil trained to distinguish between ditones, thirds, fifths, and octaves. Above all expel from the school the wretched monotones and sing-song with what we hear with utter disgust of scholar and visitor—the drone of the first lessons, which once established, disfigured all the reading of the future life. Mr. Lewis then gave some of the principles of intellectual reading, especially for guidance in the use of emphasis, inflexion, and rhetorical pauses. All these conditions of good reading being secured, the study and thorough understanding of what was read became necessary. It was not enough to explain the immediate passage to be read. The intelligent teacher would make himself familiar with the sources whence these selections were made, and those who drank deep enough from the hallowed fountain would find in the study a rich reward. Let none think the objects too high for the Common School. What he urged was the culture of the noble mother tongue—the language of home, of labour, of the Senate, and the house of God. To use it well in utterance, was to do it the best service. Public reading had a new field of usefulness before it. It was to be made the interpreter of a literature scarcely yet known to the common people. With the teacher lay the making of the future orator and reader. Not in learned theological halls, but in common schools was the improvement to commence and be advanced to sure success. They knew not what high office they were preparing their pupils to fill; for here, as elsewhere, men have, unawares, entertained angels. This improvement was necessary to the pupil, and would exalt the solemn ministrations of religion; while, in supplying the private circle and public hall with the intelligent and delightful enjoyment of good reading, we should lessen the dangerous attractions of dramatic entertainments, and strengthen the task of the people in the direction of virtue and refinement. Dr. Nelles congratulated the meeting on having had the opportunity of listening to so admirable an address. Mr. Dixon, stated that the New York Association had sent one of their members as a deputation.—Mr. Barker—last year President of the New York State Convention. The President introduced Mr. Barker who, after a few general re-

marks, said, he agreed with the principles laid down by the essayist. In their schools in New York the reading was in general miserable; they could cipher and construe, but they could not read. Three things were the essentials of good reading: a cultivated voice, a cultivated intellect, and a cultivated soul; with these any man would be a good reader. Mr. Barker then gave a sample of how he read, and he usually read, he said, just as he talked. The pieces were, "Ordering a Picture," and "Denis Green on his Flying Machine." Mr. McCabe, L. L. B., moved thanks to Mr. Barker for his address, which was heartily adopted. Mr. McCallum thought that neither Mr. Lewis nor Mr. Barker had gone to the root of the matter. They had shown what good reading was, but they had not shown how the process was to be arrived at in school. He thought the evil was a domestic one, and the cause of so much bad reading was the teaching and impressions the child received from its mother. The remedy, therefore, could only be arrived at by educating the mothers. He deprecated the idea of too much time and labour being devoted to any one subject. Good elocution was good; but good intelligence was better. And he thought a thorough appreciation of the meanings of words was peculiarly important. He suggested that the paraphrasing system was a very valuable one. Mr. Dixon thought the reason for so much bad reading amongst children was bad teaching on the part of the teacher. He did not agree with the essayist that music and reading were so closely connected as the essay indicated. Relative to what had been said about the importance of English literature, too much had been said about it. It had not the position the essay gave; for German literature was highest; French stood next, and English literature was only third. The best reading he had ever heard was in Oswego Normal School, where not the analytical, but the imitatory system was carried on. Mr. Tamblin urged that the monotone, so characteristic of school readings, was not acquired at home, but in the school. That was undoubted, and he should like to have any one illustrate how it was to be avoided. He did not see how children could be made to comprehend these abstruse systems, and how the interest, so frequently referred to, could be originated amongst children, and that interest maintained and kept in a class, say of twenty or thirty pupils. He thought sufficient time was not given in the Grammar Schools to the teaching of reading. Mr. Treadgold thought the intellectual system should be adopted, and every word should be thoroughly explained to the child before he reads it, and then he would read both intelligently and with interest. He thought the alphabet should be mastered by every child before coming to school. Teaching the alphabet was a purely mechanical operation, and no man by any possibility could make it a philosophical one. Mr. Alexander did not see, with the time their children had to attend school, how so much time could be devoted to reading as had been indicated by some of the members. Mr. Brine, who said the question resolved itself into three questions—When, where, and how. As to the last, he argued for a more general introduction of singing into schools, as a help to producing good reading; and held imitation to be the most efficacious means by which readers will attain to be good readers. It had been said by one member of the Convention that there was no philosophy in teaching the alphabet. True, there were some teachers who did not apply much philosophy either to teaching the alphabet philosophically, or anything else; but still teaching the alphabet might be made, and ought to be made, a philosophical process. And if we had a little more philosophy among us, we would have better readers and better scholars all over. Mr. Miller also advocated a greater attention to the musical education of the children of Ontario. Another good help was to devote an afternoon once a week to special readings and declamation, the pieces being selected by the children, according to their peculiar tastes. He thought, likewise, that public exhibitions, if properly conducted, might be made a powerful means to develop the faculty of reading. Mr. Dingman observed that timidity was a great impediment to good reading among children. Mr. McGann thought the lack of the study of physical science lay at the bottom of the evil. Mr. Scarlett held, that, if a child was allowed to leave the first and second books without having imbibed the principles of good reading, the evil would never be remedied. He also held that imitation should be extensively employed. The teacher should be a good reader himself, and hold up to his pupils a high model. Then when one child excelled another, he should be put forth as something for the rest to imitate, and thus the emulative principle would be developed, and much good would be accomplished. Mr. Watson referred to the objection raised by some against exhibitions, believing that they attracted the children away from their other studies. Mr. Lewis, in reply, did not think the last objection valid. For the evil referred to arose from the fact that the training in these cases did not begin till a week or two before the examination or exhibition. But if they carried the system out as a system, that would be obviated. He had been taxed with introducing too many subjects in

his essay. He thought at such a meeting as many subjects should be introduced into an essay as possible. But the fact was his essay contained only two great subjects, vocal culture and intellectual reading. A gentleman had remarked that some people's voices could not be trained to modulation. This, experience proved to be absurd. He urged teachers to practice the lessons elocutionally before coming to school, just as they prepare themselves in other matters. Some thought it absurd to teach gesticulation in school. So did he, for action of all kinds came naturally to every man who had his mind in action and his voice in command,

#### BEST METHOD OF TEACHING HISTORY.

Mr. Miller opened the discussion, and in doing so remarked that he did not attach a very great importance to history—not so much as he did to reading or arithmetic for instance. He began his boys in history when they have got into the fourth book. He deprecated the idea of cramming children with too many dates. They should begin with leading dates and leading events in the first course, on going over the history the second time they can cluster round these leading dates and events, others of a less important character, he argued that the history of each nation should be studied separately. There was a great want for a good general history. They had nothing but the "old National History" which, though it was very good in some respects, was not quite the thing. He maintained that if Colliers "Great Events" were introduced into their schools they had all they wanted in general history. The English history of the same author was excellent. He had great difficulty in teaching Canadian history. Mr. Hodgins' history was the authorized history at present, and it was a good work provided a great pile of statistics were required, which he did not think was required. He had adopted the practice of taking notes of history and of making the lessons interesting to the pupils, because if the subject were not made interesting it might not be attempted at all. He used mythology and biography, in order to throw a charm around the subject, and monthly examination and continuous supervision would be found of infinite value. He thought morality was not taught sufficiently in the schools. The teachers should pick out the principal characters in history, point out their virtues and their vices and lay them clearly before the school. By this method, the children would be taught to avoid that which was bad and practice that which was good. Mr. McGann coincided with the remarks of the last speaker. Mr. Platt, of Prince Edward, did not use textbooks at all, and would begin with children in the second reading book. Of course, to teach history without books required thorough preparation. He would endeavour to make everything he spoke of as interesting as possible. With the older children he would use notes as a means to fix the various facts and dates. Mr. Tamblin did not think notes were of much use. His method with the elder children was to take some general subject, as the Reformation, and throw it out to some scholar. If he failed to answer, he put a narrower question, being on some detail of the subject, and cultivated the spirit of emulation amongst his pupils, by finding out who could tell most on each subject. On a day on each week he had a writing lesson on the history they had gone over during the week. This served two purposes: it made a capital exercise in Grammar, and served to fix what they had received. Mr. Treadgold would give dates first, and then cluster round these the facts connected with them. In touching any reign he would select a few great events, and then in revision go more into detail. Geography should be taught simultaneously with history; for in fact the latter could not be intelligently taught without the former. History, he found to be one of the best studies for cultivating emulation amongst children, and various interesting schemes could be put in operation to secure this. Mr. Husband taught history by placing lessons on the black-board, and then reviewed it at the end of the week. Mr. Archibald thought general history, as at present written, was perfectly useless. He thought it would be better to teach the leading facts in history instead of reverting to the wars of nations. It would require a very cultivated mind to understand history thoroughly. It was only now indeed what the manners and customs of the people of the 12th and 13th century were before at all understood. Mr. McCallum would begin with the history of their own country, proceed to that of England, and then go on to general history. He agreed with what had been said about geography and biography, for these were the two eyes of history. He thought the study of history a most valuable one; and there was something grand in living again with the noble old Romans and their valiant forefathers by means of history. Mr. Husband remarked that the subject had a direct and important bearing on the language of their country.

WHAT MEANS CAN BE ADOPTED TO INDUCE PUPILS TO PURSUE A PROPER COURSE OF READING AFTER LEAVING SCHOOL.

Mr. D. Ormiston opened the discussion and said that one great

idea they should endeavour to impress upon their pupils was that school study was merely preparatory to something larger and broader. They should endeavour to make everything interesting to them; make quotations as frequently as possible in order to arouse their curiosity; and at times read good extracts indicating whence they were taken, that they might search for themselves. For the purpose of attaining the end in view, night schools should be instituted in every possible locality; and he believed the trustees had the power to use funds for sustaining evening schools. They should also keep up as much as possible a friendly intercourse with their pupils who have left school, and encourage them to pursue their studies. They should urge upon parents to supply their children with a plentiful supply of mental *pabulum*, and the productions of the press were now so plentiful and so cheap, that this could be done even amongst the poorest of the people. It was a fine exercise for a boy to read to his mother by the fireside when the day's work was over.

#### MR. BARKER, DELEGATE FROM NEW YORK.

Mr. Barker, the American delegate, having been introduced to the meeting, said he was well acquainted with Teachers' Institutes in New York. Respecting them, the first question was, were they needed? The first Institute in New York was founded in 1843. In 1847, the teachers asked the State Assembly for a grant for the support of their Institute. The Assembly was perfectly thunder-struck at the request. They could not see how teachers needed any more information. But teachers required professional training as much as the doctor or the lawyer. These institutes were founded to teach systems, not science. A grant was made in 1847, and every county could get \$60 if they guaranteed an attendance of 30 students for a year. The Institutes had grown, and last year \$17,300 was granted to 61 Institutes, which were attended by 10,730 students. These Institutes effected a purpose which the Normal School could not undertake. He did not deem these Institutes were founded for the riding of hobbies; but, in New York State Institutes, there were a good many hobby-riders. One rode the geographical hobby, another the grammatical hobby, and another the arithmetical hobby. The object of Institutes, he thought, was to give uniformity to teaching; and in New York they were, when in convention, somewhat of model schools, and were, as a rule, presided over by men of large experience, the whole under the charge of the State Superintendent, who presented his bill to the Government, who footed it. In reply to a question, Mr. Barker said it was not binding on teachers to attend, but they could do so if they chose. In reply to other queries, the speaker said the School Commissioners were elected every three years; there was a hundred of them, but by no means were they universally intelligent. The Commissioners were desirous that teachers should attend, but the Trustees were not generally so. There were some of the Trustees rather penurious; he hoped this was not the case in Canada. The \$17,800 was expended in paying the men who superintended the Institute, who had \$100 for two weeks. The teachers board themselves during the meeting; but they had boarding generally at a cheap rate. The conductor used his own discretion in what subjects should be dealt with. He had conducted Institutes, and the way he did was to take a set of school books with him, and show the teacher how to use these books. After a reply to some other questions, Mr. Barker concluded amid loud applause. Mr. Lewis then read "Horatius at the Bridge," in magnificent style, and illustrated the fact that he was no mere theoretical elocutionist, but a master of the art. He was followed by Mr. Barker, who read the "Old-fashioned Choir," and "The Deacon's one-horse Chaise," in an excellent manner. Mr. Scarlett moved that the thanks of the convention be tendered to Mr. Barker for his very lucid exposition of teacher's institutes.

#### REPORT ON THE COMMITTEE ON PRIZES.

Mr. Millar gave in a report from the Prize Committee. The committee recommended the judicious giving of prizes, and that they should be given according to merit. Mr. Alexander enquired what was meant by the term "judicious." Mr. Millar said the Chief Superintendent had said in a late report that the prize system is beneficial if carried out properly. Mr. Alexander was not satisfied with this definition. Mr. Millar said the "Prize system" was a fundamental principle of every-day life, and if it was correct in the case of men, it must be correct in the case of children. All their Universities had their scholarships and their honours, and these undoubtedly stirred to active labour. In 1867, prizes were distributed to 1647; last year these had been increased by 106. A benefit incidental to their prize system was the fact that they were instrumental in diffusing wholesome literature into houses where no such books would otherwise be. This would create a taste for reading. If, however, the giving of prizes created discontent, they had better give it up. His plan was as follows: In his half-yearly



examinations, the examinations were conducted amongst the elder children in writing; amongst the younger, orally. He gave all his scholars a present at the examinations. This obviated the injudiciousness of giving one boy of sharp intellect a dozen of prizes, while a less gifted but it may be a more industrious scholar got nothing. As regards merit, he tested the scholars by the number of marks, and gave them honour cards marked with the position they occupied on the honour list. The good conduct honour card he gave according to the vote of the pupils. Mr. McCallum was strongly in favour of prizes. Of course the great thing was the proper distribution of the prizes. He thought the large honour cards issued by the Council of Education rather cumbersome; accordingly, he has introduced a card system of his own. In each division he had five prizes, and the whole onus of distribution was thrown upon independent examiners, so that the teacher had nothing to do with it, further than making out the list. He had found it work admirably. Mr. Alexander was, and always had been, opposed to the prize system. There was no comparison between the University and School prizes. The former was voluntary, the latter compulsory. Then, in the same School there might be two boys; the one of whom had aid, all the appliances of books &c.; the other had none of these. Was it fair to ask these two boys to compete? Then they often found that their prize takers were by no means the prize takers in the race of life, and it was often the slow boy. The boy whom their prize system marked "dunce" that proved the better man. Why should they throw impediments and discouragements in the way of the slow boy, by their prizes. Mr. Platt thought the chief objection to the prize system was the unnatural stimulus it created among children. The stimulus was unnatural, and like every other stimulus created an appetite which required continued renewal, and thus the system became a very important item of expenditure. Mr. King agreed very much with the remarks Mr. Millar had made. He thought the system he had propounded was both judicious and beneficial. Although he did not consider that either a book or a card was necessary, provided some distinctive mark was put upon the child. Mr. McAllister thought the prize system if judiciously carried out, was in consonance with the laws of nature, and was fitted to assist their boys in the race of life. He then indicated the Toronto system as follows:—Three pupils are selected from each division of each city school—these being selected by the teacher. The higher classes are examined in writing, the lower orally. The examinations are conducted by a Board of Examiners selected by the Board of School Trustees. These report to the Board of Trustees, who distribute the prizes. Among these are seven scholarships of the value of £7 each. Mr. Brine was in favour of prizes, and he thought it a good thing for children to have their names in the newspapers occasionally. Most people like that, and this was as powerful a stimulus as could be administered, either to children, or children of larger growth. The report was adopted by a majority of 16 to 4.

#### THE PROPOSED NEW SCHOOL ACT.

The Convention took up the consideration of the new School Act, as amended by the Chief Superintendent. On section 4, referring to the qualifications of County and City Superintendents, being read, Mr. Dixon objected to the clause as proposed. He did not think the qualifications were distinctly defined. He thought that no one should be appointed as Superintendent who was not a practical teacher and holding a first class certificate. Besides, he thought that those who are superintendents now should retain office, if the County Board so desire it. Mr. Miller agreed with the remarks of Mr. Dixon, and moved that the following be added to the clause: "And all candidates for the office of County Superintendent shall be required to have taught for at least five years." Mr. Brebner, objected to the constitution of many of the examining boards. He knew boards where even ignorant tailors figured as examiners. He insisted on superintendents being well educated men. Mr. Scarlett said Dr. Ryerson had been very definite on that point on his travels. He was in favour of local Superintendents being men of experience and high standing. Mr. Dixon—We have no guarantee for that in the Bill. Mr. McCallum suggested that any practical teacher should be eligible. Mr. Campbell had taught under six or seven Superintendents, and the most efficient of these had been clergymen. Mr. Archibald deprecated the idea of a man holding a County certificate being appointed a County Superintendent. There was no definiteness in such a qualification. As to the objection against the Council prescribing the qualifications, there was nothing in the objection. Mr. McLellan said that he had been examined in several counties and he had found a very striking similarity in the examinations. He had found many examinations ridiculously hard, but he had found none desperately easy. These examinations did the teachers good, because it made them fortify themselves on all points. Mr. Scarlett said he thought it would be sufficient for a

man to be an experienced teacher, to enable him to the appointment of Local Superintendent. Mr. Hodgins thought the Convention need be under no fear of the standard being fixed too low; the danger was it might be fixed too high. At present, with many honourable exceptions, several inefficient Superintendents had been appointed. Their expenditure now approximated to \$2,000,000, and it was of the utmost importance that a rigid oversight should be kept over this large expenditure. He was confident that the Council in prescribing qualifications would keep a strict eye to the public interest. Other countries were much in advance of us in the matter of Inspectors, and he should like to see the English system introduced. Now, in Canada the only standard for money grant was average attendance; but very soon they must introduce a system making "results" the standard of money grants. He did not entirely object to the resolution, yet at times it might occur that a man with every possible qualification in the highest degree might present himself, and it would be a pity by any clause as the resolution indicated to exclude such a man. Mr. Embree agreed with the remarks of the Deputy Superintendent of Education. He thought it would be rather hard to cut off capable men who had taught successfully in a grammar school. Mr. Brebner thought such prizes as Superintendentship should be confined to the profession. At the same time, he would argue for a thorough examination being passed by every one before being appointed as Superintendent. The amendment to the clause as proposed by Mr. Miller, was carried by a large majority. Mr. Dixon then proposed to move a resolution to the effect that Superintendents now in office should retain office. Mr. Hodgins thought it would be invidious that they should retain office on the old low standard while all new appointments should enter on the higher standard. The Chairman said that in all probability the Council would be inclined to give a fair consideration to the claims of old Superintendents. Mr. Dixon then withdrew his motion. On section 9th being read, Mr. Dixon said the examinations should be left in the hands of the Superintendent. Mr. Hodgins explained that the purpose was to hold all examinations throughout the Province at the same time. All the papers would be prepared by the Central Board, and the Superintendent and his associates would be only the machinery by which the work of the Board would be carried on. There would be a uniformity of standard over all the country if the Bill passed, which they have never had. The papers would be returned to the Central Board, who would award the class of certificate to the candidates. A lengthy discussion ensued, but ultimately the clause was adopted. Clauses 5 and 6 were passed. When clause 7 was reached, Mr. McCallum thought the maximum sum of \$1200 as the salary of local Superintendents should be struck out. Mr. Hodgins said the idea was in the framing of the Bill to get the Government to come up to the maximum amount. If that were struck out he feared the whole clause would be lost. Mr. Dixon moved that the original clause be passed as it stood. (Carried). A discussion took place on the 9th clause, but it was finally adopted without amendment. The various clauses to the 25th, inclusive, were read and argued, and carried without amendment. A slight discussion ensued as to clause 26, which defines the summer vacation to be from the 15th July to the 15th August. The city teachers thought it might interfere with their present extended vacation. The Deputy Superintendent explained that the law would apply to rural schools, but that in cities a latitude was given to trustees. The reason for fixing uniformity of vacation time was owing to the fact that rural schools were paid according to average attendance, whilst in cities the grant was given according to population.

#### THE GRAMMAR SCHOOL BILL. \*

The Grammar School Bill was next read over by Mr. Dixon. When clause 3 was read, Mr. Hodgins said, in reply to Mr. McMurchy, who wished the word "commercial" inserted before "education," that no difficulty would arise in that matter. The circumstances of the country demanded that what had been so much overlooked by trustees in the matter of commercial education must be attended to; and in the regulations under the Act, no doubt this matter would occupy a prominent place. Mr. Watson asked the Deputy Superintendent whether it was not likely that the arrangements proposed relative to the Grammar Schools, would effect the interests of the Common Schools. Mr. Hodgins did not think it would. The Bill was then read to the end and adopted. Mr. Miller proposed a vote of thanks to Mr. Hodgins, for his kindness in attending at their Convention, which was heartily responded to. Mr. Hodgins thanked them, and made a few remarks laudatory of their school system, which from a thing of obscurity, had now become well spoken of all the world over, and was being copied by several of the other colonies. Dr. Nelles, who had to leave at six o'clock, took farewell of

\* See discussion in Grammar School Convention, page 140.

the Convention, and expressed the great pleasure and profit he had experienced during the Convention. A cordial vote of thanks was then tendered to the President for his services.

WHAT SUBJECTS SHOULD BE TAUGHT IN OUR SCHOOLS?

Mr. Miller opened the discussion. He thought the principal subjects that should be taught in our schools were the three R's—reading, writing and arithmetic. These were the fundamentals, and to these the energies of the teacher should be principally directed. Or rather instead of arithmetic he should say mathematics, including algebra, geometry and mensuration. The last he considered of great importance in agricultural Canada. He considered physiology as next in importance, because in some rural districts where medical aid was not always at hand and accidents were so frequent, it was very necessary that some knowledge of physiology should be diffused among the people. Grammar he considered, was of next importance, and then geography. Book-keeping should come next, and then business correspondence, and after that history. He would also have a little music occasionally. Mr. J. Cameron read a brief but able paper on the subject, and argued for the utilitarian element mingling largely with their system. He maintained that length, breadth, accuracy and symmetry should characterize all teaching. There was too much in the schools of leaving the pathway of industry to gather flowers

Which wither in a day.

They should stick to the good hard work of every day life, and drive the waggon of facts and figures perseveringly, though it may be slowly along, till their children arrive at the top of the hill of industry. Mr. McMurchy thought Grammar should succeed the three R's. Respecting arithmetic, he could state from experience, that that subject was far from being efficiently taught in their Common Schools, and he was prepared to show that if the rule with respect to entrance to their Grammar School was rigidly enforced in the matter of arithmetic, 50 per cent. of the candidates would be turned away. Mr. T. M. Brown argued for the teaching of agricultural chemistry and botany. They were an agricultural people, and by giving farmers' sons a good idea of these two sciences, they would advance the interests of the country more than by teaching the principles of the binomial theorem. Mr. Brebner argued for more attention being paid to composition, and gave some good hints on the method of teaching that important study. Mr. Scarlett thought they had forgotten the important fact that their great care should be the formation of the character of their pupils. He need not introduce creeds or religious teaching directly, but every day the teacher, being a good man himself, has many an opportunity of impressing his own character upon those of his pupils, and he should lose no opportunity of doing so. He thought mental arithmetic might be made of great use in quickening the energies of the pupils. Mr. Dixon thought that the subjects already taught in our schools were just what should be taught, if only a little natural science was added. Mr. McCallum made several remarks, and spoke of the importance of teaching their girls sewing. But the great matters after all were right habits of thinking and acting. These should be at once at the bottom and summit of all their energies. The all-absorbing end of education should be clearly kept in view. To teach our pupils how to learn is the business of the school-room; the formation of right habits of thought and action, the most important part of a teacher's duty. For it is not the abstract acuteness and capacity of any mind, but the proper direction of its powers that should be a matter of tender solicitude. A splendid intellect devoted to the advocacy of error is a fearful curse, while the humblest talents plighted to truth, and wisely directed, may prove an enduring blessing. To educate our children is to give them strength of purpose, discipline of mental energies, self-command; we do not always reveal this aim of their education, we speak to them about their place in the division, the honour card at the end of the week, the promotion at the end of the session, the prize at the close of the year. True, these are not the highest incentives to study, they may be even considered partially injurious; but they stimulate and lead on from day to day, and from month to month, a healthy emulation being the result, the effect is highly beneficial. The great argument in favour of this plan is, that it is the way God has been pleased to act towards our race, and the nearer we come to act as He does, the better we shall fulfil the great object of life.

REPORTS OF COUNTY DELEGATES.

Mr. Scarlett reported from the County of Northumberland Branch Association, which consists of fifty members, and seems to be in an active and flourishing condition. Mr. Miller reported from the Thames Association, County of Kent, which is doing good work. Mr. McLellan, of Oxford, said that the Association there was last year all but defunct, and but a few months revived some-

what, and now numbers twenty members. Mr. Spencer represented the City of Hamilton Association, which consists of forty members, and holds a meeting once a month. Mr. Watson, of the West York Association, the Association seems to be on the wane. Mr. Brebner, of Lambton, gave a satisfactory account of the Association in his district. Mr. Platt, of Prince Edward, reported their Association in a most hopeful condition. There was, however, a fatality about such Associations in Prince Edward, as two had died within as many years. Mr. Ormiston, of West Northumberland, said they had a very genial and social Association. Mr. Dixon reported from the Peterborough Association, which has been lately organized, and consists of from thirty to forty members. Mr. McMurchy said the Association was growing so large, comprehending as it does members from the east of Kingston, round by Owen Sound, and away to Sarnia, that he would too accelerate the work of the annual conventions. It is advisable to appoint a committee to prepare subjects relating to the inspection of schools; the work of grammar and common schools; each committee to consist of five members, three of whom shall form a quorum, viz.:—County Superintendents—Messrs. Scarlett, Platt, Watson, Harrison and Tilley.—Grammar Schools—Messrs. Strachan, Ormiston, Preston, Rev. Mr. McClure and McMurchy. Common School—Alex. McCallum, Brebner, Johnson and Campbell. Carried.

REPORTS OF COMMITTEES.

Mr Alexander gave a verbal report from the committee appointed to bring about an amalgamation between the Grammar and Common Schoolmasters' Association. The committee had done nothing, as no advances had been made by the Grammar School party. Mr. Cameron read the Treasurer's report.

PAYMENTS.

Secretary's salary.....	\$ 25 00
Rent.....	25 00
Printing, &c.....	73 97
Delegate in Montreal.....	12 40
Postage.....	9 77
Total.....	\$146 14
Balance on hand.....	53 75
	\$199 89

RECEIPTS.

Balance from last year.....	\$128 79
Receipts during the year.....	62 85
Interest.....	8 25
	\$199 89

The committee regret to observe that the expenditure of the Society during the past year exceeded its receipts by \$83 39, and strongly recommend rigid economy on the part of the Managers. The Committee regret also to have to remark that one cause of the smallness of receipts arises from the fact that a considerable number of teachers who attend the convention neglect to pay the small annual subscription. They would urge every teacher who attends the convention to purchase a membership ticket.

Mr. Brine thought this report touched on the vitality of the Association. They had no rent this year and they must throw some thing attractive about their Association if they wished to keep it going. The report was adopted.

ELECTION OF OFFICE-BEARERS.

Mr. Scarlett presented the report of the Committee on the appointment of office-bearers. The Committee recommended the following as office-bearers for the ensuing year:—President, Dr. Nelles; 1st Vice-President, Mr. R. Alexander; 2nd Vice-President, Mr. A. McMurchy, M.A.; 3rd Vice-President, Mr. W. Watson; 4th Vice-President, J. B. Dixon, M.A.; 5th Vice-President, Mr. J. R. Miller; 6th Vice-President, Mr. D. H. Cameron; Recording Secretary, Mr. Jas. Hodgson; Corresponding Secretary, Mr. D. Ormiston; Treasurer, Mr. Samuel McAllister; Delegate to New York Teachers' Association, A. McCallum, M.A.; Councillors, Messrs. Scarlett, Archibald, M'Clure, Strachan and Johnston.

ACT OF INCORPORATION.

Moved by Mr. Scarlett, seconded by Mr. Watson, That this Association re-affirm its resolution of last year to endeavour to secure an "Act of Incorporation;" and that in the changes that may take place under the provisions of the new School Bill, this Association would respectfully claim that hereafter this Association, having secured an Act of Incorporation, have the nomination of one member of the Council of Public Instruction, who shall continue in office not longer than five years. Carried.

## COMPLIMENTARY VOTES.

Mr. Miller moved, seconded by Mr. Alexander, "That this Association regrets that on account of ill-health Mr. Wm. Anderson, of Toronto, the Treasurer of this Association, has been compelled to leave the profession; and the Convention being mindful of his continuous and unwearied exertions in behalf of the welfare of the Association since its earliest infancy, hereby express their warmest wishes for his prosperity and success in the new field of labor into which he has entered, and further, that in appreciation of his valuable services in connection with this Association he be elected an honorary member, with the hope that we shall still have the benefit of his counsels at our meetings." Mr. McCallum moved, seconded by Mr. Dixon, that this Convention learns with extreme regret that William McCabe, Esq., LL.B., late President of this Association, is about to remove from the Province, and thereby to sever his connection with the body, and being mindful of his continuous and unvaried exertions for the well-being of this Association since its formation, hereby express their warmest wishes for his prosperity in the new field of labour on which he is about to enter, and request to have a copy of this resolution forwarded to him, signed by the President and Secretary.

## VOTES OF THANKS

Were passed to the Educational Department for the courtesy extended to the Association; also to the Rev. Dr. McCaul, for having allowed the members an opportunity of visiting the University; likewise to the railway companies for having carried the members at reduced rates; and also to the reporters of the city press for the valuable reports which they gave of the proceedings of the convention.

The National Anthem was then sung, after which three rousing cheers were given for the Queen, three for the Chief Superintendent of Education, and three for the Ontario Teachers' Association. The convention was then finally adjourned. A pleasant trip to the Falls was made next day by the members of the Association.

## 4. ONTARIO GRAMMAR SCHOOL MASTERS' ASSOCIATION.

The third annual meeting of the Ontario Grammar School Masters' Association convened in the Mechanics' Institute on the 4th inst. Mr. Wm. Tassie, M.A., Galt, President of the Association, in the chair, and Mr. J. Howard Hunter, M.A., Dunlop, acting as Secretary. The President, previous to the reading of the minutes, read the following address:—

## THE PRESIDENT'S ADDRESS.

On meeting you on the present occasion, the second annual meeting of our Association, I have, gentlemen, to return you my warmest thanks for the honour you have done me in electing me your President, to do this ought to be a pleasing duty on my part, and would doubtless be so, were I not conscious of my inability adequately to discharge the duties of the position in which your kindness has placed me.

## SUBJECTS FOR DISCUSSION.

In the programme which has been furnished you, three objects have been proposed for your careful consideration, viz.:—The High School Bill, the proposed curtailment of summer vacations, and the incorporation of the Association. Of those, the most pressing and important is the first named. Without entering on the provisions of the Bill, I would merely remark that, if the proposed marked changes in our present Grammar School system should take effect, the only practicable way of introducing, so to speak, the measure to the country, would be to vest in Dr. Ryerson and the Council of Public Instruction, a large discretionary power; and such a course naturally suggests itself to us, viewing as we do the educational institutions which now exist among us, institutions which will cause his name to be recorded in the history of this our common country.

## CLASSICAL STUDY,—ENGLISH THE BASIS OF OUR SYSTEM.

The propriety of the study of the classical languages seems to be periodically called in question. It is, I believe, generally conceded, however, that the study of those languages is more than any other conducive to the development of the mental powers, and so we may leave the subject to the able advocacy of Mr. Stuart Mill, the *North British Review*, and others. The object Mr. Lowe had in view when he depreciated the study of classical literature, was the cutting up of the University of Oxford—to speak against the system of that University which gave particular attention to classics and nothing else. Notwithstanding Mr. Lowe's remarks, however, the speaker attached the greatest importance to the study of classical literature. He found that boys who took precedence in classics showed themselves equally proficient in every-

thing else, and he was convinced that the study of classics had an excellent effect on the mind. Notwithstanding all this, however, all, I think, will agree with me in thinking that the English language should form the basis of our system of Public Instruction, and this can be done, I think, without interfering with the study of those languages at least until a late period in the education of a boy. The question of the study of these languages has another aspect, and one commonly overlooked, and that is, their utility in the acquirement of a thorough knowledge of our own composite language. For this purpose a limited knowledge of them by competent teachers is more than desirable.

## OBJECT AND IMPORTANCE OF THESE MEETINGS.

It is to be hoped, gentlemen, that these meetings may serve to impress on us a sense of the moral responsibility resting on us, to whom has been entrusted the task of forming the young mind. High scholarship may, it is true, be attained, but if that young mind has not implanted in it the principles of religion and morality, little, I fear, has been done for it.

## THE USE OF TOBACCO AMONG BOYS.

In connection with this I have resolved to call your attention to a practice which has hitherto been looked upon as harmless,—if it has been useless—I refer to the use of tobacco among boys; so long as learning its use was deferred to the period of manhood, as it used to be, it attracted little notice, *but now*, when boys of eight years and even younger are found not only smoking but chewing tobacco, I think I shall be sustained by all in saying that the time for attempting at least to stay the progress of this vice amongst school-boys has fully arrived.

## COMMUNICATIONS RELATING TO UPPER CANADA COLLEGE.

The Secretary said that during the year he had received a vast number of communications on the subject of the Upper Canada College investigation, and on various matters connected with their Association; but their number was so great that it would take all day to read them. Their reading was therefore dispensed with.

## REPORT OF THE EXECUTIVE COMMITTEE.

The Secretary read the report of the Executive Committee, which was taken up *seriatim*. The first clause was to the effect that the Committee would recommend that if at any time it seemed desirable, the Association should take steps towards a co-operation with a larger body, [referring to the Ontario Teachers' Association.] Mr. Kirkland moved in amendment, seconded by Mr. DeRoche, that the second clause of the constitution be not altered.—Carried. The second clause of the report, which recommended that the annual meeting be held at such time as shall be directed by the Executive Committee, elicited some discussion, and resulted in an amendment, moved by Mr. Kirkland and seconded by Mr. S Woods, to the effect that the amendment to article iv. of the constitution be not adopted.—Carried. The third clause of the report recommended that the clause of the Constitution which made the meetings of the Association open to members, and to representatives of the Press only, be amended by adding the words "and to visitors introduced by members." Mr. S. Woods moved in amendment to the report, seconded by Mr. DeRoche, that the amendment to the first by-law, section 2, be adopted. Mr. Lafferty, M.A., asked what was meant by the term visitors, as used in the report. Did it mean the wives and sweethearts of the Masters, or was it meant to apply to Grammar School Teachers only? He would move in amendment to the amendment that the report remain as it is. The introduction of visitors was an innovation and would lead in the first place to visitors being permitted to take part in the discussion. The next step would be to grant assistant masters the privilege of voting and finally in all probability common school masters would be admitted likewise. The Secretary drew the attention of Mr. Lafferty to the fact that they expected Mr. Hodgins down in the afternoon to speak in reference to the High School Bill, and should they concur in his amendment that gentleman would have to be excluded, and they would not be permitted to hear his explanation. Mr. S. Woods, M.A., on the ground of courtesy if on no other ground, would support the proposed amendment to the Constitution. The clause of the report was adopted.

## OFFICIAL INVITATIONS.

Mr. Kirkland moved, and Mr. Houghton seconded, that the President be requested to invite the Rev. G. P. Young, M.A., late Inspector of Grammar Schools; the Rev. J. G. D. Mackenzie, Inspector of Grammar Schools, and J. G. Hodgins, Esq., LL.B., Deputy Superintendent of Education, to address the Association, and that Messrs. Buchan and Kirkland be a deputation to convey the invitation.

## FINANCE REPORT.

Mr. Buchan submitted the Finance Report which showed,

## RECEIPTS.

Balance on hand August 1st, 1868.....	\$ 13 61
Annual Subscription.....	46 00
Additional subscriptions at Aug. meeting.....	20 00
Additional subscriptions received afterwards.....	35 00
Subscriptions from Municipal Council of Cumberland.....	4 50
Pamphlet sales.....	1 60
	<hr/>
	\$120 71

## DISBURSEMENTS.

Disbursements as per Treasurer's book.....	\$119 70
Balance on hand.....	1 01
	<hr/>
	\$120 71

On motion of Mr. De Roche, seconded by Mr. Woods, M.A., the Rev. Mr. McClure and Mr. Houghton were appointed to audit the report afterwards. The Rev. Mr. McClure reported verbally that the Auditors had examined the books and accounts of the Treasurer and found them correct. There was one item with reference to which the Treasurer would make a little explanation. The Treasurer in response, stated that he had used his discretion in expending a certain sum of money in publishing a pamphlet in answer to a newspaper article which appeared, and to which he felt it his duty, as representing the Association, to respond. The opinion was generally expressed that the Treasurer should have the amount refunded to him, as all the members of the Association had an interest in the publication of the pamphlet referred to. Mr. Houghton—Did Mr. Hunter consult with any of the members of the Executive Committee before he wrote the pamphlet? Mr. Hunter answered that he had done so, and that all had concurred in the opinion that it should be published. The Rev. Mr. McClure moved and Mr. Woods seconded, that the amount required (\$29) for the payment of the expenses incurred in the publication of the pamphlet on the Upper Canada College question be allowed. (Carried).

## PROPOSED CURTAILMENT OF THE SUMMER VACATION.

The President said that the next question to be taken up was the proposed curtailment of the summer vacation; but he would say that he did not understand that it was proposed to curtail the summer holidays. The Secretary, in answer to the President, said that he had heard Dr. Ryerson distinctly state that it was proposed to curtail the holidays in the Grammar Schools, as well as in the Common Schools, and then read clause 26 of the new School Bill, which provided that the holidays for all the public schools should be from the 15th July to the 15th August inclusive. Several members remarked that they had also been led to believe from hearing the Chief Superintendent speak, that it was proposed to shorten the vacation. Mr. Woods thought that so far from shortening the vacation, it should be lengthened. Mr. Houghton agreed with Mr. Woods as during the summer holidays in some parts of the country it was not possible to have as large an attendance in the summer as at other times of the year. During the summer holidays, girls had to be taken away from school to fill the place of the servant girl, and the boys had to be put to work in the harvest field. The Rev. Mr. McClure felt that the summer vacation was now quite short enough. Attendance at school during the hot weather was very hard work for children, and at all private schools and academies the tendency was rather to make the vacation longer than six weeks, than to make it shorter. Mr. De Roche held that the holidays were at present quite short enough. In the country, at the present time the boys were generally busy in the harvest field, and if a Common School teacher were questioned during the summer as to the attendance at his school, his answer would invariably be that it was very small on account of his scholars being engaged at home. Mr. Woods gave his experience in connection with the Kingston Grammar School, the pupils in which he said were all from the city and vicinity, and although they were not engaged in farm work they were absent fully two days in the week—each boy—at this season of the year, attending Sabbath School excursions and pic-nics. He believed that if the holidays were extended until the 1st of September great benefits would accrue to the different schools. Mr. Houghton moved, seconded by Mr. De Roche—"That this Association views with regret the threatened curtailment of the summer vacation, as it considers it likely to have an unfavourable effect upon the attendance, particularly at a country Grammar School, and that the President and Secretary be a committee to wait on Dr. Ryerson and urge on him the views of the Association in the matter." The Secretary said that the Grammar School Teachers required some time for general reading. If they could get such time, which they could not get while discharging their daily duties, and if they could even take a trip to the Old World and see how they did things there, the public in

general would be greatly benefited thereby. The motion was then put and carried unanimously.

## THE INCORPORATION OF THE ONTARIO GRAMMAR SCHOOL MASTERS' ASSOCIATION.

Moved by Mr. Woods, seconded by Mr. Buchan:—That the question of the incorporation of the Association be postponed until the next meeting. Mr. De Roche, in support of the resolution, said that he did not approve of the proposal to incorporate the Association at present, as the number of Grammar School Masters who attended these meetings did not properly represent the Grammar Schools of the country; being out of all proportion to the number of those institutions throughout the country, and there seemed to be a prejudice against the Association; and on his way hither he himself had been advised by a teacher connected with a grammar school between Toronto and Kingston not to come, as the Association was governed by a clique. The President said that a number of teachers came to each meeting and failed to attend the next, and consequently the greater portion of the business fell into the hands of those who attended regularly. That, he supposed, accounted for the prejudice said by the previous speaker to exist against the Association.—Carried.

## CHANGES IN THE ADMINISTRATION OF EDUCATIONAL AFFAIRS.

Mr. Buchan introduced as an additional subject for discussion, "the consideration of the proposed changes in the administration of educational affairs," and held that it would be advisable to retain the present system of administration until a better one presented itself. The Local Legislature was somewhat jealous of the power of the Educational Department in the expenditure of money, and the matter was likely to go by default. Mr. Houghton wanted to ask if it had ever been considered by the Association whether those persons in the Council of Public Instruction were qualified by their scholarship for the positions they held. Mr. Woods did not see the feasibility of changing the administration as proposed, as with every change of Ministry there would be a great deal of confusion. The Secretary deprecated the adoption of the proposed system as having a tendency to bring teachers into the arena of politics. Mr. De Roche did not think that the proposed change was so much to be feared as Mr. Buchan and the Secretary would lead them to believe. The previous history of Canada showed that a change of government did not in all cases imply a change of officials. Party feeling was not permitted to run so high in Canada. Mr. Thorn said it was a matter of perfect indifference to him what action was taken in the matter under consideration, and, like the previous speaker, he did not think that party feeling would interfere with the administration of the business of the Department of Public Instruction. Mr. De Roche would ask, did not the Government introduce every educational measure, whatever party was in power? It did; and therefore there was nothing to be feared in the proposed change in the administration of educational matters. After a number of other gentlemen had expressed their views upon the subject under discussion, Mr. Buchan moved, and Mr. Hunter seconded, that this Association views with alarm the attempt to change the general system of administering the Educational Department, and we earnestly deprecate the proposition to abolish the office of Chief Superintendent. The Secretary said that some gentlemen seemed to think that the Association had no right to discuss anything but the mere routine of school business; but he held that they had a right to express themselves on a subject which interested them so deeply. The yeas and nays were then called for, and the result of the vote was that the motion was lost.

## REPRESENTATION IN THE COUNCIL OF PUBLIC INSTRUCTION.

Mr. Kirkland moved, seconded by Mr. Woods, that the Executive Committee of the Association take steps to urge on the proper authorities the importance of having a representative of the Grammar School Teachers' Association in the Council of Public Instruction. Mr. Kirkland prefaced the introduction of his resolution by a few remarks. Mr. Woods, in seconding the resolution, said that what they wanted in the Council of Public Instruction was men who would give their attention to the educational interests of the country, and men who were qualified for their positions. The Council was at present composed of the most heterogeneous material imaginable, and he very much questioned whether there were three persons, including the Chief Superintendent himself therein, who had ever been three times within a Grammar School in their lives as visitors. Mr. Houghton rose to concur in the remarks of the last speaker. It was not the doctor, the lawyer, or the clergyman who was qualified for a position in the Council, but teachers of experience, and these were the persons he thought should be appointed thereto. The motion was carried.

## THE PROPOSED HIGH SCHOOL BILL.

The most important clauses of the proposed High School Bill

were then taken up and discussed separately. Mr. Woods said that he did not approve of appointing High School Trustees in the same manner as Common School Trustees were chosen, as such men as the latter did not always take a sufficient interest in matters pertaining to education. Another point worthy of consideration was that a consequence of the passage of this Act would be, that schools would be supported by general taxation, and no fees would be collected. Teachers would, therefore, not receive sufficient remuneration for their services, and if they did not they would not spend their time in teaching for the mere love of doing so, when by applying their abilities in another direction they could receive twice as large salaries, and this was the main consideration in every occupation. Mr. Hodgins referred to the difficulty with which they had had to combat during the last fifteen years in gaining public aid for the Grammar Schools. When members of the Government had been spoken to on the subject, they replied that Grammar Schools were not as popular with the general public as the Common Schools. Originally the Grammar Schools were instituted for the purpose of assisting the University in the dissemination of classical education; and in carrying out the provisions of the proposed Bill there would be a great deal of difficulty in retaining the assistance they had hitherto derived from the Legislature. The barrier between Grammar and Common Schools in the shape of moneys, was now practically removed (cries of "no"), and after the proposed system had been in existence for some years, he had no doubt the result would be made to raise the standard of Common Schools. The Rev. Mr. McClure asked Mr. Hodgins if anything had been considered in drafting this Bill in reference to qualification for Trustees except property qualification? Mr. Hodgins answered no; and that the Legislature had declined to decide that no tavern-keeper should be a Trustee. Mr. Hunter, the Secretary, with all deference to Mr. Hodgins and the Educational Department, would say that the Grammar School masters of the country should have been consulted before such a sweeping measure as that proposed was adopted. Mr. Kirkland felt that they would have some difficulty under the proposed Act in getting men properly qualified to occupy the position of Trustees. They should try and get from the Legislature the privilege of electing some men for their educational qualifications. Mr. Buchan believed that if all the Boards of Trustees were elective there would be no difficulty on the money question; and it was also his opinion that when the Trustees felt that they were in charge of both the highest and the lowest educational institutions, they would begin to take pride in discharging their duties properly. They would, in fact, feel that their reputation was at stake, and that they were expected to make every school as efficient as possible. (Hear.) When the Trustees were all elected, men of educational qualifications could not always be got on the Boards, but they could get men of wealth to fill the position of Trustees, who would represent the thinking and mercantile classes of the people. The Rev. Mr. Young said, he believed there was no obligation on County Councils or other public bodies to contribute one cent for the support of Grammar Schools, and that had created very serious difficulty in various parts of the country. Trustees and Masters had been in continual fear of the means they were receiving being extinguished, and Archdeacon Patton of Cornwall had told him that he was ashamed to be going year after year to the County Council, hat in hand asking their assistance for the school. In order to be able to receive money from the County Councils they must have control of the schools, and to give them that power would result in the extinguishing of a number of the poor Grammar Schools of the country which he thought would be very wholesome. Mr. De Roche said, that his experience in teaching Grammar Schools was that the gentlemen who were elected as Common School Trustees were quite as liberal in voting money for the support of schools as the gentlemen appointed to the County Council. He thought the elective element was quite as intelligent and just as much interested in school matters as any person they could get; and that interest in those matters was of even more importance than scholarship. On the Board of Trustees of the school with which he was connected there were mechanics and clerks, and he found them very liberal. Mr. Woods next drew attention to what he called a very absurd clause in the Act, which provides that when a boy goes to a school not situated in the municipality in which he resides, that municipality is obliged to pay *pro rata* for him. If the payment of fees was done away with how was this to be done? Mr. Hodgins, in response to Mr. Woods, said that if that gentleman would refer to the clause which he had characterized as an absurdity, he would find that it contained the words "of that county." It was not intended to apply to pupils going from one part of the Province to a school in another county. The Secretary said that there was to be no fee fund nor any County Council assistance under this Bill, and the question was, could the Grammar Schools be supported when those two sources of revenue were cut off? Mr.

Hodgins wished to put in an exact position before the meeting the state of affairs under this Bill. The Board would be elected in July, they would then meet and settle as to the amount which would be required to maintain the Common and Grammar Schools of the locality, and having done so, they would send in their estimates to the Council of the municipality. By law that Council must raise the money, and it was immaterial to the Board how the money was raised so long as it was provided. It would certainly be a question of locality as to the capacity of raising the money; but the whole process was one so often tried in the country, and so successfully, that he did not see any difficulty at all in the matter. It was certainly a vital point to be considered, whether the Legislature would compel a municipality to support a school when it was not able to support it. The full amount required to maintain the schools would be raised by the municipality and the Legislature together, and as for the Common Schools, he had never known of any difficulty in raising the money required for their support. The President—In the case of such a place as Dundas, would the town be compelled to raise the money for the support of the school without the assistance of the county in general? Mr. Hodgins—A certain portion of the county would be set apart as a Grammar School district, and each municipality therein would be required to assist in raising the money for the support of the school.

Clause 9 of the Bill was then taken up. It provided that any Grammar School having an attendance of 70 pupils, not less than 20 of whom shall be studying Latin, shall be entitled to take the name of "Collegiate Institute," and to receive an annual grant of \$750 from the Superior Education Fund. Mr. Kirkland remarked that under this clause Kingston would not be entitled to have one of those Institutes, as the attendance was only 65, and it was necessary that there should be a High School in that City. Mr. Thom—Mr. Woods says he has difficulty in keeping the school down to that, and therefore he shuts himself out from the privilege of making his school a Collegiate Institute. Mr. Woods—I do not want 70 pupils in that school. Mr. Kirkham thought it would be better to make the number about 50, or otherwise the benefits would be confined to but a few. The Secretary said that Mr. Hodgins would see that the only hope any Grammar School master could have of his school not being extinguished under this Bill was to be found in this 9th clause, for they believed that the rest would extinguish them. Mr. Buchan said that he would approve of the Bill if that clause was not in it. The Rev. Mr. Young would ask the Secretary did he mean that the Bill would extinguish them as High Schools? The Secretary—As classical schools. The Rev. Mr. Young—It is perfectly certain that girls equally with boys must, under this Bill, be admitted to the Grammar Schools. In that case the education in the High Schools ought to be adapted to the wants of both; and so far as girls are concerned, I am of the opinion that it should not be classical. I would not debar any girl from the study, however. Rev. Mr. McClure—This Act would debar them from the study of the classics in the Collegiate Institutes. The Rev. Mr. Young was of opinion that with a large class of boys also their education should not be classical. The effect of the Bill would be to extinguish most of the classical schools in the country, while it made it imperative that Latin shall be taught to such pupils as it was their parent's desire should learn it. He thought the course ought, in the main, to be a course of instruction in the higher parts of English. At present, in the highest Common Schools in the country, the knowledge of English obtained was exceedingly small, and the same was the case in England. He had examined boys who, when they were asked to read a plain English paragraph, did not, by the manner in which they read it, show that they understood its meaning. He, therefore, thought the Common Schools were defective in this respect, but believed that a system of education could be introduced in those High Schools, which would send forth average pupils, of say 15 years of age, with a knowledge of the English language far beyond what they now obtain. That was one point he would aim at. Another main feature which he would desire to see introduced into the schools, is the element of scientific education. In the Grammar Schools generally, there was nothing of the name of physical science at present taught. Neither was there in the schools of the country generally, whether in private or other schools. He would make these two things chief in the High School; but, of course, he would connect with them mathematics, French, and all other branches now taught. In that way, he thought, a system of education of infinitely more value than that existing might be taught. The Secretary—Professor Young, what would you make a test subject in a Grammar School? In answer to this question, the Rev. Mr. Young said that a good test subject ought to be a high course of English instruction, and then gradually, as the masters themselves entered into his ideas of the subject, he would introduce physical science taught in a different way from the manner in which it is now taught. If the teachers would read the last part of John Stuart Mill's work

on logic, they would see what he meant. Frankly, the speaker believed, that to give a high classical education in the bulk of our schools was impossible, and yet it was desirable to have it. He would desire—but he was not going into the Upper Canada College question—to have a dozen schools in different parts of the country doing the same substantial work as that institution, but with some improvements. They should be a class of institutions essentially different from ordinary High Schools. Mr. Hodgins explained, in reference to some remarks from gentlemen in the room, that under the proposed Bill, they would be able to retain the old system of apportionment by average attendance, and also adopt the new system of granting money according to the merits of the school itself. These institutions if properly conducted would perhaps reach a higher point of excellence than Upper Canada College, and it was a fact which could be proved that a larger number of institutions in the country could be made to reach the position required for the standard Collegiate Institutes than they supposed. The 5th clause was next referred to, when, in answer to a question, the Rev. Mr. Young said, that one or two Inspectors of Grammar Schools could not efficiently do the work of examining pupils for admission to the schools as the Act required. The Secretary asked why the question of admitting pupils was not left to the Grammar School masters. Mr. Hodgins said, that there had sometimes been a pressure to get pupils into the Grammar Schools, and the odium of refusing them had fallen upon the masters. This explanation was deemed satisfactory.

At this point, Mr. Kirkland moved and Mr. Woods seconded the following resolution; "that the thanks of this Association be given to Mr. Hodgins and the Rev. Mr. Young for their attendance and explanations." Carried. Mr. Hodgins made a suitable reply.

#### MINISTER OF PUBLIC INSTRUCTION.

In answer to a question on this subject, the Rev. Mr. Young said that the proposed change was, in his opinion, one that would be very injurious to the educational interest of the country. It was perfectly plain that such a Minister could only devote a small portion of his time to his duties, as perhaps he was a lawyer or a member of the Government; and, at the present day, when there were so many important educational questions arising, it seemed monstrous that the educational interests of the country should be in the hands of a person who could only devote a small portion of his time to them. The office should be filled by a man who would make the duties connected with it the whole business of his life. It had been said the present Chief Superintendent should be appointed President of the Council of Education, and he could then give his advice to the Ministers of Public Instruction. The speaker thought, however, that he would have the whole power in his hands, as the Minister would rely upon him, and notwithstanding that the President would have the power, he would not be responsible for the use he made of it. Some modifications might, in the speaker's opinion, be wisely introduced into the Constitution of the Council of Public Instruction. He was strongly of opinion that the teachers themselves should in some way or other, have a more direct influence in that body than they had yet possessed, either in some of them being members of the Council, or in some other way, for nobody could be so well qualified for it as teachers who were connected with education every day. The Rev. Mr. McClure asked if it was the Rev. Mr. Young's opinion, that the number of pupils sent to the Universities from these High Schools, would be increased if the Act went into operation. The Rev. Mr. Young answered that he did not think so, nor did it make much difference. The thing was to have the country well educated.

#### NOTICES OF MOTION.

Mr. Buchan gave notice that at the next meeting of the Association he would move that the annual fee be changed. Mr. De Roche gave notice that at the next meeting he would move that assistant masters having qualifications of head masters be eligible to become members of the Association.

#### ELECTION OF OFFICERS.

The following gentlemen were elected officers of the Association for the ensuing year:—President Wm. Tassie, M.A., Galt; Vice-President, Samuel Woods, M.A., Kingston; Secretary, J. Howard Hunter, M.A., Dundas; Treasurer, H. M. De Roche, B.A., Napanee; Councillors, Thomas Kirkland, Esq., Whitby; Rev. B. Bayley, B.A., London; J. Thorburn, M.A. Ottawa.

Votes of thanks were then passed to the late President, Secretary, and Treasurer, to the Press, the Railway Companies, and to Dr. McCaul for the invitation he had sent to the Association, after which they adjourned to meet again at the call of the Secretary during the Christmas holidays.

## II. Biographical Sketch.

### THE REV. DR. CALDICOTT.

Thomas Ford Caldicott was born at Long Buckley, Southamptonshire, England, in March, 1804. He was the son of the deacon of a Baptist church, and early in life he came out to Canada, and soon obtained a position as tutor for the children of an officer in one of the regiments stationed in this country. He came to Toronto when he was about twenty-one years of age, and had at one time a stationery business at the stand now occupied by W. C. Chewitt & Co., on King street. He afterwards taught school in Colbourne street, and some of our most prominent citizens were educated by him, among the rest V. C. Mowatt. He was in the habit of preaching occasionally when only nineteen years of age. He was ordained as a Baptist minister in Lockport, in the State of New York. After preaching there some years, he was called to fill a Boston pulpit, and was there a pastor for 19 years in three different churches. He next went to Williamsburg, Long Island, as a minister, and from that was called to Toronto, where he has presided in Bond street church since the fall of 1860.—*Leader*.

### OBSERVATIONS ON THE SUN.

In these days nothing escapes the eager and persistent glance of science. During the solar eclipse of 1860, peculiar rose-coloured protuberances were seen darting like flames to a great elevation above the sun's surface. These appearances caused astronomers to look forward with the greatest interest to the eclipse of 1868. It was known that this eclipse would be total for a period of seven minutes—a duration that would not occur again for centuries. That this unusual opportunity might not be lost, parties of observation were stationed at several points on the line of totality, reaching from Arabia to Malacca. The photographic and spectroscopic instruments employed by these expeditions were of the utmost delicacy, and in spite of troubles from drifting clouds very important results were obtained.

The protuberances were readily seen, in some cases of remarkable height, estimated at from twelve thousand to ninety thousand miles, but rapidly changing in shape and extent as the sun moved on from station to station. M. Janssen describes one of these appearances as resembling the flame of a vast forge urged by a powerful blast through the openings in a combustible mass. Another he likens to a group of snowy mountain-peaks, resting on the limb of the moon and illuminated by a setting sun.

On applying the spectroscope to these protuberances, their nature was at once made manifest. Various bright lines, separated by intervals of darkness, met the eye of the observer. No result could be clearer. They were plainly masses of luminous vapor, volumes of flaming gas leaping strongly upward from the surface of the sun.

The number of these lines varied very much in the different instruments, Lieutenant Herschel seeing but three, while Janssen saw five, and M. Rayer no less than nine, of which only one was unknown, the others agreeing with prominent solar lines. The presence of hydrogen and magnesium was plainly indicated, with unknown elements, among which carbon may possibly have been present.

Thirty years ago it was known that the light of the edge differed from that of the body of the sun, and it was then conjectured that a peculiar solar envelope might exist. The discovery of solar protuberances lent force to this conjecture, and two years ago Mr. Lockyer conceived the idea of directing his glass to the edge of the sun, and in this manner isolating the light of these strange masses. It was only in October last, after the date of the eclipse observations, that he succeeded in realizing his idea, and producing in his instrument two distinct spectra—one the ordinary solar spectrum—the other a spectrum of colored lines, as above described.

Meanwhile, during his observations of the eclipse, M. Janssen conceived the same idea, and on trying the sun with his spectroscope the very next morning, plainly beheld the bright lines of the protuberances in the edge of the solar disk.

This important discovery will obviate the necessity of awaiting the fleeting event of an eclipse for a continuance of these observations, and will, moreover, afford the useful test of an ordinary solar spectrum placed in direct comparison with the new bright lines. It has already served to disprove to presence of sodium, which was indicated in the eclipse observations. Lockyer, by his new process, has already arrived at the following interesting conclusions: He finds reason to believe that the sun is surrounded by a gaseous envelope of great regularity, alike in equatorial and polar regions, and nearly five thousand miles high. The protuberances seem to be temporary ebullitions of gas, as they rapidly vary not only in size and position, but also in composition, some yielding lines which are not found in others. May not the sun-spots, those dark depressions in the solar envelope, have some connection with this new-found phenomenon?—*Lippincott's Magazine*.

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns at ten Grammar School Stations, for JULY, 1869.

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

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, TENSION OF VAPOUR. Includes sub-tables for Monthly Means, Range, Daily Range, Highest, Lowest, Mean Maximum, Mean Minimum, Monthly Range, Warmest Day, Coldest Day, and Monthly Means.

Approximation. a 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. j On the Detroit River. k Inland Towns.

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS. Includes sub-tables for Monthly Means, Surface Current, Velocity of Wind, and various weather observations.

\* The Barometer at Cornwall was not in working order this month.
† Windsor did not report in time for publication.
‡ Close to Lake Erie. § On the Ottawa River. ¶ On the Detroit River.
‡ Windsor did not report in time for publication.
c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.
REMARKS:—Barrie—Lightning with thunder and rain, on 10th, 14th, 20th, 28th. Thunder, 23rd, 28th. Rain, 3rd, 5th, 9th, 10th, 11th, 14th, 15th, 20th, 28th.
Belleville—Lightning on 10th. Lightning with thunder and rain, very frequent through slight showers. Crops very promising.
Cornwall—Lightning with thunder and rain, on 10th, 14th, 20th, 28th. Thunder, 23rd, 28th. Rain, 3rd, 5th, 9th, 10th, 11th, 14th, 15th, 20th, 28th.
Goderich—Lightning with thunder and rain, 7th, 11th, 14th, 15th, 20th, 28th. On 13th and 28th, opposite currents shown by clouds. Rainbow at 4.50 P.M. on 20th. Fogs, 1st, 3rd, 9th, 15th, 16th.

Wind storms, 10th, 21st. Rain, 2nd, 7th, 11th, 14th, 15th, 20th, 21st, 23rd, 26th, 28th, 29th. River Maitland unusually high—has not been so high in July for many years. Month very cloudy and rainy, and unfavourable for making hay, but not otherwise injurious to the crops.

**HAMILTON.**—Lightning, 10th and 14th. Lightning with thunder and rain, 7th, 8th, 14th, 15th, 20th. On 9th, at 9.40 P.M., a meteor in W, 40° high, fall S; ordinary size; trail twice the usual length. 10th, wind rose high in night and destroyed many trees. The storm on 15th very heavy, lasted but two hours, but depth 1.6040. 20th, chesnut trees in bloom. 22nd, Indian corn in tassel. 23rd, fall wheat cut. Windstorms, 2nd, 3rd, 7th, 10th, 13th, 14th, 20th, 21st, 22nd, 23rd, 24th, 26th, 28th, 31st. Fogs, 14th, 20th. Rain, 3rd, 7th, 8th, 9th, 10th, 14th, 15th, 20th, 26th, 27th, 28th.

**PEMBROKE.**—Lightning with thunder and rain on 8th. Thunder with rain, 9th, 28th. Lightning, 25th. Severe squalls with a few drops of rain, 16th, at 5.40 P.M., and 26th, at 3.40 P.M., lasting in each case about half an hour. Windstorms also 4th, 5th, 9th, 10th, 11th, 21st, 22nd, 29th, 30th. Fogs, 9th and 14th. Air hazy 2nd and 19th. Rain, 3rd, 7th—11th, 14th, 15th, 16th, 17th, 20th—26th, 28th, 29th. The showers, though so frequent, lasted but a few minutes. Crops rather backward but promising.

**PETERBOROUGH.**—Lightning on 10th. Thunder, 27th. Lightning with thunder, 8th, 10th, 20th, 24th. Windstorm, 10th. Rain, 3rd, 8th, 11th, 14th, 15th, 16th, 20th, 28th, 29th. On 26th and 27th, three strata of clouds remarked, and on 26th, at 1 P.M., a fourth stratum of nimbi apparently visible at NEH in long stripes in relief against some heavy cumuli. Month very unseasonable; nights generally cold and evenings frequently chilly; inside doors all swelled. Crops all very promising but very backward.

*Comparison of July, 1868-9.*

Mean maximum temp.....	1868—90° 25	1869—76° 94
Mean minimum “.....	61° 04	51° 17
Mean range.....	29° 21	25° 77
Mean temperature.....	77° 54	67° 34

Atmosphere through this and the last month generally hazy, the genuine blue scarcely ever visible.

**SIMCOE.**—On 3rd, windstorm. Violent storm on night of 23rd; stormy wind first from SW, then from NW; lightning and thunder said to be the most terrific ever witnessed here; heavy rain fell 2½ inches in 11 hours—9 P.M. 23rd, to 8 A.M. 24th. Lightning and thunder with rain also on 2nd, 24th, 27th. Rain on 2nd, 7th, 8th, 15th, 17th, 19th, 20th, 21st, 23rd, 24th, 27th, 28th, 29th. Month marked by great rainfall, but the sky, on the whole, very clear. Heavy crops, but much beaten down. Oats a remarkably heavy crop. Root crops never surpassed.

**STRATFORD.**—On 10th, lightning. 20th, thunder. 26th, lightning with thunder. 20th and 28th, thunder with rain. Lightning with thunder and rain on 7th, 8th, 11th, 14th, 15th, 23rd, 24th. Fogs, 2nd and 4th. Rain, 2nd, 3rd, 7th, 8th, 11th, 14th, 15th, 20th, 21st, 23rd—29th. A succession of severe thunderstorms from 4 P.M. of 23rd to 5 A.M. of 24th; several barns in the neighborhood consumed by lightning.

**WINDSOR.**—On 1st, fog. 7th, 10th, 28th, wind storms. 14th, 15th, 18th, 19th, 21st, 24th, Lunar halo. 20th, rainbow at 6.15 P.M. 24th, Meteor in W. towards N. 15th, lightning with thunder. 25th, lightning. 2nd, 7th, 14th, 20th, 27th, 28th, lightning and thunder, with rain. Rain on 2nd, 3rd, 7th, 8th, 13th—18th, 20th, 26th, 27th, 28th.

- 2723. Hodge, Robert. (2645)
- 2724. Holbrook, Robert.
- 2725. Osborne, Walter Joseph.
- 2726. Proctor, Henry.
- 2727. Sheppard, George.
- 2728. Walker, Alexander.
- 2729. Welsh, John.
- 2730. Wood, Frank. (2648)

*Grade B.*

- 2731. Alford, William.
- 2732. Bigelow, George.
- 2733. Brown, James.
- 2734. Copeland, George.
- 2735. Crossley, Hugh Thomas.
- 2736. Davis, Samuel Percy.
- 2737. Dickenson, Henry.
- 2738. Emory, Cummings Van Norman
- 2739. Findlay, David.
- 2740. Fisher, John Henry.
- 2741. Fleming, James Henry.

- 2742. Hodgins, William.
- 2743. Kennedy, Hugh William.
- 2744. Morton, Alfred.
- 2745. Murray, John.
- 2746. McCreary, James.
- 2747. Patterson, Andrew.
- 2748. Payne, Edward.
- 2749. Silcox, Abner.
- 2750. Sutton, Marshall.

*Grade C.*

[Expire one year from date.]

- 2751. Clapp, David Philip.
- 2752. Dooswell, John.
- 2753. McLurg, James.
- 2754. McMillan, Donald. (2341)
- 2755. Richardson, Joseph.
- 2756. Smiley, George.
- 2757. Teskey, William.
- 2758. Tibb, John Campbell.
- 2759. Wilson, William.

**FEMALES.**

*First Class.—Grade A.*

- 2760. Good, Rebecca Ida. (2652)
- 2761. Jones, Louisa Harriet. (2508)
- 2762. Somerville, Petrina. (2667)

*Grade B.*

- 2763. Harvey, Helen.
- 2764. Kessack, Jessie (2673)
- 2765. Montgomery, Sarah
- 2766. Mullin, Isabella. (2690)
- 2767. McCausland, Fannie. (2691)
- 2768. McCreight, Sarah. (2675)
- 2769. Panton, Jessie Reid Hoyes. (2678)
- 2770. Spink, Jennie Elizabeth. (2700)

*Grade C.*

- 2771. Coyne, Margaret Jane. (2684)
- 2772. Crisp, Emma Matilda
- 2773. Gray, Emma. (2685)
- 2774. Gunn, Mary. (2686)
- 2775. Lundy, Louisa Elizabeth. (2689)
- 2776. McCreight, Isabella.
- 2777. Robbins, Clara. (2378)
- 2778. Rogers, Agnes. (2447)
- 2779. Sharpe, Jane Ann. (2538)
- 2780. Somerville, Elizabeth.
- 2781. Sylvester, Sara.

*Second Class.—Grade A.*

- 2782. Crane, Laura Cornelia.
- 2783. Guillet, Mary Ann. (2707)
- 2784. Hanson, Mary Elizabeth Fanny
- 2785. Huggard, Susan.
- 2786. McKenzie, Isabella. (2692)
- 2787. O'Neill, Mary Anne. (2695)
- 2788. Rowland, Alice Jane. (2711)

- 2789. Turnbull, Elizabeth. (2702)
- 2790. Walker, Elizabeth Laura.
- 2791. Wallace, Jane. (2703)
- 2792. Walsh, Mary Ann. (2704)

*Grade B.*

- 2793. Ashmore, Sarah Ann.
- 2794. Black, Annie.
- 2795. Brotherhood, Amelia Eliza.
- 2796. Buckle, Sarah Amy.
- 2797. Campbell, Jane Ann.
- 2798. Duncan, Eleanor.
- 2799. Holcroft, Margaret. (2708)
- 2800. Howland, Mary Ann.
- 2801. Johnston, Sarah.
- 2802. Kemp, Sarah Bianca.
- 2803. Mitchell, Sarah Anne.
- 2804. Moule, Fannie Barbara.
- 2805. McNeile, Mary Anne.
- 2806. Partington, Annie Levina.
- 2807. Schofield, Amelia Monro. (2544)
- 2808. Stokes, Georgina.

*Grade C.*

[Expire one year from date.]

- 2809. Chambers, Annie Catherine.
- 2810. Cummings, Louisa Ellen.
- 2811. Findlay, Isabella.
- 2812. Manning, Elvira Amelia.
- 2813. Marsden, Sara.
- 2814. Moran, Alicia.
- 2815. McKenzie, Susan.
- 2816. McNaughton, Jane.
- 2817. Nixon, Jane.
- 2818. Ray, Agnes.
- 2819. Simpson, Jessie Ann.
- 2820. Tamblin, Elizabeth Ann. (2820)

**PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.**

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

“107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School.”

The Certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate.

Each Certificate is numbered and recorded in the Register of the Department, in the following order:

**FORTY-FIRST SESSION.—DATED 15TH JUNE, 1869.**

**MALES.**

- First Class.—Grade A.*
- 2713. Foreman, William. (2116\*)
- Grade B.*
- 2714. Blatchford, Thomas.
- Grade C.*
- 2715. Birchard, Isaac James.
- 2716. Meldrum, Peter Gordon.
- 2717. Moore, Charles.
- 2718. Murray, Adam.
- 2719. Powell, Joseph Gunne.
- 2720. Silcox, John B. (2407)
- Second Class.—Grade A.*
- 2721. Bergey, David.
- 2722. Bretz, Abram.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of Certificates which expired before June, 1869, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 15th of that month.

**MALES.**

- 2574. Obtained *Second Class A.* (2631)
- 2575. “ *Second Class C.* (2644)
- 2576. Law, Benjamin.
- 2577. Obtained *Second Class B.* (2640)
- 2578. “ *Second Class B.* (2642)
- 2579. Rutherford, Peter.

**FEMALES.**

- 2607. Obtained *First Class B.* (2650)
- 2608. “ *Second Class B.* (2680)
- 2609. “ *Second Class B.* (2684)
- “ and *First Class C.* (2771)
- 2610. “ *First Class C.* (2662)
- 2611. “ *Second Class A.* (2674)
- 2612. Obtained *Second Class C.* (2711)
- “ and *Second Class A.* (2788)
- 2613. Obtained *Second Class C.* (2820)
- 2614. Trott, Mary Ann.
- 2615. Obtained *First Class C.* (2670)

\* The figures in brackets indicate the number of a previous Provincial Certificate obtained by the Student.

*Certified,*

ALEXANDER MARLING,

*Registrar.*

EDUCATION OFFICE,  
Toronto, July, 1869.



#### IV. Departmental Notices.

##### LIST OF AUTHORIZED TEXT BOOKS.

(Sanctioned by the Council of Public Instruction for use in the Grammar Schools of Ontario.)

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated Grammar School Act, and approved by the Lieutenant Governor, and others are *recommended*. The use of the books *recommended* is discretionary with the respective Boards of Trustees. The Council has decided that the books on English subjects authorized for Grammar Schools may also be used in Common Schools.

##### I. LATIN.

###### TEXT BOOKS PRESCRIBED :

Harkness's New Series, viz. :

1. An Introductory Latin Book. By Albert Harkness, Ph. D.
2. A Latin Reader, intended as a Companion to the Author's Latin Grammar. By Albert Harkness, Ph. D.
3. A Latin Grammar for Schools and Colleges. By Albert Harkness, Ph. D.

*If preferred, the following may be used instead of the above series:*

- Arnold's First and Second Latin Book and Practical Grammar, revised and corrected. By J. A. Spencer, D. D.  
A Smaller Grammar of the Latin Language. By William Smith, LL. D.

###### LATIN DICTIONARY RECOMMENDED : (See note above.)

- A Latin-English and English Latin Dictionary. By Charles Anthon, LL. D., *or*,  
The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M. A.

##### II. GREEK.

###### TEXT BOOKS PRESCRIBED :

- A First Greek Book, comprising an outline of Grammar and an Introductory Reader. By Albert Harkness, Ph. D.  
A smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtius.

###### GREEK LEXICON RECOMMENDED : (See note above.)

Liddell and Scott's Greek-English Lexicon.

##### III. ANCIENT HISTORY CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

###### TEXT BOOKS PRESCRIBED :

- A Manual of Ancient History. By Dr. Leonhard Schmitz.  
First Steps in Classical Geography. By Prof. James Pillans.  
CLASSICAL DICTIONARIES, &C., RECOMMENDED : (See note above.)

A Classical Dictionary of Biography, Mythology and Geography. By William Smith, LL. D.

- A Dictionary of Greek and Roman Antiquities. By William Smith, LL. D., *or*,  
A Classical Dictionary. By Charles Anthon, LL. D.  
A Manual of Roman Antiquities. By Charles Anthon, LL. D.  
A Manual of Greek Antiquities. By Charles Anthon, LL. D.

##### IV. FRENCH.

###### TEXT BOOKS PRESCRIBED :

- The Grammar of French Grammars. By Dr. V. De Fivas, M. A.  
An Introduction to the French Language. By De Fivas.  
History of Charles XII, of Sweden. By Voltaire.  
Horace : A Tragedy. By Corneille.  
A Complete Dictionary of the French and English Languages. By Gabriel Surenne. Spiers' New Abridged Edition.

##### V. ENGLISH.\*

###### TEXT BOOKS PRESCRIBED :

- The Canadian National Series of Reading Books. (Authorized edition.)  
The Spelling Book, A Companion to the Readers. (Authorized edition.)  
Miller's Analytical and Practical English Grammar. (Authorized edition.)  
An English Grammar for Junior Classes. By II. W. Davies, B. D. (Authorized edition.)  
A History of English Literature, in a Series of Biographical Sketches. By William Francis Collier, LL. D.

##### VI. ARITHMETIC AND MATHEMATICS.

###### TEXT BOOKS PRESCRIBED :

- National Arithmetic in Theory and Practice. By J. H. Sangster, M.A., M.D. (Authorized edition.)  
Elementary Arithmetic for Canadian Schools. By the Rev. Barnard Smith, M.A., and Archibald McMurchy, M.A.  
Elements of Algebra. Todhunter's or Sangster's.  
Euclid's Elements of Geometry. Potts' or Todhunter's.

##### VII. MODERN GEOGRAPHY AND HISTORY.

###### TEXT BOOKS PRESCRIBED :

- Lovell's General Geography. (Authorized edition.) By J. George Hodgins, LL.B., F.R.G.S.  
Easy Lessons in General Geography. By ditto. (Authorized edition.)  
A School History of the British Empire. By William Francis Collier, LL. D.  
A History of Canada, and of the other British Provinces of North America. By J. George Hodgins, LL.B., F.R.G.S.  
Outlines of General History. By Wm. Francis Collier, LL. D.

###### TEXT BOOK RECOMMENDED :

- The Great Events of History. By Wm. Francis Collier, LL. D.

##### VIII. PHYSICAL SCIENCE.

###### TEXT BOOKS PRESCRIBED : (See note above.)

- Introductory Course of Natural Philosophy. Edited from Ganot's Popular Physics, by W. G. Peck, M. A.  
How Plants Grow ; A Simple Introduction to Botany, with Popular Flora. By Asa Gray, M. D.  
Hooker's Smaller Treatise on Physiology.

##### IX. MISCELLANEOUS.

###### TEXT BOOKS RECOMMENDED : (See note above.)

- A Comprehensive System of Book-keeping, by Single and Double Entry. By Thomas R. Johnson.  
Field Exercise and Evolutions of Infantry. Published by Authority. Pocket Edition (for Squad and Company Drill.)  
The Modern Gymnast. By Charles Spencer.  
A Manual of Vocal Music. By John Hullah.  
Three-Part Songs. By H. F. Sefton. (Authorized edition.)

The following books, approved by the whole Committee of the Council of Public Instruction for Quebec, are also sanctioned for use by French pupils, in Common Schools of this Province in which there are both Protestant and Roman Catholic pupils :

- Cours d' Arithmetique Commerciale. (Senecal, Montreal.)  
Abrégé de la Géographie Moderne. (Société d' Education du Quebec.)  
La Géographie moderne, de M. Holmes, M.A.  
Grammaire pratique de la langue Anglaise. (Par P. Sandler, Paris.)  
Traite de Calcul Mental. (Par F. E. Juneau.)  
Traite Elementaire d' Arithmetique. (Par F. X. Toussaint.)  
Le Premier Livre de L'Enfance, (de Poitevin.)  
Cours de Versions Anglaises. (Par P. Saddler, Paris.)  
Grammaire Française Elementaire. (Par F. P. B.)  
For German Schools, Klotz's German Grammar is sanctioned.

\* The books in English branches are also sanctioned for Common Schools