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ONTARIO TEACHERS' ASSOCIATION.

THE PRESIDENT'S ADDRESS.

BEFORE giving an account of the proceedings of the Convention proper, we insert, in the first place, the eloquent address to the Association of the President, Rev. Dr. Nelles, of Cobourg, and also of the Rev. E. H. Dewart of this city. Dr. Nelles said :—

UTILITY OF THESE ASSOCIATIONS.

As we are again assembled in our Annual Convention, permit me to open my remarks with a reference to the utility of such gatherings. It is a question with some whether they are really of much service. That must largely depend on the way in which they are conducted. If, however, we fail in effecting any great good, I trust we shall do no harm, which is more than can be said of some other assemblies. Even Parliaments are not always harmless, and whether doing good or evil, tax the people pretty heavily for their labours. Conferences, Synods, and Oecumenical Councils sometimes talk nonsense, and of late have almost seemed inclined to try how great a weight of absurdity the religious faculty will bear. Let us be encouraged ; whatever we do or say, we shall scarcely reach the abyss of folly attained by certain Cardinals and Bishops. Should these discussions not happen to shed any marvellous light, they will at least impose no taxes, fulminate no anathemas, and deluge no fields with blood. It is vacation with us, and if we choose to amuse ourselves with lectures, addresses, and debates pertaining to our profession, we shall perhaps return to our homes somewhat better prepared for the toil of the schoolroom. But we have a higher aim, and in due time shall effect something more than recreation. Nearly every year our Legislature makes an attempt at school legislation, and it

seldom happens that there is not room for more light even after the best exertions of all parties. There is commonly much writing in the newspapers, there are long debates in "the House," there are squabbles in committee, there are petitions and counter petitions, there are meetings of the cabinet, and suggestions from the venerable Chief Superintendent of Education, and sometimes with no other result than a general bewilderment of the legislators, and a withdrawal of "the bill." It is reasonable to suppose that an interchange of views among the teachers of the land may help on the formation of an enlightened public opinion, on which after all the success of our system of public instruction must mainly depend. I welcome you, therefore, teachers of Ontario, to this your customary gathering, and exhort you to an earnest and thoughtful investigation of the principles, methods and results of the noble calling in which you are engaged.

EARLY SPREAD OF EDUCATION IN ONTARIO.

In our last Convention, there was nothing to mar the harmony of our proceedings, and I trust we shall have on this occasion the same courtesy and order, the same willingness to communicate and receive information. The people of Canada, and especially of Ontario, may congratulate themselves that they begin their national career under a good system of popular education. In most countries, it has been otherwise. Even England herself, in so many ways the foremost among the nations, presents to us to-day, after a history of a thousand years, the melancholy picture of a great people unable to agree upon anything like a uniform and efficient scheme of common school training. With some European nations it is not quite so bad, but no people ever began its history under circumstances so auspicious in this respect as our own community. Here the schoolmaster is early in the field, pre-occupying the ground, leading the van, and preparing the way for all other agencies of a true civilization : elsewhere he has commonly come in at first as the helper of a favoured few, and only tardily and under many impediments has found access to the multitude.

HINDERANCES TO THE DIFFUSION OF EDUCATION IN EUROPE.

Paul, speaking of his intended visit to the Romans, tells them that though he "oftentimes purposed to come unto them he had been let hitherto." So a long time stood the schoolmaster looking wistfully at the neglected masses of the old

world, but was hindered, and to a large extent is still hindered, from diffusing the sweet and precious gospel of knowledge. Hindered by ages of violence and barbarism; hindered by devastating and wicked wars waged at the beck of some Alexander or Napoleon; hindered by ecclesiastical crotchets, and still worse ecclesiastical cruelties; hindered by the so-called unity of the church where she has been one, and by the jealousies of the war fragments where she has been divided; hindered by ignorance of the laws of political economy, leaving thousands needlessly to wear away their weary days in striving to live by bread alone, and not able to live by that; hindered by the pedantries of a false learning, and by the subtleties of a barren philosophy; hindered by the fastidiousness and selfish isolation of the higher classes; hindered by the improvidence and sensuality of the lower. In this, as in many other cases, the effect becomes again a cause, and runs on with an ever accumulating force. I do not lose sight of the brighter aspects of European civilization, nor forget the grand old work of science, literature and art. The far-off mountain peaks glitter in the sunlight, but only the more dreary seems the darkness of the valley below. The names of Bacon, Newton and Shakespeare, are enough to show what a wealth of intellect belongs to the Saxon race, but remind us also, how many a "Milton, pregnant with celestial fire," born amid the struggling poor, has waited in vain for some favouring breeze to kindle his genius into life, and has carried at last into another world the dormant faculties intended to illumine the darkness of this. Few educated persons feel that they have made the most of their powers. There are many palpable blunders, much waste of opportunity, many slumbering energies, and often a bitter sense of failure. If nations had souls, and could be awakened to an individual consciousness, how sad would be their knowledge of what they are as compared with what they might have been! How like rain would fall their scalding tears over their neglected gifts, their wasted years and their forsaken offspring capable of the highest spiritual life, but doomed to herd "like dumb driven cattle," though with a sense of misery that dumb cattle can never know. Such tears wept Jesus of Nazareth over Jerusalem, but we fail to realize how, through the long centuries, there has been room for similar lamentations over London, Dublin, Paris, nay, all the great cities of the globe. It is a terrible mistake to suppose that the degradation of the common people tells upon them alone. All the parts of a nation are members one of another. The filth of the hovel sends a plague to the palace, and the ignorance of the masses reacts more or less upon the entire life of the people. The neglected classes become also the dangerous classes, and furnish material for the work of the demagogue, the tyrant, and the religious imposter. Let education become universal, and descend as an heirloom from one age to another, and there will ere long grow up an enlightened public opinion, capable of holding in check the mad ambition of kings, the schemes of mercenary politicians, and the folly of those who retard Christianity by mingling with it dogmas of their own invention.

AIDS IN OUR EFFORTS TO DIFFUSE EDUCATION.

There is much yet to do, far more than is generally supposed, to perfect and extend the educational system established in this country, but having the advantage of an early introduction and a general approval, it will not be easily displaced or rendered inoperative. For along with the schools which we have provided for the people, we have extraordinary helps and resources inherited by us from our forefathers. We in a manner combine the advantages of youth with the accumulations of time. We have not like other nations to wait for the slow development of language; we speak already a tongue matured by the lapse of ages and enriched by spoil gathered from all languages of the earth. We have not to grope blindly for models of eloquence, of story or of song; Chatham and Burke, Macaulay and Gibbon, Burns and Dryden, Milton, Tennyson and Shakespeare are all our own. We have not to work out by a series of painful experiments the first problems of constitutional government; the parliamentary and judicial history lies spread out before us, with its precedents, its warnings, its inspiring examples. The military glory of Britain will make us strong, her battles teach us how to do or die. The mother country having planted us, enriched us, and seen us shoot up into bloom is supposed by some to be about to leave us alone to struggle with the storm. We would fain postpone the hour of abandonment, but if it must come we doubt not that we shall be able to live, sending our roots still deeper into the soil and our branches yet further to the sky. Nor need we altogether deplore the slow influx of European population to our shores. Could we use the type we might indeed pray for a large immigration, but often the classes that come are the classes we could best spare. This at least we shall gain by the delay—a better opportunity to lay in our own way unencumbered by violent mobs or evil traditions, the safe and sound basis of national weal. Let us not

forget that it is from this foreign element and its medieval superstitions that has come the chief danger to our common schools, and which even threatens the school system of the neighbouring republic. Much as we have been harassed by a section of this foreign population in the recent villainous attempts of Fenian hordes, there are events transpiring constantly in the United States sufficient to show that it is far better to meet these miscreants on the border as foes than to harbour them among us as citizens and friends. May all such emigrants continue to find a settlement in the great republic until we shall have reared a rational generation capable of outnumbering and controlling them. Then when our educational institutions are well established in the hearts of the people, and the country is pervaded by the leaven of a Protestant Christianity, we shall less fear "the blind hysterics of the Celt," and welcome more largely the ignorant and degraded of all lands—

"Nor heed the skeptic's puny hands
While near the school the church-spire stands,
Nor fear the blinded bigot's rule
While near the church-spire stands the school."

NEEDS FOR WATCHFULNESS TO KEEP DOWN IGNORANCE.

But let us remember that Canada has no exception from weeds of native growth. No patron saint has given us perpetual security from vermin. Both country and town will breed their respective evils. It is only by unceasing vigilance and well-considered efforts that we shall keep down the growing heathenism. It is for the state so to shape her educational measures that there may be no exemption or exclusion from the common enlightenment. Religious agency must for many reasons be left to voluntary endeavours, but as regards the common school, I, for one, hesitate not to accept, when necessary, the principle of compulsion. We recognise the rights of the parent, but we recognise also his duties; and we recognise in no one, whether parent, priest or potentate, the prerogatives of arbitrary power. No government hesitates to interfere with these imaginary rights. As the parent may be restrained from inflicting bodily torture upon his child, as the husband is compelled to share his property with his wife, as the citizen is compelled to contribute to the maintenance of public order, so also should the parent be compelled, when necessary, to give his child the elementary training provided by the state. Of course there are difficulties and objections, but these are more than counter-balanced by the evils of ignorance. There is to be considered not merely the interests of the child but of the community; and not only for to-day but for generations to come. It is the cumulative power of such evils that we have to dread. The stream may be small at first and disregarded, but it will gather volume as it goes, until at length it will sweep on with a defiant and desolating flood. We must aim from the first at a national system, which means not merely schools open to all, but serviceable to all. We must keep to it as a political creed that no one has a right to be grossly ignorant, that no one in Canada has occasion to be so. Really the world has so long gazed on the picture of a degraded humanity that the result of human folly is almost mistaken for a law of God. But why should the darker aspects of European society form a part of our young ideal? Providence has given us a new world for a new and better order of things. We hope for forms of civilization that shall outdo the past, if not in the way of special excellence, and the elevation of particular classes, at least in the way of a wider diffusion among all classes of the benefits intended for all. We hope that it is possible to have nations Christian in a better sense than any are now so; that it is possible so to organise society that homeless children and ruined women shall no more be numbered by hundreds of thousands; nay, that it is possible to have nations without paupers, without heathen, without brothels, without tyrants, and without wars. (Applause.) I seem to hear as I pass along the voice of the scoffer deriding all this as a dream. But I believe in dreams, and also in visions. The dreams of our better nature are prophecies, and many such a prophecy of olden time is embodied in the history of to-day. Faith and hope are truer guides than skepticism or despair. "All despair," says Bacon, "is a reproaching of the Deity." Despair of human progress is eminently so, and a reproaching of the Holy Scriptures in particular. If we believe in a millennium let us not divest it of reality, or doubt of there being a road toward it. When it comes it must "give our faith the life of fact."

"And better than we dare to hope
With Heaven's compassion make our longings poor."

WHAT SHOULD A CHILD LEARN?

Adverting to topics somewhat more immediately within our reach, I find few of more importance than the question of what the child should learn, and what the instructor should teach. A rational answer is not to be expected from the pupil, often not from the parent, and sometimes not even from the teacher. It is certainly a

question always open for reconsideration, and to be answered in the light of advancing science. Studies once useful become obsolete; studies useful to one are valueless or hurtful to another. Old sciences are extended, ramified and changed in their relations; new sciences are born. Very often a score of subjects will clamour for admission when only two or three can be mastered. Subdivision of labour is indispensable, and yet, unless judiciously made, becomes itself an evil. General discipline is to be secured, as well as special excellence. A famous German scholar, having devoted his life to the study of Greek grammar, lamented when dying that he had not restricted his attention to the dative case! This, I fear, would hardly do for Canada; and yet the principle is a sound one when rightly applied. It is not known whether Methuselah ever went to school, but if he were living in our day he would need a longer life to master the whole curriculum of learning. To some, it may seem easy to decide what to teach, at least in the common and grammar schools, but the view we take of university education must more or less affect the course of training all the way down to the cradle, and both higher and lower education will take their shape from the philosophy of the time. The practical teachers of the country may not be the best judges in this matter, but they will be when teachers are raised to their proper status, and adequately qualified for their work.

HOW AND WHAT SHOULD THE INSTRUCTOR TEACH.

The question, what to teach, complicates with the question, how to teach. If time be wasted and power lost by a bad method of teaching, there will, of course, be so much less room for range and variety of subjects. "Geography," says Burke, "though an earthly subject, is a heavenly study," and yet I have known boys so taught Geography as to waste time enough for the acquisition of a new language. "A new language," says another great man, "is like a new soul," and yet boys are sometimes so taught languages as not only to acquire no new soul, but to lose the old one, giving occasion for the saying that "the study of languages is the soul's dry rot." Spelling is a grand problem, and about as hard to solve as the pacification of Ireland. If I could despair at all of the millennium, it would be from the present anomalous and thorny mode of spelling the English language. It is a disgrace to all who do not believe in works of supererogation. Could we get our orthography simplified and purged of its superfluous material, something would be added to the years, and much to the happiness of children, not to speak of older people, and especially of foreigners. Some seem to regard our present orthography as a part of the essence of our literature, fixed as it were by a law of nature, like gravitation or the circulation of the blood. Such persons should read some of the standard authors in their original form. They need not go further back than Shakespeare or Hooker. It seems from evidence in Parliamentary committees that even Cambridge professors have not yet learned to spell; all things considered, it is not to be wondered at. I have no personal interest in this matter, being a capital speller myself, nor have I any scheme to propose, but if anything ever should open the way to an orthographical reformation, let us help on the change. English grammar, of course, is one of the leading branches of early education, and yet a year or two is often wasted by teaching grammar in the wrong way and at the wrong time. The practical part of grammar is best learned by imitation. Let boys and girls hear only correct and elegant speech, and they will as naturally speak with accuracy and grace as in the other way. The abstract and theoretical part of grammar should be postponed till the faculties of abstract thought have come into play. Latin or Greek grammar is in some respects better adapted to an early age than English grammar. I once visited a common school, in which the teacher was examining pupils, from 9 to 12 years old, in political economy! Shades of Adam Smith! I mentally exclaimed, who would have looked for this! It was torture even to listen to the poor little mortals repeating with blind and mechanical reiteration the definitions, distinctions and demonstrations of this perplexing science. I do not deny the possibility of presenting to the understanding of children some of the elementary notions of political economy, but there are scores of things which I would take up sooner, and especially if it has to be taught in the manner above described. I wish loss of time in such cases were the only evil. It is still a greater injury to give a child a habit of unreality, the habit of talking without meaning, of depending simply on authority in matters of science. Even religion is often in this way made a dead form, and the sublimest of all realities reduced to the shadow of a shade. I do not attempt here to prescribe the best course of elementary training. I aim only at hints, which may be pondered or followed up. In general terms, I may say that our schooling is, for the most part, too bookish, too abstract, and too remote from living realities. Civilization, with all its advantages, has some drawbacks; the want of closer contact with nature is one of them.

NATURE AND OBJECT TEACHING.

Much has been said of late of object lessons, and in this we have a recognition of the evil, but only a very partial correction of it. A great German author is said to have done most of his studying in the open air, along the streams and among the trees. It would be well if younger scholars could have more of this privilege. Nature teaches us the true order. The observing powers are the first to come into activity. Children are all eye and ear. They love the flowers, the birds, the rocks and streams. Too soon we imprison them in the world of abstractions. Books must be learned, but early education should be as much as possible deal with nature and the senses. One of the most famous and modern writers complains that with all his learning he was not taught at the proper time, and therefore will never know the characters and names of the common plants and animals of his country. It is useful to know the history of Greece and Rome, of Carthage, Egypt, the Crusades and a hundred other things, but I suspect that much time is consumed over such matters that might better be given to things nearer home, and more fully within range of a child's comprehension. I may take botany for illustration. Few sciences are so well adapted to entertain, enrich or instruct the mind. Eminently suited to the child, it yet affords ample scope to the philosopher. It extends over a wide field; it affords endless variety, it furnishes striking examples of the "reign of law," and of a creative intelligence; it bears a close relation to daily comfort, and it offers invaluable aid to the art of the physician. It challenges us in the grass on which we tread, and in the weeds that grow by the way, as well as in the richer hues of the garden and the grand oaks of the forest. The Creator seems to summon us by fragrance and beauty as well as by the coarser utilities of life, to explore well this amazing kingdom of the plants. And yet it is a study scarcely taught at all in any of our schools high or low. It is supposed to be a nice amusement for a girl at a boarding school, and that, of course, proves it unfit for any one else. He who has noted men in a witness-box at court knows that not one man in a hundred can observe what he sees or give an account of what he has handled. An American Indian has a better education in some important respects than a good many college graduates. Read Cooper's "Pathfinder," and you will see what I mean, and be inclined to agree with me. You will, perhaps, say that the Indian's education is best for him; our own for us. This is only true in part. We all learn many things at school only to forget and sometimes to despise them afterwards. Beyond matters of book lore essential to us all, there is a wide margin where time and toil are wasted or employed to ill advantage. I am convinced, for one, that we need to give more prominence to the education of the eye, the ear, the hand, although it should be at the expense of some other branches of knowledge; but more especially that we should so follow the order of nature as to secure the best economy of time and power. It is melancholy to look back on the misdirected efforts of early years, to feel that the golden affluence of youth will return no more, and that in a sense beyond the meaning of the poet, "Our young affections run to waste, or water but the desert."

THE HIGH STANDARD TO WHICH A TEACHER SHOULD ASPIRE.

These reflections bring me to notice the high standard to which the teacher should aspire. He must be competent not merely to teach the prescribed subjects, but also to judge of education as a whole. He is to be no mere hireling of trustees or parents, but a man who makes his calling an arduous and life-long study. He must know a great many things more than he is called upon to impart in the schoolroom. His wider culture may often be utilised even in his humblest toil, but it will especially prepare him to speak with wisdom and authority upon the pressing educational questions of the day. It is not expected that all teachers will reach this point of intelligence, but this is the ideal at which all should aim, and to which many may attain. How else is education to be improved? Experience shows that the mass of men think little on the subject, and experience also shows that nothing, unless it be a bad system of religion, holds on with such grim conservatism as a bad system of education. I regret on many grounds the establishment in this country of separate schools, among others this one, that they will be less open to improvement. "A habit or ceremony," says Addison, "though never so ridiculous, which has taken sanctuary in the Church, sticks to it for ever." This is too true of the Church in particular of which he is speaking, and it is therefore the more to be deplored that education, which needs to be quickened by all the new light of the future, should be pledged beforehand to the blind worship of the past. I cannot approve of the proposition lately made in England to exclude all clergymen from the office of teacher, but clergymen, like other people, should keep pace with the times. It is doubtful if they will do this except through the action of educational and literary influences over

which they have not absolute control. The teachers, therefore, should be the mouthpiece of no ecclesiastical system, but the agent and leader of advancing knowledge, moulding society as much as he is moulded by it. The great hinderance, I fear, to the teacher's highest qualification is found in the fact that teaching is too often taken up merely as a stepping stone to something else, and this again arises from the fact that teachers are so poorly paid. The talent and enterprise of the land will naturally be drawn into the most lucrative employments.

WANT OF REMUNERATION IN THE PROFESSION.

It is said that candidates for the Christian ministry diminish in number in proportion to the prosperity of other professions. Ministers claim to be impelled by higher considerations than worldly advancement, yet human motives are seldom free from an earthly mixture, and if this holds in so sacred a calling as that of a clergyman, much more may it be expected to operate elsewhere. Clergymen and teachers are of all classes the most inadequately remunerated. As a rule they have scarcely enough for a decent living while engaged in active labor, and they have a still scantier prospect for the years of feebleness and decline. If my words here to-day will have any weight, I feel that I am pleading the cause of the children and society not less than of the teacher, in urging a more generous support for those whose mission it is to lead the intellectual and moral life of the people.

RELIGIOUS CHARACTER OF OUR SCHOOLS.

I shall close these observations by touching upon a subject of the highest moment, but one which we are always in danger of neglecting, and which on this account, as well as from the so-called secular basis of our school system, it is the more necessary to bring again and again into view. I refer to religion. Distinctive theological teaching is of necessity excluded from our public schools as at present constituted. A Frenchman travelling in the United States, is said to have complained that he found two hundred religions and only one gravy! This complaint is eminently characteristic, for Frenchmen think much of the sublime art of cookery, and not so much, I fear, of religion. A new religion has since been added to the American catalogue, though possibly no new gravy. Although, there may be in Canada somewhat less than two hundred religions, there are far too many to introduce into our public schools, which we are therefore obliged to make non-sectarian. But the danger is lest the exclusion of theological dogmas, as such, from our schools, should have the effect of disparaging religion in general estimation, and lead the teacher to consider himself as excused, if not positively debarred, from the entire field of moral and religious truth. The teacher would thus come to deal with his work as something barely and dryly intellectual. This would be a serious mistake, and inflict upon education a moral sterility to which even mixed schools need not be doomed. There is much that the teacher can do for the higher life of his pupils without encroaching upon sectarian peculiarities. We all believe in the love of God and the love of our neighbour. We all believe in a future life where it shall be well with the righteous and ill with the wicked. We all believe in the sacredness of justice, of veracity, of kindness, of purity, in a word, the manifold integrities and charities of life. The relation of these to the Gospel may be more fully explained in the Sunday School, the family, and the pulpit, but their paramount importance should be inculcated, and their habit exercise fostered everywhere.

EDUCATION AND CULTURE OF THE CONSCIENCE.

If there be such a thing as public opinion, there must be a public opinion on moral questions, that is a public conscience. Now conscience, like other faculties, perhaps more than most faculties, admits of growth. It has a kind of national growth. Both its discriminating and its impulsive energy may be cultivated, as in the case of patriotism, the love of war, and other sentiments. This is forcibly shown in the history of public opinion on slavery, usury, persecution, and other important questions. "Usury," says Lecky, "according to the unanimous teaching of the old theologians, consisted of any interest that was exacted by the lender from the borrower, solely as the price of the loan. Those who lent money at three per cent. were committing usury, quite as really as those who lent it at forty per cent." It is even mentioned by Dugald Stewart, as an evidence of the liberality and farsightedness of Calvin, that he was among the first to break loose from erroneous notions on this subject, which had prevailed from the time of Aristotle. In Lower Canada, and other places, it is still thought wrong to allow interest beyond a certain figure, though the public conscience seems to oscillate as to the precise point where innocence ends and sin begins. From this and innumerable other examples, it is evident that there is a culture of the conscience on a large scale, and that the successive generations of men are fortunately not constrained merely to inherit and transmit the same moral

ideas uncorrected and unenlarged. In this, as in other fields, "the thoughts of men are widened by the process of the suns." A new moral conception, although the novelty may arise only from the improved statement or application of a principle as old as the creation, will oftentimes be to a community like "another morn risen on mid-noon," and disclose a world of injustice or unkindness where heretofore all seemed commendable and fair. Loyal obedience to the new and better view will perhaps set free some depressed class of society from disabilities and temptations which were dragging men to ruin as by a kind of necessity, and in a little time crown some long barren waste with an unexpected verdure. Alas, how many degraded classes are waiting in dumb sorrow for this emancipation! How many deserts waiting for this better moral tillage! It would be hard to say that our system of public schools has no part to play in this work. Paley is said to have complained (only in pleasantry, I trust) that "he could not afford to keep a conscience." Must the state too, and the state school, come down to this last stage of moral pauperism? Nay rather let our public teachers believe that non-sectarianism in its severest construction has no such meaning as this, but still leaves a wide vocation open to them in giving to the young the purest and best moral conceptions, and in so enthroning them in the heart that no subsequent years shall wholly obliterate the early lessons. I shall perhaps be told that such moral teaching is not religion, or that, at least, it must seriously fall short of what is wanted. Let those who so feel ply with all diligence the other means within their reach to supply the defect. But high-toned morality is as necessary as dogmatic theology; nay, rightly understood—so understood as to include what we owe to God as well as to man—it is the practical end at which theology aims. It will be well if the teacher enforces the practical side of the Gospel as diligently and earnestly as the divine has been wont to enforce the theoretical and ecclesiastical. Nor need the teacher wholly ignore, much less discountenance, the peculiar aids and sanctions of Christianity, though, as a man of sense and true catholicity (if these have not become incompatible), he will know where to draw the line between what fairly belongs to his province, and what must be left to other hands.

PERSONAL POWER AND INFLUENCE OF THE TEACHER.

One thing is certain, that whatever a teacher may or may not inculcate, he can never divest himself of a certain character and spirit in things moral and religious. Here, after all, is the chief point. Children have an immense capacity of imitation. The logic that convinces them is concrete logic; the power that sways them is personal power. This is true of men; it is doubly true of children. Let the teacher then look well to his example, his manner, his general temper, in a word what we call the spirit of a man. And these must spring mainly from his moral and religious life. Consciously or unconsciously, every man must be what he is, by his higher sympathies and his eternal hopes. Even intellectual beauty is, in some mysterious way, watered from the Infinite Sea. "The doctrine of the human understanding and of the human will," says the father of modern philosophy, "are like twins; for the purity of illumination, and the freedom of the will, began and fell together; nor is there in the universe so intimate a sympathy as that betwixt truth and goodness. The more shame for men of learning, if in knowledge they are like the winged angels, but in affections like the crawling serpents, having their minds indeed like a mirror; but a mirror foully spotted." The teachers' spirit will not only affect the fidelity of his labours, but will be caught by his pupils. It is therefore of the highest moment that he should begin his influence over the young by becoming the right kind of man himself; not indolent, or cold, or selfish, or cruel, or grovelling, or irreverent, or prayerless.

THE SPIRIT IN WHICH A TEACHER SHOULD LABOUR.

A power from somewhere must so have stirred his better nature that the infinite worth and also the infinite perils of even a child's life may come vividly home to him, and all the energies of his soul, not of his intellect alone, but of his intellect quickened by his heart and guided by his conscience, may be consecrated to his work. He must be able to feel that while nothing pays so poorly as teaching, nothing, on a higher calculation, pays so well. He must be able to "find in loss a gain to match," and regard the drudgery and weariness of the school room as the hard and prosy conditions to results of inconceivable grandeur. He must overleap the passing hour, think of things that are not as though they were, and in the spirit of a great artist, as a sculptor or painter, toil for immortality, remembering, that when marble statues shall have crumbled into dust his workmanship shall still grow in living beauty, transfigured evermore in the light Elysian,

"An ampler ether, a diviner air,
And fields invested with purple gleams."

Philosophy shifts and changes with the lapse of years, but the spirit which makes the patriarch, the apostle, the martyr, this lives on through all time, the unity of the ages, the harmony of the worlds. Let the teacher labour in the light and power of these higher aspirations and impart them to his pupils. Teach them, indeed, the wonders of science; make them quick, discriminating, and learned; yet let it be reiterated again and again, while the world lasts, that knowledge is not wisdom, but only her handmaid, and that the great lesson for the child, as for the man, is to be brave, and true, to be pure, gentle and self-sacrificing; to work these virtues diligently and deeply into the habit of the soul, and to bring them out in the daily life, after the manner of Him who has embodied for us in one and the same character, the true, the beautiful, and the good. (Loud applause.)

At the close of the address, Mr. Scarlett moved a cordial vote of thanks to the learned President for his very able and interesting address. The motion was seconded by Mr. Waston and carried unanimously. Rev. Dr. Ryerson, by request, then briefly addressed the convention.

CHARACTERISTICS AND TENDENCIES OF THE TIMES.

The Rev. Mr. Dewart, of this city, also delivered the following address before the association. He said:

It is with unaffected diffidence that I appear before you, to address the Teachers of this Association, met in their Annual Convention. It was with some hesitation that I accepted the invitation of your secretary; and if a distant view of the task awakened apprehension and distrust, I assure you these feelings have not diminished by finding myself in contact with the actual responsibilities of the occasion.

DIFFICULTY IN MAKING CHOICE OF A SUBJECT.

I felt hesitation in attempting to address an audience of practical teachers, on the duties of their profession, lest, being no longer engaged in this work myself, I might appear to be binding heavier burdens on your shoulders than I would be willing to bear myself. We all know how very much easier it is to give good counsel to others, than to practise one's own advice. I felt embarrassed as to the selection of a subject. I thought if I should select a theme having special reference to your work as teachers, I might possibly find myself trying to enlighten you in questions which were better understood by the scholars than by the teacher. On the other hand, if I should address you on some topic having no special application to your profession and work, I feared that my remarks might be less helpful to you, as teachers, than if they had greater fitness. For I cannot but feel that in speaking to this association, I am speaking to a representative audience—I am speaking through you to the pupils you instruct. And if I could only succeed in saying anything to inspire your zeal, or to prompt you to cherish nobler and juster conceptions of the great work of training and furnishing immortal beings for the duties and emergencies of life, I would thus be reaching beyond you to the vast army of youthful minds whom it is your privilege to lead to the inexhaustible fountain of knowledge. But, believing that because you are teachers, you are not the less men and women, with hearts that respond to all that concerns humanity, I purpose, leaving professional themes for those of ampler experience than mine, to occupy your attention with a few observations on some of "the tendencies of the times in which we live," in order that from the study of this subject we may derive some practical lessons for the better direction of our own lives. While it is our privilege to study the lessons of history—to learn from the success and failure of those who have gone before us—and to gather inspiration to action from the contemplation of the future, it is especially our duty to take careful note of the present—to endeavour rightly to understand the circumstances, favourable and unfavourable, which surround us on this great battle-field, where we must either win the wreaths of an imperishable fame or suffer irretrievable defeat. As the mariner, who steers his venturesome barque across the ocean, makes himself thoroughly acquainted, not only with the reefs and shoals that lie along his way, but also with the prevailing winds and currents, so it is our duty to study those tides and currents of human life—those forces that operate in society, helping or hindering men, as they steer on to the goal of life.

SPIRIT IN WHICH WE SHOULD WORK.

We should not do our work blindly and mechanically, following rules the reasonableness or truth of which we have never seen, but with an intelligent appreciation of the difficulties to be overcome, and the best methods and agencies by which success may be gained. The times in which we live are difficult either to comprehend or describe. So complex, so contradictory, so rich in good and evil, so bright with hope and so dark with discouragement, that they exceed comprehension, and transcend description.

THE "GOLDEN AGE," OR THE "GOOD OLD TIMES."

One class of persons regard the present as the world's golden age, and render a homage, little short of worship, to the progress of the nineteenth century. Another class wail out their sorrowful lament, because of the degeneracy of the times. They look back with regret on conditions of society, that are rapidly vanishing. They are fully persuaded, that in almost every respect, the tendency of things is downward. They do not realize that there is more change in the eyes that look at things, than in the things themselves. Both classes are mistaken, though neither are altogether wrong. The present condition of the world is the product and outgrowth of a great variety of causes that have operated in the past. A vast number of streams, rising in very different regions, have united to form the great river of modern life, on whose current we are all borne along. Among the legacies we inherit from the past are things of very different value. Some things that are fitly represented by "gold, silver, and precious stones," and some by "wood, hay, and stubble." The great conflict between truth and falsehood, right and wrong, that has jarred along the ages, and finds a recognition in all the religious systems of the world, is still surging around us, and we are actors in the fateful strife. Yet despite the croakings of those who sing their ceaseless dirges over the departure of "the good old times," I believe the world moves, moves onward, upward, heavenward; slowly but surely nearer to that time of which prophets have spoken and poets sung, where righteousness and truth shall gloriously triumph over the wrongs and falsehood, that have so long bewildered and oppressed humanity. Those who live in the memories of the past, rather than in the throbbing energy of the present, tells us that there is far less simplicity and candour of character—less restfulness and trust—and less reverence for superiors now, than in former times. All this may be true, and yet be no just cause of complaint against the times. Every condition of society has its advantages. The very worst has some redeeming features peculiar to it. But it is absurd and unreasonable to expect to retain certain advantages, when the conditions of life in which they had their existence have passed away. You cannot have the ermine robe of winter and the fruitful green of summer at the same time. You cannot have the grand old forest, with its leafy canopies, and the waving fields of the golden grain together. So neither can we have the credulity of ignorance, with its mental sloth, and the searching scrutiny and activity of intelligence. We cannot have the crouching homage of the broken-spirited slave and the manly independence of freedom. And it is as undesirable as it is impossible. The swallow's nest in the old house might be very picturesque; but it should not prevent us pulling down the old ruin, to build the new and commodious home upon the old foundation. Feudalism and slavery developed many beautiful instances of fidelity on the part of the serf to his master; but we would not keep men in bondage for these. Ambition, extravagance, and artificial manners are not found in the primitive simplicity and society of pioneer life; but we would not forbid social progress on that account. The cultivated farm and commodious mansion are better than the wigwag and the forest. No state of life has so many charms and attractions as childhood; yet perpetual childhood would be an unspeakable calamity. So the world's manhood is better than its childhood. The stir and energy of modern intellectual life is better than the stolid credulity, which they have superseded. For we should not forget that "the good old times," so fondly cherished, were times of prevailing ignorance and gross superstition—times of intolerant bigotry and inhuman persecution—times of unjust and oppressive tyranny, when the rights of manhood were denied. People speak of the past as they speak of the dead, mentioning only what is commendable; and throwing the mantle of kindly forgetfulness over the suffering, ignorance and injustice, that found a genial home in the bosom of "the good old times." With all its faults, the present age is the best age the world has ever seen. The present day is the brightest day that has ever shed its lustre upon our race. There never was so much light in the world as now. There never was so much liberality and charity. There never was so pervasive a sympathy with the various forms of human want and suffering; and never such noble and self-denying efforts to remove them as now. There never was as much liberty of thought and civil liberty; and human intelligence was never so constantly and successfully applied to the promotion of human well-being, physically, intellectually and morally, as now. I freely grant that the picture is not without its dark shades, which may discourage and perplex. It has been fitly said, "It is dark with threatening, and bright with promise. It is like the autumn morning, that breaks amid wild and lurid clouds; yet through these lowering clouds there darts, at times, such glorious beams from the invisible sun, that we are held in palpitating suspense, uncertain whether the day will issue in storm and terror;

or whether, after a few fitful blasts, the gloom will roll away from the heavens, leaving the sky more pure than ever, and the landscape beneath it bright and peaceful." For my own part, I believe that it is only the morning of the world's day. The sun of liberty and righteousness shall rise higher and higher, quickening the barrenness of earth into life and fruitfulness, before the harvest time comes, when the angel reapers shall garner the fruits of earth in the garner of heaven. Let us briefly glance at a few of the tendencies of the times in which we live.

THE PRESENT EDUCATIONAL TENDENCIES OF THE TIMES.

First—The present day is distinguished by a general diffusion of intelligence, which has awakened a spirit of intense enquiry in every department of knowledge. The schoolmaster and the missionary are abroad. The Press is scattering the thick fogs of ignorance—reflecting the light of heaven upon the darkest spheres of human existence. With this diffusion of light has come a quickening and intensifying of intellectual life. The slumber of centuries is broken. Researches after truth are prosecuted with untiring zeal; and yet speculation far outstrips research. Not only does the world visibly move, but it moves with greater rapidity than ever before. Events which used to occupy a century are crowded into a year. "Revolutions and wars hardly cast their shadows before them, till they are upon us; reminding us of those sudden squalls at sea, which the mariner just discerns darkening in the distance, and then, before he can reef his sails, they are lashing into fury the waves on which his vessel is gliding." Though it may not be free from its attendant evils, I hail this diffusion of knowledge, and the spirit of enquiry which it evokes, as one of the mighty forces that are lifting the world up to a higher plane of existence. Far better the questionings of doubt, than the unthinking credulity of superstition. Enquiry and examination must always precede intelligent belief. The highest faith is born of doubt. The calmest rest succeeds the toilsome struggle. Yet this condition of things has its shadows. It creates a tendency to superficiality. There is a wider diffusion of knowledge; but little thorough mastery of subjects. We dip into a great many subjects; but not very deeply into any. "These shallow draughts intoxicate the brain." Not that I would approve of the course of the professor, who spent his whole life studying Greek nouns, and said, when he was dying, "I meant well, but I undertook too much. I see now I should have confined myself to the dative case." As one of the shadows which bear witness to the existence of the light, we have a great deal of affectation of intelligence and independence. Few things are more contemptible than the shallow pretensions of concerted ignorance, treating opinions and arguments, which it never had the brains to comprehend, with scornful disdain as old foggy notions that it has examined and cast away as unworthy of their regard. You all remember the fable of the crow, that when it saw an eagle swooping down and carrying away a lamb, made a similar effort to carry off a large ram, and got entangled in the wool, and caught for his pains. Well, there is in our day a great deal of affectation of independence and intelligence, and contempt for old things because they are old. "Fools rush in where angels fear to tread." Where the sum of our knowledge is small, the circle that bounds it and separates it from the unknown seems also small. But as the circle of our knowledge widens, the visible circle of the unknown and undiscovered that lies outside of what we know becomes proportionably enlarged, "Hills peep o'er hills, and Alps on Alps arise."

DEVOTION TO THE STUDY OF PHYSICAL SCIENCE.

Second—This nineteenth century has been characterized by an intense devotion to the study of physical science, which has been crowned by results so brilliant that they stand out as waymarks in the history of human progress. This application to the study of the material world has been rewarded by many valuable discoveries that have lightened labour, and promoted the safety and happiness of life. Yet, it cannot be denied, that because many of the discoveries of physical science are capable of being applied to acquire wealth, and for other causes, in many instances the importance of this class of studies has been unduly magnified, and mental and moral science disparaged as misty speculations, from which no practical result can be expected. By many, the material is regarded as the real; the intellectual and spiritual as the unreal. Now, I would not in any degree depreciate the importance of the study of physical science. Every department of this vast universe of God is worthy of our profound and intelligent regard. In geology, we trace the records of past history, of vanished life. Chemistry takes us into the laboratory of the Creator, and reveals to us the workings of those mysterious forces that are the life of nature. Astronomy unveils the mystic influences that control the vast systems of worlds which people the immensity of space around us. They all enlist our profound interest, because they unveil the hidings of a power

and wisdom before which the most imperial human intellect is baffled and amazed. I agree with Dickens, that the discoveries of science and the inventions of mechanical genius have no necessary tendency to make us less spiritual and devout. Because we are swept along so rapidly by the power of steam, or because we can flash our thoughts to our distant friends by the electric telegraph, we need not have the less sympathy for human suffering, or less faith in the things that are unseen and eternal. I have no sympathy with those who look with distrust upon the revelations of science. But, just as vessels at sea run up colours which they have no right to unfurl, there is a great deal that sails under the banners of science, which cannot be allowed to pass unchallenged. A brief allusion to some of these may not be useless. It is unwarrantable to adopt direct palpable utility as the standard by which to estimate the value of scientific enquiry. The adoption of such a standard degrades the grandest creations of poetry, and the rarest productions of art; and places Arkwright and Stephenson far above Bacon and Milton. There is a strong tendency in men who occupy all their time and thoughts with any one branch of knowledge, to become blind to the claims of other subjects of equal interest, and thus they destroy the harmony of truth. There are many illustrations of this among scientific men. Men of high scientific reputation, who have become so absorbed in physics that they cease to recognize the radical distinction between inert matter and intelligent, independent mind; and maintain that the same law of necessity by which matter obeys the forces that act upon it, equally controls the operations of the mind. It is neither philosophical nor right to speak of the discoveries of physical science as if in some way they had cast light upon the problems of the world of mind, and superseded the higher law of conscience and the testimony of consciousness. And it is a still greater confusion of thought and language to speak, as many scientific teachers do, of the uniformity with which the forces of physical nature operate, as "laws" which we can either obey or disobey, and possessing penalties and obligations for men. If a man climbing a ladder misses his foot and falls, and breaks his leg, they say he has broken a law of nature, and received the penalty. I say he has lost his balance, and obeyed the law of gravitation, and broken nothing but his leg. I object to all teaching, however pretentious, that assumes that the study of the world without is of greater value and interest than that of the world within us. That the material world alone is entitled to be called "nature;" and the knowledge of its properties alone to be called "science," as if mind was not the greatest province of nature, and as if the knowledge of its powers and modes of operation was not the most profound science. Is the testimony of the rocks, or the plants, or even the human body itself, more important than that of the regal mind, so richly endowed? Can the inferior things of creation contain richer truths than the very highest forms of created intelligence? We should never forget that it is because the material world reveals the thoughts of an intelligent mind, that its study demands such profound regard. If we reject the idea of a governing intelligence, creating, controlling and arranging the various forces of the material universe, they are bereft of their significance. If they exist for no purpose, if they are the visible expression of no thought, if they are directed by blind chance or necessity, the spell of their attraction is forever broken. It is an instructive fact that though many objects around us are far more enduring than human life, yet the grandest objects in the natural world are invested with an interest vastly greater than they would otherwise claim when they are associated with mental achievements, or facts in the history of human life. "Tourists cross the world to visit Sinai, because there Moses stood, and talked face to face with God. Carmel's flowery slope is sung, because it was trodden by the feet of Elijah. What were the Alps, with all their grandeur, but for the names of Hannibal and Napoleon? The lochs and friths of Scotland were immortalized by Scott, and therefore the world goes to gaze upon them. Melrose Abbey is seen by moonlight, in the glamour of his poetry; and the mist about Ben Lomond is the fairy-woven veil of Scott's coronet." Even the ocean appears invested with a loftier grandeur, when we think of it with Byron, "as a glorious mirror, where the Almighty's form glasses itself in the tempest." All proclaiming the same truth, that mind is grander than matter.

EXTENSION AND GROWTH OF POPULAR FREEDOM.

Third—One of the most remarkable and significant tendencies of the times, is the tendency of power toward the masses of the people. The political currents are unmistakably in the direction of democracy. Manhood is slowly but surely turning the scale against canonized prejudices and long enthroned oligarchies. Power is seeking its centre of gravity a great deal nearer the base of society than formerly. The late reform act of England only indicates the drift of the times. Whatever our politics—whether we think it good or evil—the fact cannot be questioned, that power is steadily descend-

ing to the masses. This fact is profoundly significant. If power is given to those who have not the intelligence to use it wisely, the result has always been disastrous. The very idea that the most ignorant and vicious classes may shortly be holding the balance of political power in our country, is truly alarming. It reminds us that we must educate the people, or else submit to let ignorance seize the helm of the ship of state, and steer her on the reefs of destruction. It was a suggestive fact, that immediately after the passing of the English Reform Act, an important educational measure is introduced, designed to afford the advantages of education to all classes of society not reached by previous agencies. I advert to this tendency, to call your attention to our obligation to educate the rising generation, intellectually and morally, if we would save our country from the evils of political degeneracy and corruption. As thistles on our neighbour's farm may shed their baneful seed on our soil, the ignorance and vice around us may, if unremoved, prove the ruin and blight of those in whom we are most deeply interested.

THE "WOMAN'S RIGHTS" QUESTION, VIEWED EDUCATIONALLY.

Fourth.—The tendency to recognize the rights and elevate the condition of woman, is one of these signs of an advancing civilization, that I hail with great satisfaction. I must confess that there is a good deal said in some quarters just now on this subject, with which I do not fully sympathize. But I freely confess that in many particulars the laws have treated her exceptionally; and social customs and prejudices have been equally unjust and severe. Neither law nor public sentiment should debar her from any sphere of remunerative labour or usefulness, which she may desire to occupy. She should be the best judge in every case, as to whether she should engage in any special work. I am always doubtful of that class of "friends" who think they know better what is good for you than you do yourself; and will oppose your attainment of some object because in their wisdom they think you are better without it. I especially think it is time that the distinctions in the provisions for the education for boys and girls should come to an end. There is no justice in endowing colleges and making ample grants for boys' schools, and leaving girls to grow up without any provision for continuing the education begun in the common school. I confess, however, I see no advantage likely to accrue from wives and mothers coming to the polls and taking part in the strife of political elections. Single women who hold property in their own right should not be denied the privilege of voting if they so desire. But there is no inferiority implied, when we maintain that woman is evidently designed to fill a different sphere of usefulness from man. Difference does not imply inferiority. I hold that in many respects she is vastly our superior. And if I would in any degree appear to exclude her from any employ to which men have access, it is not because I would deny her any privilege or right, but because I would, as far as possible, shield her from everything that would tend to make her more like the opposite sex, or in any degree rob her of that indefinable delicacy, tenderness, and gentleness that are the charm and glory of womanhood. In one thing we will all agree. If the new reformation should, by opening up new spheres of labor, deprive us of her gentle ministrations in sickness and suffering, it will be a great loss to the world: and it will not be easy to find any one to take her place.

GROWTH OF BENEVOLENT AND PHILANTHROPIC ENTERPRISE.

Fifth.—One of the most marked features of the times is the extent to which all philanthropic efforts are carried on by the agency of organized associations. Nothing can be accomplished now without forming a society, with President, Secretary, Treasurer, and Committee of Management. Well, this popular method has its advantages. It organizes available resources. It enlists the feeble and indifferent, who if left to themselves would do nothing. It lays hold of the social element in our nature, and utilizes it by yoking it to some work of practical benevolence. And it gratifies a certain class of small persons with office and position, that probably could not be made to feel the force of any higher motives. And yet, this system has its disadvantages. It frequently causes delay; and the evil is allowed to remain uncorrected, as if nothing could be done till a sufficient number is enlisted to form an Association. Then, although these associations may organize and utilize power, and even in some instances increase it, they do not create power. You may have a well organized association on paper, that looks very imposing; but if there is not interest or zeal to work its machinery, it is just like a very large mill on a very small stream; there is not force enough to run it. But the worst thing about this system of working is that it tends to destroy individuality. There can be no real greatness of character without independence and individuality. And if we would have men to lead us onward and upward in knowledge and true progress, we must have less aping and imitation of those who have attained distinction, and more honest

daring to be ourselves, and to do the work we have to do in our own way. There is a paralyzing slavery to popular opinion widely prevalent. The majority of people are a great deal more anxious to know what is popular in good society, than what is right and true. All the great movements that have lifted humanity up to a higher place, have been inaugurated by the zeal and energy of individuals; and all the great minds who have indicated their right to be held in everlasting remembrance, and stamped their influence on the history of the world's progressive life, have been distinguished by a brave independence, which developed strongly marked individuality of character. If the society aims at achieving any worthy work, join it and co-operate with it by all means. But don't wait for others before you attempt to do anything. "Whatsoever thy hand findeth to do, do it with thy might." An earnest soul soon reproduces its convictions in others. And remember that the highest attainable force of character is won not by slavish conformity to popular prejudices or imitation of great men—but by bravely and independently acting out in our own way our convictions of what is right and true.

HERO AND IDOL AND MAMMON WORSHIP.

Sixth.—Among those features of the times, that can only be mentioned to be condemned, is the disposition to worship any form of power, without regard for the spirit in which it is wielded. There is an extensive proneness to idolatry of mere intellect or genius. Let it be a poet gifted with original genius—a musician of witching melody—an artist of exquisite skill—an engineer of marvellous ingenuity—or a writer of fertile genius, and multitudes are ready to render a homage and applause, little short of idolatry, without regard for the motives that govern the life. And not only so, but if a man wins distinction in any one department of science, there is a strange disposition to set him up as an oracle, and regard his utterances on other matters, of which he may be profoundly ignorant, as unquestionable and decisive. What is splendour of talent without purity of purpose or nobleness of character? Great genius cannot make wrong right, nor free its possessor from the obligations of the divine laws. On the contrary, the more numerous the talents bestowed, the greater the obligations of the receiver. He that possesses rare endowments of intellect and ample stores of knowledge, qualifying him to be a leader and teacher of men, has certainly weightier obligations to obey the laws of purity and rectitude than the ungifted and ignorant. And if such an one be false to his high trust, his rare gifts will not lighten, but deepen his condemnation. This homage and idolatry, bestowed on mere intellect without regard to the use made of it, corrupts and bewilders alike those who render it, and those who receive it. If "he builds too low who builds beneath the skies," he is false to the dignity of his nature who renders to talent what is due to goodness alone. Closely allied to this idolatry or intellect, and springing from the same root, is the prevailing idolatry of wealth, and the respect rendered to those who possess it. Wealth represents generally success, and men idolize success. It represents power, and men worship it as a form of power. This tendency is as widespread as it is pernicious. The intense desire for wealth is the fruitful source of many of the evils which afflict society. It may well be called "the root of all evil." It inspires a large portion of the falsehood and dishonesty that prevail among men. It petrifies the heart against the appeals of want and suffering; and bribes the conscience to forget the claims of charity and brotherhood. It is as inimical to the culture of the intellect, as it is to the improvement of the heart; and it perverts powers which if rightly exercised might have lifted us near to heaven, into instruments of mere sordid, selfish acquisition. It gilds over the most glaring faults of character, and the most reprehensible courses of conduct. It has inspired that wild spirit of speculation, that has given birth to the enormous dishonesties of many corporate bodies, and the fraudulent measures adopted in companies by men who would individually recoil from such expedients. And it erects a false standard of worth and respectability in every community; and makes poverty a greater fault than crime. That wealth is a potent means of usefulness, an instrument of civilization and comfort all must admit. But to make it the great object of life is to bind down the eagle powers of the soul to an object unworthy of our high birth right, as heirs of immortality. Assuredly there are grander objects of ambition than wealth. The men of imperishable fame, as benefactors of humanity, are not the millionaires; but men "who knew no standard of superior worth, but wisdom, truth, and nobleness of soul." There are many other features of the period in which we live, that would repay our thoughtful study; but time will not permit us to discuss them at present.

LESSONS OF INSTRUCTION AND WARNING.—TEACHERS FOR THE TIMES.

But even in this rapid glance we have seen enough to convince us that these are times, in which it is at once a glorious privilege and a

profound responsibility to live. A good deal is said about "men for the times;" and there can be no doubt it is the world's great want. It is very natural that we should see more clearly and feel more deeply the demands of our own day than of other times. Yet there never was a time in which good men and true were not wanted. They were needed in Noah's day, when all flesh had corrupted its way. They were needed in Elijah's day, when in the universal idolatry he imagined that he alone remained a witness for the truth. They were needed in Daniel's day, when himself and his brave Hebrew brethren stood alone in resisting the popular follies. They were needed in many a dark hour of the past, when men were compelled to choose either death or disloyalty to conscience. No doubt Queen Elizabeth thought that good and brave men were wanted in her day, when the invincible Armada attempted to crush her island kingdom. And yet there are special qualifications necessary to fit men for usefulness in these times. Men that fulfilled their mission and did their work faithfully and well, in their own day, would scarcely be *en rapport* with these times. See how the art of war has changed! We have rifled cannon, and chassepots, and Enfield rifles, and ironclads, against which the weapons of last century would be utterly unavailing. And so in our social, political, religious and educational work, we want men who are familiar with the advanced methods of moral and intellectual warfare. Yes, we want "men for the times." We want them in the pulpit—men of keen intelligence, broad charity, manly independence, and fervent piety. We want them in our political and judicial offices—men of incorruptible integrity, of broad unsectional views, and unselfish love for their country. And we need, not less than any of these, *Teachers* for the times. It will be readily admitted that it is not every kind of teacher that is equal to the requirements of these times; especially in this country, where we are now laying the foundations of nationhood, and stamping in a high degree the influence of our own character upon the future of our country. It is a truly grand thing to live in such times: to have such opportunities of improvement and usefulness as we possess. They might almost excite the envy of angels. It is said that once in a great naval engagement, as Collingwood brought his ship into action in splendid style, before the rest of the fleet could fall in, he exclaimed "What would Nelson give to be here?" And we might imagine that even a Paul, a Luther, or a Milton, would be willing to quit their tranquil abodes to renew again the glorious warfare in which they acquitted themselves with a bravery that won them immortal renown. Ladies and gentlemen to you: it is given to play some part on this great theatre of action, where deathless destiny is at stake. It is your rare privilege to sow the seeds of knowledge in the rich soil of youthful minds. Be thankful; it is an exalted privilege to be permitted to stamp ineffaceable impressions on such enduring monuments; or in any degree influence the destiny of immortal natures. Be patient; though your labours may seem fruitless and lost, "in due season you shall reap if you faint not." Be cautious and discriminating. There are many subtle and plausible speculations afloat, which conceal some fatal falsehood, which if once received, will cast you adrift upon a sea of uncertainty, where no harbour of safety can be found. Be true to what is right, in all circumstances. Your life and spirit will be sure to reappear in the lives of those whom you instruct. Be steadfast and true; though the battle be severe, and the issue at times seems doubtful, if true to yourself the victory is sure.

"Fear not, though your foes be strong and tried,
And threatening shadows fall;
The angels of heaven are on thy side,
And God is over all."

The speaker resumed his seat amid loud applause; and a cordial vote of thanks was passed to the rev. gentleman for having delivered such an interesting lecture.

PROCEEDINGS OF THE CONVENTION.

After confirming the minutes of the last Conference, the first matter brought before the Convention was,

"WHAT SUBJECTS SHOULD BE TAUGHT IN OUR COMMON SCHOOLS."

MR. MILLER, of Goderich, introduced the discussion by saying that he thought they should take reading first, then writing, and lastly arithmetic. He then thought that they should take music. It was true that every teacher was not compelled to impart musical instruction, but he thought that they would be consulting their own interests if they made use of music to relieve the tedium of their daily toil. He thought, however, that they should spend the greater portion of their time in teaching the elementary branches. In fact they could not devote too much time to those subjects. He believed if they gave more time than they did to these subjects and less to algebra, geometry, &c., they would have far better-educated men and women throughout the country than they

now had. After music he would take up grammar, but before putting the book into pupil's hands would give them a good idea of what they were about to study. In grammar he would, of course, include spelling and the definition of words. After grammar he would teach physiology, then geography, and next history; but he did not approve of going too deep into the latter study in our Common Schools. Both in history and geography he would commence with the township in which the school was situated and gradually extend outwards. He would then take up the higher studies such as astronomy, algebra and natural philosophy. Lastly, he would be in favour of teaching military drill; but he did not consider, although he put it last, that this was the least important subject taught in Common Schools. A good knowledge of military drill was of the utmost importance. We were peculiarly situated, and it was very necessary that every man should have a knowledge of military tactics. Mr. J. Cameron was in favour of giving a good deal of prominence to algebra, mensuration and geometry. In schools it was generally the plan to teach arithmetic by rule and not by reason; but if algebra, was well taught, it assisted in conveying a rational idea of arithmetic. Mr. Scarlett thought that primary subjects could be easier taught orally than by means of books in the common schools. The speaker did not agree with Mr. Miller on the subject of imparting a knowledge of military drill to young children. Mr. Stratton, of Peterboro', thought that reading, writing and arithmetic, were the ground work of a good English education. The first was the means by which we gained most of our information. He was also in favour of teaching orally in preference to teaching from text books. The other subjects should, he thought, be taken up simultaneously, not for the purpose of crowding too much on the minds of pupils, but in order to render their studies agreeable to them by giving them variety. Mensuration and arithmetic were so closely connected that the speaker thought a small portion of each work on the latter subject should be allotted to mensuration. In regard to drill, he thought that every man should be prepared to fight for his religious and secular liberties; but he admitted that too much of a military spirit should not be inculcated, as it might tend to subvert the principles of Christianity. On motion, further discussion was postponed for the present. The association then took into consideration this subject,

"IS IT DESIRABLE THAT THE ASSOCIATION SHOULD CHANGE ITS PLACE OF MEETING."

Mr. Scarlett, in introducing the subject, said that he saw no good reason why they should change the place of meeting. Mr. Miller would be in favour of the peripatetic system, as he thought it would tend to increase the number of members of the Association. Mr. E. A. Tomkin favoured the project of having a change made in the place of holding the meeting of the Association. He thought that in each place in which a meeting of the Association might be held, a new interest in the subject of education would be excited by their visit. Mr. Anderson, of Toronto, said that if the teachers of Toronto consulted their own convenience they would vote for the Association holding its meetings in other places; but if they consulted the interests of the Association they would vote for continuing to hold its meetings in Toronto.

The second topic for discussion, mentioned in the circular, was then taken up for discussion:—

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

Mr. Wm. Watson (of Weston), introduced the question in an able speech. He referred to the great importance of the question. There were two means of acquiring power, either by wealth or by knowledge, and it was very desirable that no means should be left idle which would be likely to aid in promoting the growth of power by knowledge. He did not think that in order to secure accuracy, it was necessary to confine teaching to one or two subjects only. Mr. Landon, of Blenheim, thought that the present school system was not calculated to lead to the results desired. It rather disgusted the mind of the pupil, and a change was required in the mode of teaching. Mr. Chesnut was of opinion that home influence was the chief thing to be considered. In all their discussions and work they should not lose sight of this great influence. Mr. D. A. Tomkin also coincided with this view. Mr. Moran, from Waterloo, thought the best solution of the question would be found in the establishment of a school newspaper. (Cheers). There was great need for this step, which would supply a want now felt. It would in some measure supplant the dime novels and other loose literature which was now so plentiful. Mr. McMurchy said it might be of a similar description to the *British Workman* or *Child's Companion*, but published weekly, and be distributed to the pupils of common schools in the same way in which the Sabbath School periodicals were distributed. He could not see any reason why a publication

of this character should not have equal success. The suggestion was one which might tend to supply a want now generally felt. Mr. John Cameron was of opinion that object lessons were among the best means of inducing the pupils to think for themselves. Mr. Campbell believed that one great argument in favour of the establishment of a paper was the fact that it would tend to displace from its present position the mischievous literature of the present day.

Other speeches followed, generally approving of the scheme of establishing a newspaper, and eventually Mr. King moved "that the President appoint a committee to consider the feasibility of establishing a paper suitable to the requirements of the pupils of our common schools, the same to report at the next annual meeting of the Association."

A PAPER SUITABLE FOR PUPILS.

Mr. Landon did not think that the resolution went far enough. Apart from the proposal to start another paper, there was another consideration. The *Journal of Education* was doing very little good at present for the money which it cost, and he suggested that an attempt should be made to induce the managers of the present journal so to amend its policy as to fill the field now vacant. He suggested that this idea should be incorporated in the resolution. Mr. King said his idea was that the proposed journal should be one for children only. It would occupy a different position from that filled by the *Journal of Education*. Mr. Scarlett thought that the non-eligibility of the *Journal of Education* was owing to the teachers not sending articles to it. There was no doubt that they would be inserted if sent. The motion was then carried; and a resolution that the opinions expressed by the Convention on the question under debate should be drawn up by a Committee was also adopted. The Chairman announced that the names of the following gentlemen as members of the Committee to carry out the resolution passed at the morning sitting respecting the establishment of a school paper:—The President, Messrs. King, Hodgson, McMurchy, Scarlett, Alexander, Chesnut, Moran and Langdon. The Committee who were appointed to bring up a report embodying the views of the Association on the question discussed at the morning meeting, presented the result of their labours. Mr. Miller (of Goderich) read the report as follows:—*Resolved*, That in the opinion of this Convention, the best means to be adopted to induce pupils to pursue a proper course of study after leaving school, are 1st. That the teacher at all times conduct the work of the school in such a way as to make the attendance of the pupils a pleasure instead of a task; to ground the pupil thoroughly in every subject taught; and by all means avoid the examining system so much in vogue, and thus by creating an interest in the work in which the pupil is engaged, offer inducements to prolong the course of study so that the rich mines of literature may be opened up, and when once explored, create a greater stimulus to increase his store of knowledge. 2nd. That teachers make it a part of their duty to inculcate at all times the many and valuable advantages arising from the possession of a well-read and cultivated mind. 3rd. That the practice of spending one afternoon of the week in reading selections from whatever source chosen by pupils, and criticising thereon, as also the very frequent exercising of the pupils by preparing original compositions on the subject of study, be highly recommended. Also that a chart embracing the various departments of knowledge, with divisions and sub-divisions, systematically arranged, and with a list of text books thereon attached, be prepared and suspended in our school rooms, and used in connection with lectures or conversation with the pupils on the afternoons devoted to this purpose. Your Committee would close the report by stating that well-conducted Mechanics' Institutes, Literary Associations, Young Men's Christian Associations, and the very excellent libraries supplied by the Educational Department are of so much benefit that their importance and value cannot be very readily estimated. The report was adopted after a short discussion.

REPORT ON COMMON SCHOOL TOPICS.

The following report was submitted by the Committee of Common School Masters appointed to consider this subject:—They beg leave to report: 1st. That the thanks of the profession and of this Association are due to the Chief Superintendent of Education for his efforts at framing the proposed amendments to the Common School Acts of Ontario, and for pressing the same upon the attention of the people and Legislature of Ontario, containing, as they did, features which if adopted would improve and render more effective the schools of the Provinces. And further, that this Association respectfully request the Chief Superintendent to urge upon the Legislature the necessity and importance of the proposed amendments. 2nd. Your Committee would recommend that the Association respectfully direct the attention of the Chief Superintendent of Education to the amendments proposed by the Board of Direc-

tors of this Association in January, 1869. 3rd. That in the event of the principle of compulsory education being adopted by the Legislature, your Committee deem that the establishment of industrial schools will be absolutely necessary, to receive vagrant children and incorrigibles. 4th. Your Committee regret that the clergymen of the Province do not avail themselves of the provisions of the School law in the matter of the religious training of the pupils of our schools. 5th. We would urge upon the profession the duty of cultivating a high feeling of professional etiquette towards each other. Mr. Alexander, a member of the Committee, in introducing the Report, referred to the evil resulting from a lowness of professional training. He thought as one means of its improvement, that some means should be adopted to mark as novices new teachers, and this mark should be continued for the space of three years. Many of the best scholars in the schools went before the county board and obtained certificates, mainly from a spirit of fun and novelty; but many of them afterwards on there arising a vacancy in the neighbourhood, were prompted by their friends to fill the situation, and by this means a person was appointed to the office of teacher who had never an intention of fulfilling these duties at the time of obtaining his certificate. He also thought that no teacher should be eligible for the office of Inspector unless he has had five years professional training. Some amendment was also required in the position of the teacher, and public attention ought to be called to the fact. The *Globe* had some few weeks since, published a leader with this view, and no doubt good results would be shown in consequence. The position of the teachers in this country was, in the matter of salary, 25 per cent. worse than it was in England. Three clauses having been passed, on the 4th clause, in reply to Mr. Hodgson, Mr. Johnson, of Cobourg, explained that the object of the resolution was to call the attention of clergymen to their duties. The clause was also put forward as a reply to the charge sometimes made by ministers against the schools as being godless, and against the teachers as being godless men. They wished to declare publicly their willingness to see ministers enter the schools and give scholars an opportunity of gaining spiritual knowledge. There could be no doubt that very few ministers fulfilled their duty in this respect. Mr. Hodgson thought the question should be left over for future consideration. A member considered the clause of too sweeping a character. He knew ministers who fulfilled their duties in this respect, and no doubt there were many in the Province that did so with whom he was not acquainted. (Hear.) He would therefore propose as an amendment that the word "many" should be inserted in the motion, thus removing the objection of its too sweeping character. Mr. Chesnut thought that keeping the children after school hours to receive religious instruction would be likely to have bad results by creating feelings of distaste to religion. The Chairman said the law was, that the time for religious instruction should be after the regular school hours. He would suggest that the word "majority" should be used in place of "many." This alteration was adopted, and the amendment was then carried. The clause, as amended, was agreed to. Clause 5 was struck out after a short discussion. The report, as amended, was then proposed. Mr. Chestnut moved as an amendment—"That the report of the Committee to bring before the Association the matters relating to the inspection of schools, and the work of grammar and common schools, be laid on the table, and the amendments to the school city law be brought up as distinct resolutions." This amendment was lost, and the Committee's report was then adopted.

ENGLISH IN PUBLIC SCHOOLS.

The consideration of the question, "The Study of English in our Public Schools," was then taken up. Mr. Seath, of Oshawa, in introducing the question, said that the reports of the Grammar School Inspectors, particularly those of Professor Young and the Rev. J. D. McKenzie, showed clearly that a complete change was necessary in the mode of carrying out the programme of study prescribed for our public schools. In the course of lengthy remarks, Mr. Seath generally condemned the excessive attention paid to the study of the classics, and made some suggestions as to the manner in which the study of English could be improved. The address was referred to the Printing Committee with a view to publication. Mr. Scarlett (Northumberland), coincided with the views of the essayist, considering that sufficient attention was not paid to the study of English. Mr. Young, of Strathroy, referred to the want of good English knowledge shown by all classes of persons in the country. He had heard members of Parliament make gross mistakes, and even clergymen were not entirely free from error. The great problem was how to teach English well, while at the same time so much time was devoted to the classics and other special educational departments. It was found that professors were not able to give sufficient time to English, when there were so many

other calls on their time. The question was one of great importance, for they could not think of going on much longer under the present system. Mr. Hodgson thought that a boy could be made to understand a sentence as soon as he could parse it. It was very foolish for pupils to waste two or three years just to gain a slight knowledge of classics, while the same time spent in perfecting the study of English would render the pupil a thorough master of the English language. The teaching of English thoroughly was a *desideratum* in all their public schools. Every boy in his school had a chance of doing something in grammar each week, for he was a thorough believer in "old Lennie." He required a boy to learn the substance of the rules of grammar, but he did not press the recollection of the very words in which they were printed in the text books. After a few remarks from Mr. Spotton and others, Mr. Chesnut referred in strongly deprecatory language to the Grammar Book authorized by the Council of Public Instruction, and now used in the schools. It was morally impossible to teach English with such a book as this in use. He could point to errors in every page, and the definitions were sometimes most absurd. He gave several instances in point. Several members having spoken against the authorized grammar by Mr. Davis, now in use in our schools, Mr. Stratton moved that a committee be appointed to represent to the Council of Public Instruction the importance and necessity of withdrawing the sanction they have given to the English grammar, now authorized as a text book in our schools, and as soon as possible to provide a text book in its place suitable for the requirements of Canadian schools. After some discussion, in which condemnatory opinions were expressed as to the authorized English Grammar now used in the Schools, the following resolution was proposed by Mr. Brown:—"That although this Association deprecates the too frequent changes in Canadian text books, yet, because of the generally expressed dissatisfaction of Teachers with the English Grammar now authorized, and believing it not suited to the requirements of the Schools, this Association resolves that a Committee (to be named by the President) be appointed to confer with the Board of Public Instruction on the necessity for a change of the text books named in this resolution; the said Committee to report at the next meeting." Mr. Stratton seconded. Mr. Chesnut said he did not wish to add anything to what he had already said on the crudities and absurdities of the authorized grammar, and he hoped the Association would not insist on anything further from him. Every teacher present ought to know these things for himself, especially as it was obvious from the examples already given, that they are of such a glaring character, and of such frequent occurrence, that no competent teacher using the book could be ignorant of the state of facts. He had since coming into the room casually turned over several pages, and marked on almost every one something so absurd that no one present would peril their reputation by attempting to defend. He would correct an impression some might have that he was influenced by personal feeling or interest in the course he was taking in this matter. A sufficient answer to that is found in the fact that two years had passed without a word being spoken or written by him on the subject, in the full confidence that a book felt to be an intolerable nuisance by all would be condemned without any such protest from him. Mr. McCausland, after a few remarks, moved the following as an amendment:—"That a standing committee, consisting of five members, three of which to form a quorum, shall be appointed, whose duties it shall be to report annually to this Association upon all matters respecting the school books used in the common schools of Ontario, and that the proposed resolution be referred to said committee." Mr. John Moran seconded the amendment. Mr. Chesnut thought that the proposed amendment was no amendment at all. It was a substantive motion, and should be discussed on its own merits after the previous question had been disposed of. This course was agreed to, and the first resolution was then put. The votes were equal, and the chairman gave his casting vote in favour of the motion, which was consequently carried. The second motion was then put and carried.

TEACHERS' INSTITUTE.

Mr. Miller, of Goderich, introduced the next question for discussion, "Teachers' Institutes." He said that the subject was not a new one to this Association. Teachers' Institutes were assemblies of teachers convened for the purpose of receiving and imparting instruction in the art of teaching, being, in fact, Normal Schools for the time being, although not conducted with so much system and preparation. The exercises should consist mainly of lessons, given by some experienced teachers; of mutual instruction by the members; of free discussions; and of lectures delivered by gentlemen who take an interest in the mental welfare of the community. The objects were to impart to the teacher a knowledge of the philosophy of his profession. Every teacher should be above text books; indeed, he should be the text book himself, so that when the text

books provided were in fault, he should be able, by proper instruction, to set them right; and the principles as well as the minutiae of every subject should be thoroughly discussed and understood. And a second object was to create and maintain a sympathy between the teachers and people. It would therefore be the important duty of an Institute to demonstrate that the teacher who attends is alive to the interests of his calling, and that he is mastering the theory of his profession. The teacher and parent should meet together at these meetings very frequently. The third object gained was that teachers were brought into direct intercourse with one another, and are thus enabled to measure themselves intellectually and professionally. It would break down the barrier that too often exists among teachers. They would gain intellectually also. Another very important feature not to be overlooked was the opportunity which teachers' institutes afford of introducing into the practice of the profession such new improvements as were made in the science and art of teaching. In this way, also, the talents of the various teachers would be made public, and those who show themselves superior will thus be appointed to positions throughout the country where their services are needed, and where they will accomplish the greatest good. (Hear.) The value of teachers' institutes arose from the fact that—first, they supply a system of training to those who cannot be reached by instructors in colleges and Normal schools. It was essentially necessary to success that a teacher be trained in some way. Meeting, as our teachers did, for examination, a few days spent in the art of applying their knowledge would better prepare them for the test required for qualification, while, at the same time, it would obviate a difficulty which now exists, that of memorizing for the occasion. They would have a tendency to introduce a system of training similar throughout the country, and thus save much valuable time, and consequently much money, for time is money. The frequent change of teachers in the schools was one of the greatest evils in connection with our system. In this way much valuable time was lost, which was sustained by those least able to bear it. Teachers' institutes would supply the want now existing of training our young teachers, and the better preparing them for the arduous duties of the profession. Institutes are carried on successfully in many of the States of the neighbouring republic, and the results are very beneficial. Last year the large sum of \$12,000 was expended in New York State, and we might well take a leaf from their book, and thus benefit the youth of our Dominion. In reply to Mr. Johnson (Cobourg), Mr. Miller said he was certainly of opinion that the Government should provide the means to carry on these institutes. Mr. Johnson thought that the Teachers' Association could supply the want which it was contemplated to provide by the proposed institutes. Teachers did not attend these associations nearly so much as they might do, and they could not expect the Government to provide institutes, when, at the same time, the existing means of communication and improvement were not availed of. Mr. Miller considered that before a pupil could obtain a certificate he should be required to attend one or two sessions of these institutes. This was the chief thing which was required in order to obtain professional ability. Mr. Scarlett coincided with this view, but thought that if the rule was adopted that no certificate was legal unless the teacher had attended a session of the Teachers' Association, it would answer every purpose that could be gained by the proposed institutes. The difference would be in name only, with the exception that the expense of the existing associations would be much less than that attending the institutions proposed. Mr. Hodgson thought that county superintendents were as able to turn out trained teachers as a certain institution which should be nameless. He did not believe in the old foggy idea that with forty years' experience he could not turn out trained teachers because they did not go through a certain mill. He wished to see no cast-iron rule adopted, and thought uniformity might be purchased at too great a cost. Mr. Stratton, of Peterborough, was ready to consider any teacher trained, no matter from what institution he obtained his training, if he was efficient in the discharge of his duties. He thought that the summer vacation in the rural sections was too short. Teachers were not able to attend institutions because the fortnight given for vacation was hardly sufficient to enable them to visit their friends and enjoy some recreation. He proposed that four weeks of holiday should be given in the summer, of which it should be understood that one should be devoted to study at one of the various training institutions. He also thought that the five days allowed the teachers for visiting were greatly abused. Mr. McMurphy bore testimony to the fact that the majority of the teachers in the district of Toronto used the five days for visiting in a most creditable manner. Mr. Watson, County Superintendent of York, and Mr. Stratton, were of opinion that there was no objection to grant the additional two weeks' summer holiday referred to. Mr. Chesnut thought that the institution, as at present meeting, carried no weight with it, and would not do

until it was incorporated. He deprecated useless discussions, and thought their attention should be mainly directed to endeavouring to obtain a better status for the teachers. Mr. McMurchy replied to the remarks of Mr. Chesnut in an able speech. He contended that the association was doing a great work, and its numbers and influence were constantly increasing. It had been the means of obtaining changes in the school laws, and through its representations many modifications had been introduced into the school system. The association exercised considerable weight with the Council of Public Instruction; and with regard to its incorporation, the subject had been discussed for years, and a committee was now considering it. The right had been conceded to school-teachers in Scotland to a seat at the Education Board in Edinburgh, a body of a similar character to our Council of Public Instruction; but owing to the instigation, he believed, of certain English peers, that right had been now withdrawn. He was sorry for this, but it was absurd to suppose that the association exercised no influence. It was quietly working on, and by getting a peg in here and one there, they would soon be enabled to exercise that influence, and attain to that position, to which they were entitled. The subject then dropped.

REPORTS OF DELEGATES.

The reports of Delegates were then presented. The reports generally showed that the County Teachers' Associations were in a most flourishing condition throughout Ontario. Messrs. Yeoman and Platt, of Prince Edward; Messrs. Strong and Harvey, of North Grey; Mr. Scarlett, of Northumberland; Mr. King, of Waterloo, Mr. Stratton, of Peterborough; and Mr. Watson, of Township of York, each addressed the meeting, pointing out the great desirability of each school teacher in the Province joining the association of the county in which he was located. Mr. Chesnut asked that some of the delegates should give the members of the Convention some idea of the proportion of teachers in their several counties who had already joined the Association. Mr. King said that in Waterloo, out of fifty schools, there were 35 who had become members. Mr. Harvey stated that in Prince Edward they had eighty schools, and that fifty out of the number had joined their County Association. Mr. Scarlett, of Northumberland, said in that county, out of the 120 schools in it, they had 80 on the books of the Association. Mr. Stratton, of Peterboro', said he could not show so large a proportion in his county as many of the other delegates had done for theirs, as they had many difficulties to contend with—bad roads and distance from outlying districts being the principal ones; but out of 81 schools, and a probable membership of 56, they could be sure of 33 names. Mr. Watson, of the Township of York, said there were 60 schools in the West Riding of York, and 25 teachers had joined the Association of the Township. He had at one time endeavoured to make the meetings of the Association moveable, so as to accommodate those who resided in distant parts of the township, but he had come to the conclusion that it was best to have one fixed place of assembly, and Weston had been decided upon as being the most central point. Mr. Harvey, of Grey, said that there were fifty schools in his county, and out of that number twenty-five teachers had been enrolled on the list of the Association. After some conversation upon the matter, in which most of the delegates took part, the subject dropped.

TEACHERS' SALARIES.

Mr. Stratton, of Peterboro', in alluding to causes militating against attendance at County Conventions, and in answer to a question, said that small salaries, in some districts, had prevented some teachers from being present, as in many cases they had to travel from fifty to seventy miles, bearing their own expenses, which was too much to expect from them, their salaries, in some instances, being as low as \$150 per annum, although in some more favored sections of the county a good teacher received \$500 to \$600. To another question asked, Mr. Stratton said that in every case teachers boarded themselves.

REPORT OF THE COMMITTEE ON GRAMMAR SCHOOLS.

Mr. McMurchy, on behalf of the Grammar School Masters, reported, stating that he regretted the absence of the Convener of the Committee, who was absent in consequence of severe family affliction; and only being made aware that Mr. Strauchon could not be present a day or two ago, he was not at all prepared to present to the Convention such a report as he would have liked, or the importance of the subject demanded:—"The Committee would direct the attention of the Convention to a few points in connection with the law affecting Grammar Schools. The great want of the law is that it does not provide adequately for the support of the Grammar Schools. This weakness has been acknowledged by the school authorities, and efforts have been made to remedy the defect. The remedy proposed by the Chief Superintendent is contained in the

Bills which were before the Legislature last year and the year before, viz.: That the people either elect all the Trustees (Bill of 1868-69), or elect part of them (Bill of 1869-70.) Your Committee would recommend that the following proviso be added to section 2:—"Provided further, that from such elected Trustees a Committee shall be appointed by said Trustees, to constitute with the appointed members a body, whose duty it shall be to take due care for the proper management of the High School." Your Committee also would respectfully urge on the school authorities the importance of including the results of the work done by any school in the apportionment of the Government Grant." After some discussion upon the report, it was decided to refer it again to the Committee, in order that some points, which were not explained fully, might be reported upon. It was then moved by Mr. Chesnut, seconded by Mr. Stratton, "That the Committee to report on the work of Grammar Schools, &c., be instructed to examine the Grammar School Law and report separately any and all the suggestions they may have to make on the subject." The resolution was carried.

SCHOOLS IN POOR DISTRICTS.

Mr. Scarlett, in the course of a few remarks, said he thought the Legislature ought to do more in the shape of pecuniary assistance to the schools in poor sections of the country, than had hitherto been done. Several members of the Convention coincided with Mr. Scarlett's observations.

COMMITTEE OF INCORPORATION.

The following gentlemen were elected members of the Committee of Incorporation, viz., Messrs. McCallum, Anderson, McMurchy, and Hodgson.

PLACE OF MEETING.

Mr. Chesnut moved, seconded by Mr. McMurchy, that the next annual Convention be held at Hamilton; but on the motion being put it was lost, an amendment to the effect that Toronto should still be the place of meeting being carried by a large majority.

VOTES OF THANKS.

It was moved by J. Campbell, seconded by Mr. Watson, that the thanks of this association are due, and are hereby tendered, to the Council of Public Instruction for the use of the theatre in the Normal School during the session of this Convention; to the representatives of the city newspapers for their very excellent reports of the present meeting; and to the managers of the Great Western, Grand Trunk and Northern Railways for their kindness in granting return tickets to our members at reduced rates. The motion was carried *nem con.* On the motion of Mr. Yeomans, a cordial vote of thanks was passed to the Chairman, who acknowledged the compliment in suitable terms. This concluded the business of the Convention, which adjourned shortly before five o'clock.

PROFESSOR CROFT'S LECTURE.—In the evening Professor Croft gave a most interesting and instructive lecture, illustrated with some important experiments, in his lecture room, University College, under the auspices of the Teacher's Association. The President, Dr. Nelles, presided. The lecturer sketched the early history and subsequent development of the science. He greatly amused the audience with some of his experiments. At the conclusion, a resolution of thanks to the lecturer, moved by Mr. John S. King, seconded by Mr. Robert Alexander, was carried by acclamation.

I. Papers on Practical Education.

1. MUSIC IN OUR PUBLIC SCHOOLS.

This subject is beginning to be more discussed, and no doubt music has claims to a larger place among school studies than it has hitherto occupied. The able address of Daniel B. Hagar, delivered before the Musical Convention at the Boston Music Hall, a few months since, has already excited a powerful influence in this direction, and inquiries are being made with regard to the best method of adopting the reforms which have been suggested. Without a doubt, music is the art which is most fostered among us, and parlors are not considered fully furnished that lack a piano. We are not only a music-loving people, but we are destined eventually to become a great musical nation. It is necessary, therefore, that we devise some means of educating, to this end, the rising generation. In Germany, no one can be a school teacher who has not a thorough knowledge of music, and that divine art there is taught, as here, in the common schools. We hope that it may soon be more generally taught among us; for its influence on physical development alone is one of the utmost importance, by tending to keep the lungs and vocal organs in a sound and vigorous condition. It is, however, in its moral power, that its especial excellence lies, and this is evident

to all who know its mysterious influence on the mind and heart. There is no better way of combining moral culture with intellectual attainment than by incorporating music as a branch of common school education.—*Iowa School Journal*.

2. WASTING TIME IN SCHOOL.

Probably but few teachers are fully conscious of the great amount of time frequently wasted, or at least unprofitably employed, in conducting the various operations of the school-room. School life is short. If a most rigid economy of time should be practiced in any place and in any circumstances, that place and these circumstances must certainly be found in the teacher's workshop, the school house.

It is a very general complaint among teachers, especially teachers of graded schools, that insufficient time is allowed for the completion of the work assigned to the classes of the various grades. That this complaint is, in many cases, reasonable and just, there would seem to be no cause to doubt. That it originates often in a misconception of the nature and extent of the work to be accomplished, and especially in a misuse of the time allotted for its performance, is, doubtless, equally certain.

Let us glance at some of the forms of wastage frequently to be observed in the conduct of the varied operations of the school-room. To whatever cause this waste may be ascribed, whether it be due to the neglect, inefficiency, incompetency, or the misconceptions of the teacher, no one will deny the necessity of an immediate, thorough, and radical reform.

There is no way, perhaps, in which many teachers lose so much time as in that which may be denominated superfluous talk. The practice of talking excessively in the process of government or of recitation, is a very great evil, injurious alike to pupil and teacher. The magnitude of the evil resulting from this form of waste can be fully realized and appreciated only by the strictly conscientious teacher, who is neither unwilling nor afraid to scrutinize rigidly and impartially his entire professional conduct, so far as it pertains directly to the discharge of his daily duties.

He who thus habitually or frequently reviews his daily work, will scarcely fail to discover the use of a great amount of verbiage in the form of commands, exhortations, admonitions and threats, wholly unnecessary to and inconsistent with good government; if it be true, as it is frequently alleged, that the best government in the school, as in the state, is that which is inaudible, invisible and unfelt.

Not only in the government of a school does great waste arise from a superabundance of words. The same pernicious result occurs not less frequently, perhaps, in the conduct of recitations, in which the teacher imposes upon himself, rather than the pupil, the burden of the exercise. Notwithstanding the great temptation to commit this error, springing from the love of imparting knowledge, or the greater incentive to do the same thing existing in poorly or indifferently prepared lessons, he who yields to the temptation and performs the work which, in all circumstances, should be done by the pupil, must be regarded as ignorant; or for the time being, forgetful of the true objects and ends of all recitation. It should never be forgotten that no amount of entertaining, interesting, or purely instructive information merely poured into the pupil's mind can, in any degree, secure that intellectual vigor which it is one of the principal objects of the teacher to promote. Pupils may, indeed, learn much from the teacher's utterances, but more from their own, when judiciously directed by the teacher. Let answers be reconstructed and repeated by the scholar, not the teacher, till accuracy in matter and excellence in manner shall be secured.

Much time is uselessly consumed by some teachers in repeating the answers, correct or incorrect, given by each pupil during recitation. This extremely unfortunate practice, so readily perceived by the most careless observer, and of which the teacher himself seems wholly unconscious, needs no illustration. Every one may find examples enough of its disagreeable and positively wasteful influence within the sphere of his own observation. It is an unnecessary and inexcusable habit which cannot be too strongly condemned nor too speedily abandoned. The pupil is benefited chiefly by his own recitation, and not by that of his teachers'. If the latter consume one-half or one-fourth of the time of the exercise in the mere repetition of answers, the progress of the former must be retarded in the same ratio.

Another fruitful source of waste is the practice of laboring too long, during recitation time, with individual pupils, whose lessons have not been carefully and satisfactorily prepared. This practice is fraught with great injustice to the scholars whose delinquency has occasioned it, as well as to those whose ceaseless industry and tireless application entitle them to rapid and constant progress.

If a pupil is incompetent, through lack of natural ability, to maintain an average standing in his class, without such excessive personal efforts of the teacher as tend to retard the progress of the class as a whole, his mental welfare requires that he should be assigned to a position whose duties reasonable exertions of his own will enable him to perform satisfactorily, without the hurtful assistance alluded to.

If, on the other hand, the incompetence of the scholar results from indolence or neglect, and he is retained in the class by the patient and persevering aid of the teacher, such an expenditure of time and energy would seem to be worse than useless, a direct and positive premium, in fact, on idleness and inefficiency, prejudicial to the present and future interests of all concerned, the active and the lazy, the competent and the incompetent, the faithful and the unfaithful.

Another source of wastage may be found in the lack of system which characterizes the management of many teachers, who, in some respects, are justly regarded as models of excellence. It not infrequently happens that lessons are assigned with so little distinctness and intelligence, that the most careful and attentive scholars are unable to determine precisely their nature and extent. In consequence of this remissness of the teacher, the preparation of the lesson, by the pupils, is liable to be very imperfect, the recitation a partial, if not a complete failure, and its precious minutes which should have brought progress and profit, are frittered away in needless and useless complaint and censure, occasioning an irreparable waste which must be directly charged to the unsystematic habits of the teacher.

Again, and lastly, many teachers subject their pupils to a considerable loss in not conducting and directing the various exercises of recitation and study, in exact accordance with a carefully devised and well arranged programme, neatly and conspicuously placed on the blackboard. Few things are more conducive than such a programme, if rigidly adhered to, to an economical and profitable use of time, and to the prevention of wastage in the conduct of the affairs of a School.—*E. C. D., in Chicago Schoolmaster*.

II. Intercommunications with the "Journal."

1. ON EQUATIONS INVOLVING THE RADICAL SIGN.

BY J. C. GLASHAN.

[NOTE BY THE EDITOR.—We call the attention of teachers and others interested in mathematical pursuits, to the present and former papers in this journal on these subjects. Their discussion in our columns will doubtless afford much interest and pleasure to those whose tastes lead them in this direction. We propose to devote a portion of our columns monthly to these subjects.]

In the equation $x + \sqrt{x^2 - a^2} = b$, if $a^2 > b^2$, on solving and substituting there appears a difficulty. It seems as if not the equation proposed had been solved, but $x - \sqrt{x^2 - a^2} = b$. The majority of writers on elementary algebra declare this to be actually the case. Todhunter accepts it, (*Algebra*, 3rd ed., pge. 170, sects. 329 and 330,) and Colenso, I believe, goes so far as to say that no method of solving the proposed equation has, up to the present, been discovered. I shall examine this view, briefly pointing out wherein I believe it to have originated, and then proving it must be rejected that algebra may be consistent throughout.

The error arises from a mistaken view of the function of $+$. In $x + y = c$, what is the algebraic meaning of $+$? It is merely the symbol of addition, and has nothing whatever to do with the 'affection' positive. If the equation arose from a problem requiring y to be positive, it should be written $x + (+y) = c$, x plus positive y equals c . This seems all very plain when applied to rational quantities, but there appears to have been a difficulty in recognizing the application of the principle to radicals, else why should a writer of such acuteness and accuracy as Todhunter have fallen into the error of confusing $x + \sqrt{\quad}$ and $x + (+\sqrt{\quad})$, x plus one of the square roots, and x plus the positive square root. But if it be denied to $+$ to symbolize at once both an operation and an affection where only rational quantities are involved, it must also be denied it in expressions containing radicals, or, to state the principle distinctly,—*In unapplied equational algebra, not only are the 'affections' of the unknown quantities undetermined, but so also are the 'affections' of all functions of these quantities.* The laws developed in the general theory of equations will affect this rule, but not in its application to radical functions of the unknown quantities, for these must be rationalized ere the laws are applied, and their 'indeterminateness' of sign eliminated. It is easy to see why $x + (+\sqrt{\quad})(x^2 - a^2) = b$, $a^2 > b^2$, cannot be solved; there are really two equations given to find x , and under the condition $a^2 > b^2$, they are inconsistent.

I believe the difficulty has arisen from the lack of a proper root symbol, but of this hereafter; to discuss it would lead me beyond the limits of Algebra and afar from the purpose of the present paper. What this lack has done in mathematics, may be judged from its leading such an author as Mr. Todhunter into the inconsistency of accepting 49 as a root of $x + 4\sqrt{x} = 21$, and rejecting 19 as a root of $x + \sqrt{5x + 10} = 8$. (Algebra, pp. 169 and 170.)

In $x + \sqrt{x^2 - a^2} = b$, put $y = \sqrt{x^2 - a^2}$, $\therefore x + y = b$ and $x^2 - y^2 = a^2$ or $x - y = \frac{a^2}{b}$. If $a^2 > b^2$, y is negative, but what writer on Algebra would reject such negative value as the solution of $x + y = b$, $x - y = \frac{a^2}{b}$, and hold that $x - y = b$,

$x + y = \frac{a^2}{b}$ had been solved. Yet this is what they virtually do when these equations are written in the form involving the radical sign; they wholly disregard the principle of the equivalence of equations. To take a particular case let $x + \sqrt{x^2 - 24} = 4$ be proposed. According to the common algebras, there is no solution, 5 being the root of $x - \sqrt{x^2 - 24} = 4$. Instead propose $x + y = 4$, $x^2 - y^2 = 24$. No hesitation, $x = 5$ and $y = -1$. The equations are algebraically identical. Next let $z + \sqrt{z^2 + 24} = 4$, be proposed. Again there will be no hesitation, $z = -1$. In this equation put $z = \sqrt{x^2 - 24}$, and there will appear the original equation in x , thus showing that the equations are equivalent. $x - \sqrt{x^2 - 24} = 4$ would need $z = \sqrt{z^2 + 24} = 4$ and by the common view this actually cannot be solved. If there were proper root and 'affection' symbols, it would at once appear that the equation solved and the substitutions made were $x + (-\sqrt{x^2 - 24}) = 4$, $y = (-\sqrt{x^2 - 24})$, and $z = (-\sqrt{x^2 - 24})$.

For the sake of clearness in the reasoning, I have confined myself, in the foregoing strictures, to the form, $x + \sqrt{x^2 - a^2} = b$, but the principle for which I contend, is the same for all equations of the type $F(x) + \sqrt{f(x)} = c$: it is merely that in $+$, unless otherwise stated, or required from the value of the problem, either root may taken, $+$ being the symbol of addition of that root, but not of its 'affection.'

2. To the Editor of the Journal of Education :

SIR,—As Mr. Glashan's method of solving the equations $x^2 + y = 11$, $x + y^2 = 7$ as given in your last number may be a little too abstruse for some of the readers of the *Journal*, I send the following. One of the roots is found by the method of approximation and the others by factoring. The following is the rule for finding a root of an equation by approximation—"Find by trial two numbers as near the true roots as possible, and substitute them in the given equation instead of the unknown quantity. Then as the difference of these results is to the difference of the two assumed numbers, so is the difference between the true result and either of the former, to the correction of the number belonging to the result used. If the number thus found and the nearest of the two former, or any other more accurate, be taken as the assumed roots, and the operation be repeated a value of the unknown will be obtained still more correct than the first, and so on.

$$\begin{aligned} x^2 + y &= 11 \quad \therefore y = 11 - x^2. \\ x + y^2 &= 7 \quad y^2 = 7 - x. \\ \therefore x^4 - 22x^2 + x + 114 &= 0. \\ \text{or } (x-3)(x^3 + 3x^2 - 13x - 38) &= 0. \end{aligned}$$

This is satisfied by $x=3$.

$$x^3 + 3x^2 - 13x = 38.$$

To solve the latter equation, it is found by trial that the value of x lies between 3 and 4. Take these as the assumed numbers.

When $x=3$, $x^3 + 3x^2 - 13x = 15$.

When $x=4$, $x^3 + 3x^2 - 13x = 60$.

Then	{	60	4	38
		15	3	15
		45	1	23

Hence $x=3.5+$.

Again take 3.5, 3.6 as the assumed numbers and we shall find, $x=3.584+$, and so on to any number of decimal places.

Dividing $x^2 + 13x^2 - 13x - 38$ by $x - 3.584$ we obtain $x^2 + 6.584x + 10.6013$.

Solving as a common quadratic

$$\begin{aligned} x^2 + 6.584x + 10.6013 &= 0. \\ x &= -3.779 \text{ or } -2.805. \end{aligned}$$

Hence the four roots are determined.

The following geometrical theorems are proposed to the mathematical readers of the *Journal* :—

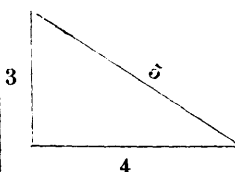
From a point A without a circle (centre O) draw the tangent AC and the line ABO, cutting the circumference in B. Bisect AC in D. Let fall the perpendiculars CEDF on AO. Draw FG touching the circle in G. Join GE and produce to meet the circle in H. Then

- (1.) HB is a side of the inscribed square.
- (1.) $HB^2 = HE \cdot HG$,
If $EG = OE$ then
- (3.) HG is a side of the inscribed equal triangle.
- (4.) $GB^2 = GH \cdot GE - GB \cdot BH$.

W.

August 12.

SOLUTION TO THE BELFAST COLLEGE PROBLEM.



Let x be the quantity to be added to the perpendicular. Then $(3+x)^2 + 4^2 = \square$, or $x^2 + 6x + 25 = \square$; let $x - z =$ the side of that square and we have $x^2 + 6x + 25 = (x - z)^2$, or $x^2 + 6x + 25 = x^2 - 2xz + z^2$, or $6x + 2xz = z^2 - 25 \therefore x = \frac{z^2 - 25}{6 + 2z}$ (I.)

Again let twice x be added to the perpendicular, and we have $(3 + 2x)^2 + 4^2 = \square$, or $4x^2 + 12x + 25 = \square$, substituting the

value of x , we have $4\left(\frac{z^2 - 25}{6 + 2z}\right)^2 + 12\left(\frac{z^2 - 25}{6 + 2z}\right) + 25 = \square$; expan-

ding and dividing by 4 we have $\frac{z^4 + 6z^3 - 7z^2 + 400}{36 + 24z + 4z^2} = \square$, and

dividing by $36 + 24z + 4z^2$, which is a square, we have $z^4 + 6z^3 - 7z^2 + 400 = \square$; let the side of this square be $20 + z^2$ and we get $z^4 + 6z^3 - 7z^2 + 400 = (20 + z^2)^2$, or $6z^3 = 47z^2$, or $z = \frac{47}{6}$, and sub-

stituting this value of z for z in (I), we have $x = \frac{1309}{780}$. Ans.

W. G. KIDD.

Fergus, August 13, 1870.

III. Miscellaneous.

I. THE CHILDREN'S PRAYER.

They were all alone in the parlour,
Mary, and Alice, and Will;
But a shadow clouded their faces,
And for once their tongues were still.
Till Willie sobbed, "Mamma said baby might die,
Our beautiful Bell;
But I'm sure God will not take her,
He knows we love her so well.
"And yet if He wants her in heaven,
'Tis better for her to go,
And live with the Saviour for ever,
He loves little children so.
"Perhaps if we ask Him to spare her,
He will listen while we pray,
For mamma says that He always hears
All the prayers that children say."
So with tear-dimmed eyes and folded hands,
Together they knelt and prayed,
And God looked down in mercy, and heard
The simple words they said:
"O God please let the baby live,
If it be Thy holy will;
But if Thou takes't her up to heaven,
Help us to bless Thee still."
And they slept that night without fear of harm,
For they trusted in God above,
And knew whatever He sent to them
Was sent in mercy and love.
And when morning came, in their mother's face
They read their answer well,
And thanked the dear Lord who heard their prayer
And spared the baby Bell.
'Tis years since then, but they ne'er forget
The lesson they learned that night,
The prayers of God's children, however weak,
Are precious in his sight.

2. WHAT AN EDUCATIONAL JOURNAL SHOULD BE.

The thought has often occurred to us whether Teachers' Educational Organs were fully carrying out the object for which they are published. In our view of what a *teacher's journal* should be, we think not. The true aim of an educational journal should be a constant endeavor to instruct teachers into a higher path of moral training, instilling into their minds that they have something more to learn than becoming moving automatons of modes and methods. How is this to be done! Not by giving them page after page of solutions and problems in algebra and mathematics, and filling the balance of the magazine with reports of teachers' institutes, and with resolutions passed at meetings of boards of supervisors. This may be all very well for the writers, but do the teachers, for whose benefit these articles are ostensibly written, read them? We emphatically say no. Teachers have as many systems of teaching crammed down their throats as there are months in the year, and in about the same space of time, until they become perplexed in the wilderness of multifarious methods, and consequently are disgusted with any and every work touching upon these subjects.

We contend that a State educational journal should possess a high tone of literature; its pages should be filled month after month with subjects that would tend to lead the teacher into a moral and refined tone of thought, thereby guiding him into those paths of study which elevate and culture the mind. Then, instead of making him a piece of dead mechanism, as is now the case in almost every instance, we should find him pleased with his vocation, and his mind occupied with one object—the best and surest path to knowledge.

Refinement and knowledge make the best teachers. Let our teachers possess these, and we may then throw aside all prescribed and approved methods, for they will soon strike out one of their own. Let a teacher become accustomed to proceed from thought to thought, from principle to principle, to understand what he is about as he goes on, to see the object of teaching distinctly before him, and to be enlivened and excited by subjects level with his capacity, and treated so as to stir his fancy and imagination, and then how great a change comes over his mind. It is as if a veil were lifted, daylight admitted, the fine connections of logic, grammar, numbers and forms, are disclosed, a sense of beauty is excited, an interest is inspired, far beyond that which would ever be produced by mechanical agencies.

"The character of such a teacher is impressed upon the whole school. There is a secret power that is seen and felt, not only in refining the tastes, but in forming the mental and moral habits of the pupils. It is not by earnest and skilful teaching alone, that a school is elevated to the highest standard of excellence, but by the hallowed influence of a pure and noble example with which it is surrounded."

Let the editors and promoters of our State educational journals constantly have in view the elevation of teaching and teachers; let the pages of such journals be filled with material that will instruct, purify and elevate; throw into the waste paper basket all such articles as essays on text books, etc., and give something more useful and attractive: gems from our finest literature; extracts from our monthly magazines,—the compensation of teachers is small, and they cannot buy them—*original essays* on educational and other subjects, and then devote the balance to communications from the teachers themselves. Do this, and we shall soon find our journals supported, not only by teachers, but by parents and scholars, and each number will be looked forward to with pleasure, and not, as is now the case, thrown on one side, with their leaves uncut.

This article is not written in a spirit of dictation, as to the manner in which school journals should be conducted, but we wish to call the attention of the promoters of education in our own State, and also to impress upon our teachers the fact that it remains with them, and them alone, to decide whether our own journal shall possess claims more deserving of their patronage, and of all friends to educational progress.—*James Ellis, in Iowa School Journal.*

3. FACTS RELATING TO THE TRUANT SYSTEM.

What shall be done for a quite large class of boys in the cities and large towns who are in the habit of playing truant from school, or of loitering about the streets and public places, is a question of serious import. Concerning such it may be taken as true that they have an aversion to the restraint of the school-room, that they have a proclivity to habits of idleness and mischief, if not of vice, that their parents are indifferent about their education or unable to control it, and, also, that, without any sort of justification, they are increasing the amount of ignorance and crime in society, entailing upon it burdens against which it is its duty to protect itself, and depriving it of the benefits which might arise from their education and good habits. Whatever may be said of compulsory education in general, there can hardly be a difference of opinion concerning these. They should not be allowed to become vagrants.

At present our school-system is quite powerless to reach them. There are excellent regulations concerning the attendance of those who are fond of school, or whose attendance is desired by their parents. They do much good. They compel a prescribed course on the part of those who are members, and the parents compel membership. But what of the idlers and runaways? Who compels them? If compulsion is good for the mass, why not for them? Is it expected that moral suasion on the part of the teacher is going to do for them what it, aided by the influence of the parent, and the compulsory power at school and at home, is only able to do for those who attend?

It seems quite evident that our school-system should be supplemented by some such power of compulsion for that class of boys and girls who are, educationally speaking, orphans. Moral suasion is excellent, but a power is needed in reserve to give force to it. The system of truant-officers has been adopted in several of the cities of the country, with very gratifying results. We have before us the past year's report of the truant-school of Worcester, Massachusetts, a city of 40,000 inhabitants. The average number of pupils belonging in school for the year was 6,320. The truant-officer has attended to 2,230 cases of absence from unknown causes. Of these, 1,260 were returned to their schools. 130 obstinate truants have been assigned to the public schools. Of these, 29 were taken before the municipal courts, and 17 convicted and sent to the truant-school for six months or a year each. The committee say in their report, "But the utility of this institution is by no means confined to them. The great majority of our boys, who incline to truancy, have a wholesome respect for 'the farm,' and when once brought to school by the officers, and reminded that the first step thither has been taken, they are far more punctual at school than if no such school awaited them. Only a small portion of those thus brought to the schools persist in their truancy till they become inmates of this."

It is a grave question whether the friends of education should not take steps to secure legislation authorizing the adoption of a truant-system in our cities and larger towns.—*Illinois Teacher.*

4. COMPULSORY ATTENDANCE.

In these days of excessive taxation, every tax-paying citizen is directing his attention to the expenditure of money for public purposes. This is as true of the school fund as that for public improvements. Those who pay taxes have the right to demand an equivalent for their contributions to the general fund.

It is conceded by all that the education of the children is the only safe-guard of the State. But, with few exceptions, there are in every town and township large numbers of children under fifteen years of age, who are neither in school nor engaged in any labor that earns a livelihood or gives them the knowledge of any trade. These children grow up and become a political power injurious to the highest interests of the tax-payer. They depreciate his property, curtail his business, and degrade its character. As a matter of justice, therefore, he has the right to demand that every child who draws public money, or for whose education he is taxed, shall be compelled to attend school, at least when not employed in labor, such as learning a trade.

As it is, thousands become tired of school duties and prefer the street, and are indulged in their idle habits by over-fond parents. If the law required that every child, before leaving school, should pass an examination in reading, spelling, writing and arithmetic, and that whenever unemployed he should attend, it would result in more obedient and worthy children than are now commonly found.

The present use of the school fund does not secure this result, though such is the design of the school system. It belongs, then, to those who provide for and support the schools, to modify the system to such an extent that there will be the greatest possible number who receive the greatest advantages of the system, and the fewest who receive little or nothing therefrom.

It is not our purpose now to show in detail how the system can be modified to remedy the evil which is so apparent, and which will prove an irreparable damage to society, if not arrested, but to call attention to the fact that great numbers receive little benefit from the schools.

We have tried the idea that every one is civilly the equal of every one else; that the lowest may become the greatest; but it does not go far enough. Something should be done to make education more of a necessity to every human being, or to compel a minimum of education. To bring about this end, the school system seems the most direct way. Making intelligence the condition of exercising the elective franchise, and competitive examinations the condition of every accepting public office, would doubtless effect a wholesome change in the direction of which we speak; but it seems impossible for either of these most desirable conditions to become law, and we know of no better way to secure the desired result than to compel attendance at school.—*Chicago Schoolmaster.*

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

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of ten Grammar School Stations, for JUNE, 1870.

OBSERVERS:—Pembroke—James Smith, Esq., M.A.; Cornwall—J. L. Bradbury, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—James Preston, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—A. Macalium, Esq., M.A.; Simcoe—James J. Wadsworth, Esq., M.A.; Windsor—J. Johnston, Esq., B.A.

Table with columns for Station, Barometer at Temperature of 32° Fahrenheit, Monthly Means, Range, Highest, Lowest, Wind Velocity, Amount of Cloudiness, Rain, Snow, Auroras, and Tension of Vapour.

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 Close to Lake Erie. k On the Detroit River. l Inland Towns.

Table with columns for Station, Humidity of Air, Winds, Number of Observations, Motion of Clouds, Surface Current, Winds, Number of Observations, Estimated Velocity of Wind, Amount of Cloudiness, Rain, Snow, Auroras, and Tension of Vapour.

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

REMARKS.—On 1st, firefly seen. Lightning with thunder and rain II.; maximum brilliancy in the country—unusually early. 28th, lightning with thunder. Light on 2nd, 9th, 19th, 27th. Lightning, 24th. Wind storms, 9th, 20th, of mercury in barometer. Lightning, with thunder and rain, on 4th morning on 4th, 24th, 27th, 28th, 29th. Fog, 16th. Rain, 1st, 6th, 10th, 11th, 14th—16th, 20th, 26th, and 30th. Wind storm, 13th. Rain, 4th, 5th, 7th, 8th—12th, 14th, 20th. Month unusually warm, and mean range also higher than in any June since station was established. Vegetation much farther advanced than is usual at this time. No spring ever known here in this Province. On 2nd, thunder. 7th, dim halo round sun, and advanced than is usual at this time. No spring ever known here in this Province. On 7th, great storm of thunder and lightning, with hail at night round moon. 10th, observer thinks sleet accompanied the weather was so steadily and uninterceptedly warm and rain, commenced at 1 P.M., and lasted until 3 P.M.; hail stones rain to-day. 11th, lightning and thunder with rain. 20th, all fore-gemial from the time the snow disappeared. No frosts or chilling very large. 8th, lightning and rain. 15th, brilliant aurora of class moon small and clearly defined halo round sun. 27th, raspberries ripe winds. Movements of barometer very steady and gradual. Difference

between wet and dry bulb thermometers on several occasions very considerable, e.g., 17th, 19^o.; 18th, 20^o.8; 23rd, 19^o.2; 24th, 21^o.2.

BELLEVEILLE.—Thunder on 2nd and 20th. Lightning, 27th. Lightning with thunder, 10th and 11th. Lightning and thunder, with rain, 28th and 30th. Wind storms, 26th, 28th. Rain, 5th, 6th, 9th—13th, 26th, 28th, 30th. A tornado occurred on Sunday, 26th, at half-past two o'clock, from NE, some rain fell, and the hurricane blew for a few minutes with great fury; immediately afterwards, millions of minute toads about the size of a three cent piece were seen scattered for several miles along the Kingston road, (the same phenomenon having been observed on some former occasions).

GODERICH.—Lightning on 4th, 19th, 24th, 25th, 26th, 28th. Thunder, 8th, 27th, 28th. Thunder, with rain, 11th and 29th. Lightning and thunder, with rain, 8th, 29th, 30th. Wind storm, 12th. Fogs, 9th, 15th, 16th. Rain, 3rd, 4th, 8th—14th, 29th, 30th. The temperature on 24th, 90^o.2, was higher than any recorded at this station.

STRAFORD.—Lightning, 2nd, 4th, 19th, 24th, 25th, 27th, 28th. Thunder, 2nd, 28th, 29th. Thunder, with rain, 5th, 11th. Lightning and thunder, with rain, 8th, 9th, 30th. Storms of wind, 13th, 30th. Fogs, 11th and 16th. Rain, 5th, 8th—16th, 30th. The mean temperature of June for 9 years is 62^o.15.

HAMILTON.—On 2nd, thunder at 3.45 P.M.; thunder, with rain, at 5.30 P.M. 5th, lightning, with thunder. 6th, strawberries ripe. Lightning and thunder, with rain, 4th, 9th, 30th. On 27th, chestnuts in bloom. Wind storms, 13th, 14th, 15th. Rain, 2nd, 4th, 5th, 7th—11th, 13th—15th, 23rd, 30th. Robin and swallow seen and heard, 25th.

SIMCOE.—On 6th, brilliant meteor in SW seen to explode at 7 P.M. Thunder on 20th. Lightning, with thunder, 3rd, 11th. Lightning and thunder, with rain, 23rd, 28th, 30th. Wind storms, 28th, 30th. Rain, 2nd, 3rd, 4th, 9th—12th, 14th, 28th, 30th.

WINDSOR.—On 5th, thunder, with rain. 5th, 19th, 29th, lightning. 20th, thunder. 27th, lightning with thunder. Wind storm, 14th. Fogs, 1st, 11th. Rain, 5th, 7th, 10th—15th, 26th, 28th, 30th. Lunar halo, 3rd, 4th, 5th, 6th, 9th, 10th. Rainbow, 5th, 13th, 28th.

V. Educational Intelligence.

MODEL SCHOOLS.—The annual public examination of the pupils attending the Model School for Ontario took place on the 16th inst., and proved to be one of the most successful and pleasing of the kind ever witnessed at this popular institution. The examinations were commenced at half past nine o'clock in the forenoon, and it was gratifying to observe the readiness with which the pupils answered the questions put to them in the various branches of education taught in the school. The proceedings were on the whole most creditable to the respective teachers in the male and female departments—whose labours most certainly have been very onerous during the year. A large number of parents and friends of the pupils were in attendance and expressed themselves highly pleased with the manner in which the juveniles acquitted themselves.

Specimens of writing and drawing were exhibited in the various school-rooms, and were certainly very creditable, not only to the scholars but to the teachers under whose instructions the pupils performed their work. About half-past one o'clock in the afternoon, the pupils, teachers and friends assembled in the theatre—which was crowded to excess—for the purpose of witnessing the distribution of prizes, and listening to recitations, singing, &c. The assemblage presented a charming appearance—the children being attired in their holiday finery. Most of the girls were dressed in pure white, and each division of both sexes had distinguishing bands, their colours being purple, blue and mauve. The pupils, or at least a great number of them, took part in the proceedings, which consisted of singing, recitations, &c. This part of the entertainment was certainly of no mean order, the pupils of both sexes performing their respective pieces in the most creditable manner, and receiving frequent and well merited applause from the audience. Several of the girls sang remarkably well; and without being considered invidious we might be allowed to say that Miss Annie Hume—a young lady just entering her teens—sang a very pretty solo—“Bird of Beauty”—in very superior style. Miss Katie Sefton also sang as a solo, “I cannot sing the Old Songs” in very nice style; and Miss Annie Wallis sang a pretty solo—“By the sad sea waves” in a very creditable manner. There were several other pieces sang and performed in such a manner as would have done credit to a dramatic club, but as the programme was quite lengthy they cannot be referred to specially. Altogether the proceedings were of a very interesting nature. At the close of this part of the programme and prior to the distribution of prizes, Dr. Sangster briefly addressed the audience. He explained the mode adopted at the examinations, and stated that the utmost impartiality was observed by the examiners. The

pupils were compelled to answer a given per centage of the questions, failing which they lost their prizes, and in the competition for writing, for instance, the whole copy book was examined—not a single specimen only—and so particular were the examiners, that even for one blot in the book the pupil would lose five per cent of the number of marks which would have been awarded had the blot not appeared. In other branches the examiners were as stringent as in the matter of writing. Dr. Sangster then called the pupils to whom prizes had been awarded up to the platform and most of them had their prizes presented to them by Dr. Ryerson. This pleasing part of the proceedings being over, the Rev. Dr. Ryerson delivered a short address. He said it had afforded him great pleasure to present the prizes upon that occasion, as they were the reward of good conduct, punctuality and industry. This was their first success in life, and he trusted that the pupils would profit by it, and endeavour to be successful in whatever station in life it might please God to call them. He then referred to the pains which had been taken by those who had to perform the duty of selecting the books which were that day presented as prizes, after which he referred to the responsible position which the teachers occupied, and spoke highly of the merits of the ladies and gentlemen whose business it was to prepare the pupils for such a successful examination as they had that day witnessed. To attain this the teachers had toiled and laboured during the year, and he had no doubt that all would agree with him that the teachers were deserving profound respect; and he believed the pupils would agree with him that they were entitled to three hearty cheers from the pupils. He then explained the relationship which existed between the Normal and Model schools, the latter being an appendage of the former, and established for the purpose of showing how pupils should be taught. He had another duty to perform, and one which he felt satisfied would be acceptable to the scholars, viz., to announce that the school would be closed from that day till the 8th day, or second Monday in August. The National Anthem was then sung, and the company separated.—Leader.

VI. Departmental Notices.

TABLET READING LESSONS.

Being the First Book of Lessons in object form, in thirty-three sheets (By post, postage paid, \$1)	Price \$0 75
Mounted on 17 sheets of thin cardboard	“ 1 75
Mounted on 17 sheets of stiff cardboard, varnished	“ 2 75
Mounted on 33 sheets of stiff cardboard, varnished	“ 3 50
Mounted on 33 sheets superior cardboard, varnished	“ 4 50

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the Postage Law, the postage on all books, printed circulars, &c., sent through the post, must be pre-paid by the sender, at the rate of one cent per ounce. Local Superintendents and Teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

EXAMINATION OF COMMON SCHOOL TEACHERS, COUNTY OF YORK.

NOTICE is hereby given, that an examination of Common School Teachers and others, will take place on

Wednesday, the 31st day of August, 1870,

At the Court House, in the City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce certificates of moral character from their respective Ministers, and if Teachers before, also from their respective Trustees.

JOHN JENNINGS, D.D.,

Chairman.

City of Toronto, 4th August, 1870.

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