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THE SCHOOL SYSTEM OF ONTARIO.

REPORT OF THE BRITISH COMMISSIONER.

In a review of the report of the Imperial commissioner appointed to examine into the school systems of the United States and Canada, the *London Times* of the 13th ult. thus refers to the educational system of Upper Canada* :

“The Canadian system of Common Schools is, in some points, deserving of peculiar attention. It is of comparatively late origin. Its foundations were not laid until 1846, and it was after 1850 that it received its full development. In Upper Canada one portion of it was subjected to important modifications so late as last year, and in Lower Canada it is described by its chief superintendent as still in a ‘nebular phase,’ and has not yet worked its way into thorough acceptance. Consequently, its authors were at liberty to make use of the experience which had been acquired in the United States, England, and the Continent, and their scheme furnishes an example of an attempted combination of the merits of various systems. Moreover, when it was devised, the education of Canada had been utterly neglected, and it is an instance of an effort, and in many respects a successful one, to introduce an effective education into ignorant and rough districts. It is a bold scheme, worked with remarkable energy, and it appears to us in more than one particular superior to the systems adopted in the United States.

“The first draught of a comprehensive plan was made in 1841, designed to apply to both Upper and Lower Canada ; but the circumstances of the two provinces are so different that it was soon found impossible to include them under a common

scheme, and in 1845 they were completely separated for educational purposes. Each has its own system, the two schemes being marked by a common idea, but differing widely in their details. In Upper Canada, as in the United States, the organization of the system is based upon the municipal organization of the country. The colony is divided into 42 counties, and each county into ten townships, each about ten miles square, and the township is further divided for school purposes into sections of from two to four miles square. The authorities in three divisions are the county council, the township council, and the trustees of the school section, each, of course, elective, and, in addition to these, there are four other authorities established for school purposes. First, there is a council of public instruction, appointed by the Governor, resembling both in its dignity and its functions the committee of the privy council in England. Secondly, there is a chief superintendent of education who is practically the executive officer of the council, but who possesses very considerable independent and initiative powers. Thirdly, there is a county board of public instruction, which performs for the county similar functions to those discharged for the whole province by the chief council. Lastly, the councils appoint one or more local superintendents, who act as a sort of inspectors and as executive officers for the county councils. Further, all clergymen, magistrates, and members of town and county councils are constituted school visitors, and have the right of visiting and examining at all times the schools within their districts, and of offering any advice that they may deem fitting. This office does not seem to be discharged with much readiness or efficiency, and the chief superintendent, in his annual report, makes grave complaints of the indifference displayed both by the clergy and the magistrates. The support of the schools is derived from three sources—from the whole province, from the county, and from the district. A certain sum is appropriated by the Legislature every year to common schools, and is apportioned by the chief superintendent to the several counties and townships, according to the ratio of population in each, but upon condition that the regulations of the council of public instruction are observed. Among other conditions, it is required that the county council should collect by assessment a sum of money at least equal to their share of the legislative grant. These two grants together form the common school fund, which is only applicable to the payment of teachers' salaries. It is apportioned among the various sections of the township by the local superintendent,

* Next month we hope to give some extracts from this elaborate report by the Rev. James Fraser, M.A., on our school system.

according to the rate of average attendance and the length of time the schools have been open. The further expenses of the school are defrayed by the section, and in what manner these shall be raised is determined by the voters at their annual meeting. They may adopt voluntary subscription and 'rate bills,' or school fees; but if the sums raised by these means are insufficient for the support of the school, the trustees have the power *suu motu* to assess an additional rate in order to meet the deficiency, and this they may collect, either on their own authority or through the township council. Other resources are sometimes available, and in particular the clergy reserve fund; but this enumeration represents the general plan on which the schools are supported. An account of the total receipts of common schools in Upper Canada in 1863 will exhibit the proportions in which these different resources are drawn upon. The legislative grant was \$159,927; the municipal or county assessment to meet the grant was \$287,768; the trustees' assessment amounted to \$631,755; the sum of \$72,680 was raised by rate bills, the 'clergy reserve fund' and other sources, contributed \$108,467; the balance from the preceding year were \$167,285, and the total receipts \$1,432,885. It may, perhaps, be interesting to add the manner in which this sum was expended. Teachers salaries absorbed \$987,555; maps and other apparatus, \$20,775; sites and building school houses, \$106,637; rents and repairs, \$34,867; books, stationery, fuel, &c., \$104,610. The number of schools wholly free was 3,228; those partly free—i.e., where a moderate school fee is charged, but not enough to dispense with the trustees' assessment, 834; the number supported by rate bill, 71. The cost per child is said to be much the same as in the United States.

"Such are the general outlines of the Upper Canada system. But one important feature remains to be mentioned, in which it differs entirely from the system of the United States. It is purely permissive, not compulsory. Its adoption by any municipality is entirely voluntary, and even the number, kind, and description of schools which shall be established or maintained in any city or town are left to the discretion of each municipality. It is certainly remarkable, as Mr. Fraser observes, that

"Under these free conditions it has succeeded in the course of 20 years in covering the province with a network of schools, and that in the year 1863 it had on its school rolls, for a greater or less period of time, the names of 339,817 children between 5 and 16 years of age, out of a school population within those ages of 412,367."

"And such success affords strong proof that,

"Whether perfect or not in all its parts, the system is at least adapted to the wants of the people, and commends itself both to their sentiments and their good sense."

"This voluntary element in the system furnishes the superintendent with one great advantage in meeting the complaints which are occasionally raised where the system proves to be burdensome. He says:—

"Parties who wish to abolish the present school system in any municipality have no need to assail the chief superintendent or to petition Parliament; let them go to the ratepayers themselves and their respective trustees and councilors, the only parties that can levy the rates, and the very parties that can terminate them and adopt the voluntary system."

"The practical working of the system seems, however, to exhibit precisely the same difficulties and imperfections as that of the United States. The proportion of attendance to enrolment is grievously low. The total number of pupils enrolled is 360,808, of whom 192,990 were boys, 167,818 were girls; but the average attendance was only 148,036, or 38 per cent. of the enrolment. The number who attended 176 days—the *minimum* number of attendances required by our Privy Council—was only 17 per cent., the corresponding number of England being more than 40 per cent. Perhaps this deficiency is not surprising in a country where there must be so many demands upon children's labor, and where the weather is often so inclement. Here, too, as in the United States, the ratepaying system gives rise to frequent disputes, and the penurious disposition of county trustees often renders the schools utterly inefficient. 'My greatest trouble,' reports one local superintendent, 'is settling quarrels and disputes between trustees and ratepayers; and I assure you this is no easy matter when you have ignorant trustees and still more ignorant people to deal with.' The same gentleman begins his report with the following remarkable sentence:—'In every case I advised the ratepayers in the several school sections not to elect as trustees any man that could not read or write, and I am happy to say that my request has been complied with in most cases at the last election.' It appears that school trustees scarcely less illiterate are to be found in Philadelphia and New York; but in great cities they are overborne by the general spirit around them; in rural districts their influence is most pernicious. The following extract from a superintendent's report exhibits this evil very vividly:—

"Experience convinces me that the great body of our common school trustees are remiss in the performance of their duties through entire ignorance of their real nature. Many trustees have never seen the act; many more are scarcely capable of reading, and utterly incapable of interpreting the same. I have witnessed other instances of neglect of duty by trustees for which ignorance could not be pleaded. Reference has already been made to the slovenly and inaccurate manner in which, as a general rule, trustees' annual reports are filled. In addition, I may mention the prevailing practice of engaging an incompetent teacher at a low salary, leaving the school house in a state of dilapidation, or destitute of proper furniture and apparatus, through fear of incurring the displeasure of the section on account of expenditure. I could cite examples to corroborate these statements, which receive additional force from the fact that they occur in this wealthy and well-settled township. I could point to several of the log school houses which are destructive to the health and growth alike of body and mind, I could instance others in which the maps are so defaced and time-worn as to be really useless, and one school in particular where there are but two old maps, and where the local superintendent has on four different occasions (and ineffectually) written to request the trustees to provide a new set. My report will show that there are in this township 29 school-houses. Of these ten are brick, five are old frames, and the remaining 14 are the original log-buildings effected by the first settlers."

"These deficiencies, however, are probably to a large extent, inevitable under any system, and, whatever its faults, the system of Upper Canada merits, on the whole, no little approval, and even admiration. Mr. Fraser says:—

"It is very remarkable that in a country occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from a spirit of enterprise, an educational system so complete in its theory and so capable of adaptation in practice should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as 25 years."

"The system appears, indeed, to be weak in precisely the same part as our own, but, as we shall presently see, there is at least one point in which we may possibly take a lesson from it."

2. TEACHERS' ASSOCIATION OF ONTARIO.

The seventh annual Convention of the Teachers' Association of the Province of Ontario took place on the 6th, 7th, and 8th inst. The first question discussed was—"How to improve our Constitution so as to increase the interest of teachers in the association."

Several speakers addressed the meeting on that subject.

ADDRESS OF THE VICE-PRESIDENT.

The first Vice-President, Mr. William McCabe, LL.B., of Oshawa, then proceeded to draw the attention of the Association to the subjects to be discussed, as laid down in the circular. They were:—

1. What are the best modes of teaching reading and spelling?
 2. Should one series of text books only be used in our schools?
 3. What are the advantages of the monitorial, simultaneous, and individual modes of teaching, and under what circumstances should each be employed?
 4. How more effectually to secure the moral well-being of the children attending our schools?
 5. Should girls be recognized as pupils of our Grammar Schools?
- Of these topics two were of special importance. One of these had already excited considerable attention, viz., the subject of female education, especially in connection with Grammar Schools. The others, which had reference to primary instruction, were of equal importance. He trusted these topics would receive that consideration to which they were entitled. In regard to the former topic he was convinced that the education of women ought to be conducted on the principle that they are the equals, not the inferiors of men. A proposed change, as intimated in the note of the Deputy Superintendent to the Hamilton Board of Trustees, denies her the right to equal education with the sterner sex, and virtually excludes her from the higher schools.* It might be replied

* Mr. McCabe, and a few other teachers, we regret to see, entirely misapprehend the views of the Educational Department on this subject. Abundant facilities are provided in the School Law for the higher education of girls. If the Boards of Trustees availed themselves of these facilities, even to the providing of a higher department for girls in the schools, all the girls of a city, town, or village, might avail themselves of such advantages. Unless the advocates of the admission of girls to Grammar Schools are prepared to throw them open entirely to that class of pupils, equally with boys, they unnecessarily divert Grammar Schools from their legitimate purposes, and do not provide for an essential defect in our city, town, and village system of public schools.

that the law enables Boards of Trustees to establish higher English schools in villages, towns and cities. But everyone having any practical knowledge of the country, must know that such schools could only exist in a few populous places. It was to be regretted that the change introduced in January, 1866, was not to be allowed a fair trial. The system of educating the sexes together had been fully tried in many of the United States, and with the very best results. All travellers admit the superior intelligence of American ladies. Having pretty fully reviewed the favourable results of that system in the United States, the Chairman went on to say that in view of these facts he was at a loss to understand the assertion in the *Journal of Education*:—"That it is the received opinion of all educationalists—with very few exceptions, that, however expedient it may be that children of both sexes should be associated together while very young in the study of mere elementary branches, it is better on various grounds that their more advanced education should be conducted separately. It was only since January of last year that the sexes had been placed on a virtual equality in Canadian Grammar Schools, and it appeared to him (the Chairman) that the wisest policy would be to give the plan a fair trial—to encourage girls to pursue a more advanced course of study, rather than virtually exclude them from doing so. A vote of thanks was then passed to the Chairman for his excellent address.

BEST MODE OF TEACHING READING AND SPELLING.

The topic—"What are the best modes of teaching reading and spelling?" next came up.

Mr. J. B. McGann introduced the discussion by an advocacy of the system of teaching the value of sound in letters. He showed where the sounds of certain letters became obsolete, and that education by sound could be carried on from one to two syllables until such time as the pupils could read naturally by the eye in words of three syllables and upwards. Mr. McLelland explained that he did not believe in teaching by sound. Mr. Young, of Stratford, said, that it was a well known fact, that a great deficiency in spelling was observable in many of the advanced pupils; and the main cause of this, he believed to be, that a right beginning in education had not been made in these instances. In the primary department, the teachers had not laid a pure foundation, and the result was very apparent in the advanced pupils. Even with the books at present in use,—and there were many deficiencies in some of them—if scholars were taught from them according to the rules of the Board of Public Instruction, he was satisfied the improvement in spelling would be marked. Mr. Scarlett, Superintendent of schools for Northumberland, agreed in the main with the last speaker; and would go further and give it as the result of his experience, that from the beginning children should be taught to write, as well as to spell, the words. Mr. C. Brown, of Hastings, thought that owing to the irregularities of the English language, if the plan suggested by the first speaker were relied on to make good spellers, there would be very few found in the country. He (Brown) was an advocate for the system of having children commit short exercises to memory in learning to read and spell. Mr. John S. King, of Galt, asked how, in the event of a rigid adherence to sound-teaching could pupils be taught to spell correctly such words as "plough, ruff, rough, cough, &c.?" His (Mr. King's) experience regarding the first elements of spelling, led him, when commencing to teach from the First Book, invariably to copy on the board the letter as he made it; and, as the pupils advanced, the name and sound of the words had to be taken together. Mr. Parsons, of Peel, advocated that for advanced pupils, the teacher ought to read out passages, and that they should imitate him. If that were done, they would beyond question have good readers. Mr. Hodgson, of Weston, believed that the present system of education was defective, inasmuch as under it too little time was devoted to speaking. The sooner they again introduced the spelling book the better. Mr. Crawford, of Newberry, who had taught for 15 years, contended that the use of the spelling book was superfluous. The old fogyish ideas as to the benefit of spelling-books were, he was happy to say, dying out. Mr. Alexander, of Newmarket, said that as far as his experience went, he found no way so thorough as to use the superseded spelling books for words spelled differently, but having the same sound. He was convinced that the spelling-book was a great help to pupil and teacher. In the evening, the subject was taken up again, and discussed by Mr. Husband, Mr. Watson, Superintendent of York; Mr. James Coyle Brown, of Hastings; Mr. D. Ormiston, of Berlin; Mr. David Johnstone, Cobourg; Mr. Coleman, Northumberland; and Mr. Chestnut, Toronto. The topic was then dropped.

REPORT ON PRIMARY INSTRUCTION.

The report was considered as follows:—

1. Your Committee are of opinion that the defects in the primary department of our schools arise more from imperfect teaching than from any serious errors in the programme of studies prescribed by

law for the junior classes in common schools; but that at the same time the programme needs simplifying in some cases, and supplementing in others.—Carried.

2. Sufficient prominence does not appear to be given in the programme to object teaching. Object-lessons in natural history are recommended, and those on other subjects permitted; but the whole course of study might be conducted according to the principles of object teaching, to the great advantage of the pupils. In reply to a delegate,

Mr. Dixon explained that "object-teaching," in the opinion of the committee, ought to extend to *all* the school exercises—grammar and arithmetic as well as the rest. Mr. Alexander reminded members of the danger of carrying object teaching to too great a length. Mr. Chestnut said that the report merely spoke of extending that principle further than at present. Mr. Hodgson said that the ground taken was, that sufficient prominence was not at present given to object teaching. The clause was carried.

3. One of our number (J. B. Dixon, M.A., Colborne) visited Oswego in May, and was afforded every facility for examining the practical working of the primary schools of that city by the Superintendent, Mr. Sheldon, and reports these to be the best conducted schools of the kind he has ever seen. Reading is remarkably well taught there, and it is surprising to see with what diligence and perseverance the teachers keep their classes at a single sentence till every pupil knows every word at sight, and can read the whole in a clear, distinct, and natural tone of voice. In reply to Mr. Alexander, Mr. Dixon stated that he had frequently visited Canadian schools, and never yet saw object-teaching thoroughly carried out in any school in Canada. In Oswego he had seen the system in full and beautiful operation. There, the teachers were specially taught in that method for five months. During that time they were required to teach constantly in this way, under the constant close supervision of the most experienced teachers. The children were made under it to thoroughly understand, pronounce, and spell the words of every sentence they were being taught. It was said the system taught in Oswego was American, but it was not. They borrowed it from an English system.

Mr. Scarlett and Mr. Chestnut thought that this fact as to the origin of the Oswego system ought not to be ignored in the report. The Chairman explained that the Committee to Oswego, were last year instructed to "report upon the practical working of the English system as practised in the Primary School in that city." The clause was carried.

4. Your Committee would recommend that reading and spelling be taught to a pupil just beginning, altogether by the powers or sounds of the letters, omitting the names till the pupil has become somewhat advanced: that is, reading and spelling should be commenced on the Phonetic principle. By this plan each character has only one sound for a time, and the teachers learn the small lessons first, including only the short sounds of the vowels. Says, Mr. Sheldon, in his work on elementary instruction:—"The teacher makes the short sound of 'a,' and asks the children to imitate her. This is continued until they are able to do it with some degree of accuracy. She then holds before the class a small card with the small letter 'a' on it. She asks one of the class to select another like it from the table, calling upon the class to decide as to the correctness of the selection—asks another to point to a form like it on the card—lets other members of the class select other forms like it on the card and on the table—teacher makes several letters on the board—the children decide when she makes this letter. The letter 't' is next treated in the same manner. Teacher repeatedly points to these letters, and the children give the sounds until they get the syllable *at*, which they pronounce repeatedly. This is one lesson. Mr. Parsons had his doubts about the possibility of introducing the "object" system. He was of opinion that the present was an attempt to re-introduce the old phonetic system, which had been tried and failed during the first session of the Normal School. There was a danger of introducing too much oral instruction in schools. He would like to know, also, how a teacher could possibly find time to get through these object lessons for each class. How could he commence at the A B C class and go from it to the highest, and illustrate all his teachings with objects? He liked object-teaching as carried out in Canadian schools, but feared the carrying out of the system to its full length. The clause was then carried.

5. The short sounds of the vowels being learned, and exercises on them being read, the pupil is next taught the long sounds of the vowels, and after having gone through the exercises on the small letters, next learns the capitals, beginning with those like the small ones already learned, namely, C, O, P, S, U, V, W, X and Y; then the straight-lined capitals, I, L, T, F, E, H, A, N, and M; next the curved line letter G, and finally the straight and curved line letters, D, B, R, and J. On this clause the Rev. Mr. Blair addressed the Association, protesting against the adoption of the report. It was very clear to him that if they adopted it a section

of the teachers would have to give up teaching the alphabet on the old system and commence on the new plan. In reply to Mr. Scarlett, the Chairman said he did not believe that the adoption of the report bound teachers on their return to their schools to inaugurate the new system. The fact was that most of the teachers would not be qualified to do this. They had felt bound to acquaint themselves with all the improvements in education, and to that end they had despatched the deputation to Oswego and now entertained their report. Rev. Mr. Blair moved that the Association, in expressing their approval of this and other sections of the report, merely express their general approval, and do not commit themselves to the adoption of the suggestion made. Some remarks having been made, Mr. Blair withdrew his motion for the present, till the report had been gone through with by the Association, on the understanding that he would move it then. The fifth clause was then carried.

6. Your Committee think that a first book compiled on this plan is needed, and that it would not only aid the teacher, but greatly benefit the learner. Cards containing the same series of lessons might be issued to accompany this book. A second book, simpler than the one now in use, might also be published and adapted to object teaching.

7. Lessons learned one day ought to be reproduced by the children the next, not merely by reciting them, but by writing or printing the words on their slates; and more time and attention ought to be given by the teacher, than is usually done, to make the children thorough in every lesson.

8. There is generally great carelessness in our primary schools in regard to the teaching of small and unemphatic words, such as A, the, my, &c., usually pronounced with the long vowel sounds. The teacher alone is responsible for this, and may easily get the pupils to avoid it by teaching them to combine these words with the ones that immediately follow; or, by making them take in these cases two words together, thus—*theman*, instead of *the man*; *aboy* instead of a boy, &c. Carried.

9. Your Committee are of opinion that children should be taught from the very first to print the letters and words of their lessons on their slates, and that after they have acquired some facility in this department, they should be taught script or ordinary writing. On this clause being put, Mr. Passmore again objected to any proceeding on the part of the Association to take up the scheme as proposed. The system of object-teaching was an old one. It did not originate with the Oswegonians—but the fact was that every teacher from Ireland was acquainted with it; and a better mode of object-teaching than that set forth in Sullivan's Geography in use in the Irish schools, could not be found. He challenged the United States or Canada to produce a better. The next five clauses were put and carried as follows:—

10. Arithmetic might be made more interesting to children if taught according to Pesalozzian methods, and if instead of committing to memory whole columns of tables of weights and measures, the weights and measures themselves were actually exhibited before the class and the pupils taught to form their own tables.

11. Geography is frequently taught to children from a Map of the World, in consequence of which they have no definite idea of the shape, size, or actual relation of the parts to each other. But Geography ought to begin with topography: Children should first be taught definite ideas as to length, position, points of the compass, scale of measurement, relative distance, &c., and to proceed from the known to the unknown. Instead of beginning with a Map of the World they ought to begin with one of their own city, town, or township.

12. In regard to English Grammar, while children are taught in the simplest manner a knowledge of the parts of speech, they might at the same time write simple statements of their own in regard to familiar objects and become practically acquainted with such rules as—"Every statement begins with a capital letter and ends with a period or full stop."

13. Several subjects not on our programme might be added, such as lessons on form in which all the definitions and some of the simpler properties of both plane and solid Geometry might be developed by the children themselves; lessons on the human body from an actual skeleton or a good drawing of one: lessons in inventive drawing, in which children combine, in every possible way, any number of straight lines from two upwards; and also lessons on colour.

14. Finally, your Committee would recommend that far greater attention be paid to object-teaching, and that teachers become familiar with some elementary work on the subject, such for instance as Sheldon's "Primary Instruction."

Mr. Alexander subsequently moved the adoption of the report, and also a vote of thanks to the committee for the ability displayed in getting it up. Rev. Mr. Blair then rose to move the amendment of which he had spoken, That this Association, in expressing their

general approval of the committee's report, and while recognizing its merits, desire it to be understood that they do not commit themselves to the practical adoption of all the views expressed. The chairman ruled the amendment out of order. Rev. Mr. Blair appealed against the decision of the chair. The appeal against the chair was not sustained on a division; and a motion made by Mr. Alexander, and seconded by Mr. Young, was carried, that the report be adopted, and a vote of thanks was passed to the committee for their very valuable services in getting it up.

CHILD NEGLECT.

On the second day, Rev. Mr. Porter addressed the Association, taking for his theme, "child-neglect." Having alluded to the efforts made by parents, by benevolent persons, and by legislation, to promote the well-being of children, he went on to say that notwithstanding all this, it is a melancholy fact that there is much of child-neglect among us. He then proceeded to show briefly where the responsibility of this neglect appears to lie. That there is much of child-neglect in this civilized and Christian community is indeed painfully and abundantly obvious. The evidences of it are before us every day in the multitudes of squalid little ones whom we meet with on our public streets, for whom no one seems to care; in the groups of idle and mischievous lads who haunt the lanes and vacant lots of our city, and, as a natural consequence, in that sad yet terrible succession of juvenile offenders, the majority of whom probably escape detection and punishment; but of whom I am informed by our excellent Police Magistrate, not fewer than 505 under 16 years of age, were brought before him between the 19th March and 13th of November, that is to say within eight months of 1866. At whose door then lies the guilt, and on whom rests the responsibility of this? First and chiefly it rests on the parents and guardians of such children. Having alluded to their duty to send children early and steadily to school, he went on to show, in the second place, that the responsibility of much of the child-neglect that prevails rested on the several sections of the Christian Church. While cheerfully acknowledging a considerable amount of religious zeal and benevolence put forth on behalf of Sunday Schools, whether held in connection with particular churches, or conducted as "mission" or as "union" schools—he reminded his hearers that during the other days of the week there were multitudes of children either not comprehended within the range of Sunday School influences, or who were without instruction and without restraint. For these he could not but think that united Christian effort might yet do something, though by no means all that was necessary. To show what could be done, Mr. Porter instanced "The Education Aid Society" of Manchester, which had been in operation some two years, and the object of which had been well described as "the extension of the benefits of education downwards through the successive strata of society, till even the lowest is reached; till indeed the foulest sin of which a community can be guilty—that of child-neglect—shall be wholly removed." In its mode of action this Society differs from other philanthropic movements; for instead of directly establishing new agencies, the committee accepted the agencies already existing and aided them. Children were sought out by domiciliary visits, parents conversed with on the duty of sending children to school, and are offered aid according to their circumstances, towards paying their school fees, which in that city are required. Through the agency of the society the number of children sent to school the second year was nearly double. The committee began their labours by a systematic canvass of the town, which is now being carried out. Nothing of this kind, so far as he (Mr. Porter) knew had been attempted in Toronto. Having noticed the fact that our Common Schools were open to all children in a state of cleanliness and decency, he observed that there were probably not few children here and elsewhere where parents found it difficult to furnish them with the comfortable clothing or books required for school. Christian philanthropy of an unsectarian character, especially if properly organized, might, he showed, do much to bring about a better state of things. He was of opinion, in the third place, that the responsibility of much of the prevailing child-neglect might be ascribed to insufficient legislation. It is not a little remarkable that the conclusion arrived at by the thoughtful and earnest philanthropists of Manchester point in this very direction. Such is the result of more than two years of labour on the part of a band of peculiarly enlightened and active educational volunteers. Their conclusions are as follows:—

1. That no private or voluntary effort can reach the depths of this evil in the social constitution.

2. Further legislation is urgently needed to provide for, and, as far as possible, secure the primary education of every child in the community.

3. There must be a mild gentle kind of compulsion or pressure to bring the children to school.

4. That a school rate is impending and necessary, (such a rate as we already have).

5. That no child should receive wages who cannot read and write.

6. That an Act of Parliament should throw the onus of education on parents. One phrase, it is added, expresses all those opinions, and that phrase is compulsory education. "The voluntary principle," says one of the best friends of the Education Aid Society, "is being tested in a way it was never tested before and under the most favourable auspices. The promoters of the Society are volunteers in every respect except in the question of the parents. Here is an education provided, and the Society is now, as it were, at a stand because of the indifference and inertness of parents as to the education of their children." Of Toronto it might also be said that the education provided was by no means universally received. Mr. Porter then went on to quote some passages from "A plea for Compulsory Education"—a valuable paper read before the Scottish Central Association of Schoolmasters—which were, in his view, unanswerable. He also submitted some indications of public opinion on the same subject, in Britain and amongst ourselves. We can only give one of Mr. Porter's extracts. "I think it is a totally mistaken idea of liberty" (says Dr. Cairns, of Berwick, in his evidence before the Royal Commission on this point), "to leave everything to the lawlessness of the least instructed class of the parents of a country. In sanitary matters we take care that no man shall do as he pleases, if that pleasure seems likely to injure his neighbours health, and no one then talks of infringing the liberty of the subject; and as little ought we to allow our neighbour to grow up in ignorance and crime, to become both a moral and material pest to society around him, not only to promote, but also to perpetuate crime. We have (that is they have in Britain) compulsion as to vaccination as well as to the registration of births, marriages, and deaths, and in all these cases without complaint, and with the happiest results. Why not then also in relation to education? It would benefit the careless and now uncared for, while it would not affect the thoughtful who already discharge their duty, just as sanitary regulations bear only on the neglectful without annoying the already cleanly and provident." As to the way in which compulsion would best receive its illustration here, Mr. Porter was not prepared to say. Some will plead for direct compulsion in the form of fine or imprisonment for every parent who shall neglect to send to school any child of a certain age for a certain period of time; and in the shape of imprisonment and ordinary and industrial instruction in the case of every child convicted of incorrigible truancy from our public schools. Others would prefer the indirect form of an educational test. They would like to see the principle of the British Factory Act extended to all industrial pursuits in the field and shop, as well as the factory, so that no employer of labour should under a penalty receive into any stated regular employment any child, without restriction of age, who did not produce from a duly certified teacher, or other accredited authority, a certificate that the child's attainments in reading, writing, and arithmetic, were such as would be really serviceable to him in after life. Cases of sheer incapacity could, of course, be dealt with as exceptions. Mr. Porter also called attention to the last meeting of the British Social Science Congress, at which compulsory education was advocated by a long and able succession of speakers. The increasing degree of interest felt in compulsory education in Canada was manifest in many ways. In the *Journal of Education* for March, 1866, it is stated that of 40 County Conventions 34 (the annual report of the Chief Superintendent for 1865, since published, says 37) affirmed the principle of the duty of the State to render penal the neglect of parents to avail themselves of the opportunity afforded for the education of their children. In 1857 the City Board of Common School Trustees desired to call the attention of municipalities and of Parliament to a class of young persons who, in spite of parental authority and school discipline, were habitual absentees and truants, * * * and added, that nothing but the arm of the law can save them and protect society from the evils of ignorance and its attendant crime. Beyond the adoption of these opinions by the Board, the further action was taken in the matter. Mr. Porter's own opinion was, that until advanced legislation were had on this point, little, if anything, could be done. Perhaps, he continued, the only way in which we can at present promote the improvement of those wandering children who have not subjected themselves to restraint in the course of existing law, is by asking for the enactment of some law which shall deal with their ignorant and disordered condition as itself a species of crime, less indeed their own than that of their parents and guardians. But whatever might be done by force of law to secure proper school attendance, there will still be not a little left by Christian philanthropy to undertake in aiding the cleansing, clothing and feeding, and providing with indispensable school requisites, of not a few children who, without such assistance, would be scarcely able to attend school for even a few hours a day. A

vote of thanks was passed to Rev. Mr. Porter for his excellent address.

EXCLUSION OF GIRLS FROM GRAMMAR SCHOOLS.

Mr. Kirkland, by invitation of the directors, read an interesting paper on the topic—"Should girls be recognized as pupils in our Grammar Schools?" In this paper Mr. Kirkland cited Scotland and the United States as being the countries in which a system of mixed instruction had been carried into effect with the best results; and it was his belief that the managers and masters of all the chief mixed schools of Canada were unanimously in favour of that system, as one which had been attended with the most satisfactory results. Various speakers having addressed the Convention.

At the close of Mr. Kirkland's address the question was discussed at some length by several members belonging to Grammar Schools—all of whom spoke strongly in favour of having girls admitted as pupils on the same terms as boys, to the Grammar School. The following resolutions on the subject were then unanimously passed:—Mr. J. B. Dixon moved, seconded by Mr. E. Scarlett, "That the true civilization and enlightenment of a country depends to a great extent on the mental and moral culture and refinement of the females of that country; therefore, in the opinion of this convention any scheme that would prevent girls from attending our grammar schools on terms of perfect equality with boys, would be a step in the wrong direction, and subversive of the best interests of our new and prosperous country, and that the proposed virtual exclusion of girls appears to be too hasty, as they have not a fair trial since the passage of the new Grammar School Act. Dr. Crowle moved, seconded by Mr. Strauchon, grammar school, Woodstock, "That this association views with regret the manner in which the Government grant for the past year has been distributed to grammar schools, as it appears from the *Journal of Education* of May last, in which it is stated that the apportionment has not been made this year on the basis of boys' attendance only, but fifty per cent. of average attendance of girls has also been reckoned; provided they were engaged in the grammar school programme of classical studies; and regards it as a direct violation of the seventh clause of the new Grammar School Act (29 Vic. cap. 23) which enacts, 'That the apportionment payable half-yearly to the grammar schools shall be made to each school conducted according to law upon the basis of the daily average attendance at such grammar school of pupils in the programme of studies prescribed according to law for grammar schools; such attendance shall be certified by the head master, and verified by the inspector of grammar schools.'" Mr. Young moved, seconded by Mr. Tamblin, "That a special committee composed of Mr. McCabe, vice-president, Mr. McMurchy, secretary, and Messrs. Hodgson, Dixon and Kirkland be appointed to press the Chief Superintendent and the Council of Public Instruction, and to take such other steps as they may deem advisable to carry out the wishes of the association on the subject." See note on this subject on page 162.

COUNTY TEACHERS' ASSOCIATIONS.

Mr. R. S. Miller, of Kent, reported on the position of a newly organized Association in his district—the Thames Association. The Association numbered 20, and promised well. Mr. McKellar, delegate from the County of Huron, spoke of the progress of his Association, which after three years had numbered 50 member, and was prospering. Mr. Brabner, of the County of Lambton Association, six years old—said that they met half-yearly. Mr. J. B. McGann, gave an account of the proceedings of the County of Wentworth Association, which had gone on very well. Pecuniarily the Association prospered—they had greatly increased the interest in education, and had, altogether, accomplished much for the cause. Mr. Brown, of Northumberland, stated that at one session of the Association there, 85 members had answered to their names out of 125 schools. The cause of this great attendance was in a large measure due to the efforts of their County Superintendent. Mr. Alexander spoke of the North York Association, in existence about a year and a-half. He showed the working of the Association, and stated they were twenty or thirty in number, and financially were prosperous. Mr. Bell, Delegate from Northumberland, spoke of the success of the Association in that district. It had been long in existence, and was one for which the County Superintendent had done much. Mr. Hodgson said he was glad to hear the remarks of the last speaker, and felt that great good could be effected by the appointment of County Superintendents generally. Rev. Mr. Blair, Superintendent of Durham Convention, hoped in course of time that they would be able to rival Northumberland. The Rev. gentleman took occasion to urge that the County Conventions would be greatly promoted by proper arrangement for the accommodation of members, more especially ladies, who could not be expected to attend and put up at hotels. Mr. Young, of Prince Edward County, spoke of the progress there, saying that he hoped before next year they would have a flourishing Convention there,

He was not a regularly appointed delegate—for the fact was none had been appointed. Though the Superintendent there had promised to call a Convention, he had not done so, owing, no doubt, to his having been engaged in other business—a drawback felt, it was said, in other localities also. He was a grain buyer, and also a candidate for Parliamentary honors—and too much occupied to call the Convention. Mr. Watson, of York, though not a regularly appointed delegate, was heard. The record of the Association there, had not been, he said, a good one, but he would endeavour to get up a flourishing Association.

The following resolution was received from the Grammar School Board of Trustees of Newcastle:—

“Resolved,—That in the opinion of this Board the decision of the Chief Superintendent, in reference to the distinction made between boys and girls in Grammar Schools, would be very injurious to these schools in rural places, and will have a tendency to destroy their usefulness.”

PROVINCIAL CERTIFICATES.

It was moved by Mr. E. B. Harrison, seconded by Mr. D. Johnson, “That the 3rd clause of the 2nd sec. of the proposed new school act, be modified that no provincial certificates be granted to teachers by County Boards, but by a Provincial Board; and as that part of the proposed change is not in accordance with the expressed wishes of the Teacher's Association for Upper Canada—vide minutes of the fifth annual meeting, page 12—this Association hereby reaffirms the said resolution, and that a committee be appointed to confer with the Chief Superintendent of education on this subject.” The resolution referred to is as follows:—“It is expedient and necessary for the advancement of education among us, to discontinue County and Circuit Boards of Public Instruction as now constituted and appoint Superintendents (or Government Inspectors) who have been at least first-class Common School teachers, or Grammar School teachers, to be nominated by the County Council appointed by the Council of Public Instruction for each County of Ontario—three or five of such Superintendents forming such Central Board of Examiners to grant certificates to teachers in their respective circuits, limiting such certificates to the county or township, according to their judgment, or making them valid for the whole circuit—and to require each Board to elect, annually or otherwise, one of its members to act in their behalf as a Central Board of Examiners, formed of such elective Superintendents having power to grant Provincial certificates to such teachers as they find qualified, and who have already satisfied the Local Boards of their ability to teach, and be recommended by them to this Central Board. Mr. Harrison and Mr. Johnson addressed the Association in support of the motion. The latter in the course of his remarks, alluded to the following statement of the Chief Superintendent in his last report, who, speaking of the proposition, that the County Board shall consist of six, appointed by the Governor in Council, out of twelve recommended by each County Council,—say the appointment by Provincial authority is proposed, not to secure a better selection than would probably otherwise be made, but because the certificates when given shall be of Provincial extension and value. In order to this it is proposed that the questions for examination shall be prepared by a Committee of practical teachers appointed by the Council of Public Instruction, and be the same for all the counties, transmitted under seal to the chairman of each County Board and not to be opened till the meeting of the Board. The answers to the more difficult questions will also be transmitted. The first class certificates awarded will be valid throughout Upper Canada, and during good behaviour, instead of such certificates as now being limited to a county or circuit, and to one or two years. *This has been desired by the Teachers' Association for Upper Canada, and is justly regarded as a great boon to the teachers, and calculated to elevate their profession.* Mr. Dixon said that all the speakers and members, with the exception of Mr. Chestnut, found fault with Dr. Ryerson for making the italicised and succeeding portion of the statement, and said emphatically that the Dr. had no authority from the Association to make the assertion, and so far from regarding it as a “great boon” and calculated to “elevate the profession,” they were convinced that it would be far otherwise. Mr. Chestnut thought that the Chief Superintendent was justified in making the assertion, owing to the statement made to him by a Committee of members of the Association. The chairman, Mr. Johnson, and a number of other speakers said that if anything of the kind had been represented to Dr. Ryerson, it had been unauthorized, and those making it had betrayed their trust in so doing. A good deal of discussion ensued, and a division was taken on the motion, when Mr. McGann and Mr. Chestnut entered protests against the ruling of the Chair and the adoption of the resolution.

THE LATE HEAD MASTER OF THE NORMAL SCHOOL.

The following resolution of condolence was submitted from a special committee:—“That the members of this Association having

heard, with deep regret, of the death of Thos. J. Robertson, Esq., M. A., late Head Master of the Normal School and first President of this Association, would take this, the first fitting opportunity, of recording their high appreciation of the valuable services he has rendered to the cause of education throughout the Province, and also of expressing their heartfelt sympathy with his bereaved family in the great loss which, in the Providence of God, they have been called on to sustain.”—Carried.

Mr. R. Alexander, seconded by Mr. J. R. Miller, moved, that in view of the great services rendered to the cause of education by the late lamented Head Master of the Normal School, Mr. T. J. Robertson, M. A., it is the opinion of this Convention that some public recognition of his valuable labours should be made, and that for the carrying out of such a purpose the following gentlemen be the committee appointed; Dr. Carlyle and Mr. McAllister, Secretaries; Dr. Sangster, Treasurer; with Rev. Dr. Ryerson, Rev. Dr. Wickson, Rev. Dr. Jennings, Rev. H. J. Grasett and J. George Hodgins as a Central Committee, with power to form such Committees wherever they may consider necessary. Carried.

TEXT BOOKS,

Mr. H. Reazin, seconded by Mr. C. Neville, moved, “that in the opinion of this Convention a uniform series of text-books is desirable; that many text books at present in use in the schools of Ontario, particularly those on English Grammar and Reading, are very defective and entirely unworthy of being placed by the Council of Public Instruction in the list of revised text books for this Province; and that a committee, consisting of Messrs. McCabe, Scarlett, Dixon, Kirkland and Reazin, be appointed to examine thoroughly the most approved books on English Grammar and other subjects not already disposed of, with a view of recommending the most suitable works on these subjects to the Council of Public Instruction, and that the committee report at the next meeting of this Convention.” In speaking to this motion, Mr. Reazin dwelt on the great importance of securing for their schools the very best educational works, and displacing many of those at present in use, which were contradictory and crude. He alluded to the tendency of modern grammarians to substitute logic, under the form of analysis, for English grammar. Logic he thought to be beyond the capacities of children; and while he approved of a moderate use of analysis, he would unhesitatingly condemn its total substitution for English Grammar. After some debate, Mr. Hodgson, seconded by Mr. Watson, moved That while it is very desirable to have a uniform series of text books, this Convention deems it premature at the present time to say what shall be the books to be used in our schools, as it is understood that text books on various subjects are on the eve of publication, the merits of which cannot be decided previous to their publication.—Carried.

BELGIAN AND QUEBEC REPRESENTATIVES.

The President invited Mr. Leve, Belgian Consul at New York, and delegate of the Board of Public Instruction of Belgium, upon the platform, and introduced him to the convention. He (the President) said that the distinguished visitor was as welcome upon that occasion as his fellow countrymen were in the mother country, when they visited it recently. (Applause).

Mr. Leve replied in a neat speech, in which he expressed the pleasure he experienced in having that opportunity of being present he was equally pleased with the advanced state in which he found education in Canada, and he would be glad to communicate frequently with the association.

Prof. Grahame, of St. Francis College, Quebec, was next introduced by the President, and delivered a very lengthy and interesting address, reviewing generally the subjects which had been before the Association at its present session, and giving many valuable suggestions. At the close of the address, a vote of thanks was passed to Principal Grahame, and that gentleman was made an honorary member of the Association on motion of Mr. Alexander.

VISIT TO UNIVERSITY.—DR. JEFFERS' ADDRESS.

In the afternoon the members of the Association accepted the invitation of Dr. McCaul and visited the University.

Rev. W. Jeffers, D. D., then addressed the Convention at length, on the relations of the teachers to the school system of Canada. A vote of thanks was tendered to the reverend gentleman at the close of his address.

ANNUAL CONVERSAZIONE.

The teachers' annual conversazione took place last evening in the theatre of the Normal School building, a very large audience being present. The chair was occupied by the Rev. Dr. Ryerson, who commenced the evening's proceedings about eight o'clock. He delivered an interesting address upon education, dwelling with much energy upon those points suggested by the changes and improve-

ments that would probably take place in consequence of the Confederation of the provinces. He also compared the American and Canadian systems of education, expressing himself (as might naturally be expected) strongly in favour of the latter. He referred particularly to the prospect of having the system of provincial certificates adopted throughout the Dominion. His remarks were warmly applauded. The musical part of the entertainment was under the direction of Mr. Carter, and, as usual, was a gratifying success. "Man the Life Boat" was sung by Mr. W. H. Hill, who was loudly applauded; and Mr. Coleman followed with—"In happy moments," in a manner that elicited warm marks of approbation. Mr. Fleming read an amusing scene from Dickens' "Pickwick Papers," which created much merriment. The well known ballad, "Castles in the Air," was then sung by Mrs. Stewart, and was received with deserved applause. Upon retiring she received a hearty encore, and acknowledged the compliment by singing another piece. Mr. Wright then sang "The Admiral," at the conclusion of which an intermission was announced. The second part of the evening's proceedings was commenced by the Rev. Mr. Stephenson delivering a very able address on the subject of education, which was very warmly applauded. The Reverend gentleman then read Poe's beautiful poem, "The Bells," with admirable effect, and was deservedly applauded. Mozart's famous composition, "Within this Sacred Dwelling," was then sung by Mr. Hill, who was warmly applauded. Mr. Coleman followed with the "White Squall," which he gave with fine effect. "The Brave Old Oak" was then sung by Mr. Wright in a manner which drew forth a hearty encore. Mrs. Stewart then sang the "Maid of the Mill" in very pretty style and was warmly encored. The proceedings were brought to a close by the singing of the national anthem, and the company separated.

VOTE OF THANKS TO SECRETARIES.

Messrs. McMurchy and Ormiston, the Secretaries, received the following vote of thanks:—"Moved by E. B. Harrison, seconded by W. Miller,—That the thanks of this Association are hereby tendered to the Secretaries for the efficient discharge of their duties, and that the sum of \$25 per annum be the salary of the Recording Secretary in future.

PROTESTANT TEACHERS' ASSOCIATION, LOWER CANADA.

A communication was received by Mr. McMurchy from Mr. P. J. Darey, M. A., Secretary to the Protestant Teachers' Association of Lower Canada, stating that a Convention of that body would be held on the 13th October next, and asking that a delegate be sent to that Convention. On the motion of Mr. Parsons, seconded by Mr. Brown, this communication was received and ordered to be printed in the Minutes. E. Scarlett, Esq., was appointed the delegate.

RESIGNATIONS OF THE SECRETARY AND TREASURER

The proposed resignation of the Secretary, Mr. McMurchy, and of the Vice President or Treasurer, Mr. Anderson, came before the meeting at this stage and were accepted, the gentlemen in question having positively and frequently declined re-nomination. Mr. Hodgson then received a unanimous nomination as Secretary, and Mr. J. B. McGann as Treasurer.

FOUR WEEKS HOLIDAYS.

The following resolution, proposed by Mr. McLellan, and seconded by Mr. Johnston, was carried:—"That the County Conventions be requested to procure the signatures of as many trustees as possible, to obtain the extension of the holidays to four weeks.

ELECTION OF OFFICERS.

The following gentlemen were elected officers for the ensuing year:—President, Mr. William McCabe, L.L.B., Principal of united grammar and common school, Oshawa; 1st Vice-President, Mr. Robert Alexander, Principal Newmarket school; 2nd do., Mr. A. Macallum, M.A., Principal of Central school, Hamilton; 3rd do., Mr. J. B. Dixon, M.A., Principal of grammar school, Colborne; 4th do., Mr. James Hodgson, Principal of grammar school, Weston; 5th do., Rev. G. Blair, M. A., County Superintendent of schools, Durham County; 6th do., Mr. Wm. Watson, Superintendent of schools, York; Corresponding Secretary, Mr. D. Ormiston, B.A., preparatory department, Victoria College; Recording Secretary, Mr. A. McMurchy, B.A., Mathematical master, Toronto grammar school; Treasurer, Mr. Wm. Anderson, head master, Park street school, Toronto; Councillors, E. T. Crowle, Ph. D., and Messrs. Brown, Reazin, Harrison, Gillon and Cameron. Delegate to Protestant Teachers' Association of the Province of Quebec, Edward Scarlett, Esq., Superintendent of schools for the County of Northumberland.

VOTE OF THANKS.

Mr. R. Parsons, seconded by Mr. J. B. McGann, it was resolved that a vote of thanks be tendered to the presiding officers of this

institution, and particularly to our worthy Secretary, Mr. McMurchy, and Mr. Anderson, Vice-President, for the very efficient manner in which they performed their arduous duties during the past year. Mr. McMurchy returned thanks on his own behalf and that of the corresponding secretary, Mr. Ormiston, who was not in the hall when the vote of thanks was tendered. Mr. Alexander, seconded by Mr. Watson, moved that a vote of thanks be tendered to the Rev. Dr. Ryerson for the use of the Normal Buildings for the holding of the *Conversazione*, also to the editors of the daily press of Toronto, and the *Hamilton Times*, for their reports of the proceedings, and to the different railway companies for their liberality in granting return tickets to the members of the Association.—Carried.

INCORPORATION OF THE ASSOCIATION.

The subject of the incorporation of the Association came up during the sitting to-day, and members generally expressed a desire that an Act of Incorporation should be obtained. Ultimately it was arranged that further time should be given the Committee having the matter in charge, and that they should report at next meeting. The business of the Convention having been all disposed of, its sitting for the present session closed.—*Globe and Leader Reports*.

II. Papers on Education in Ontario.

1. MEETING OF TEACHERS' ASSOCIATIONS.

In the present stir of politics other and very important matters are in danger, if not of being overlooked altogether, yet of not receiving that attention and discussion which their importance and general interest deserve. We have given a report of the meeting of the Teachers' Association for Ontario; but we have not yet had time to say anything about the various important questions which came under the attention of that Association, and there received frank and thorough discussion. We believe that such meetings do a very great deal of good. It could scarcely be that educated men, who have made certain subjects their favourite study, should come together for mutual consultation without a good deal being said greatly calculated at once to enlighten and to stimulate; and we are sure that this has been the result at the recent meeting of teachers in our city. It is of the last importance that everything should be done still further to improve our excellent system of common school instruction, and nothing, we conceive, is better calculated to secure this than such periodic meetings of the more prominent teachers of the Province. The modes of teaching then very naturally come under review; what the experience of some may have suggested to them as improvements will be stated, what are found practically draw-backs will also be discussed; what may be wanting and wrong in school books; what may interfere with the teacher receiving adequate remuneration; what may militate against his social position being what could be desired; what means might be taken to interest parents more; what are the objectionable features in the present system of licensing teachers; what is the general result of education upon the community; what further steps need to be taken to secure the full benefits of what is already in operation; how far making education compulsory is possible, and how far desirable, with many such kindred topics—all can with special propriety and special efficiency be discussed at such meeting.

For instance, there cannot be a doubt that the country is all but flooded with a large number of very inferior teachers. From the laxity of some, and, it is possible, the incompetence or indifference of other County Boards of Examination, not a few are teachers who ought to be otherwise employed; and these greatly help to lower the standing and the remuneration of those who are every way competent and deserving. It may not be very pleasant to have to say so, but we are afraid that it is indisputable, that with only too many trustees, the question of cheapness, in the matter of hiring a teacher is the prominent consideration. Ten or twenty dollars of difference on the year will frequently lead to a change very far from being to the advantage of the interests of education. Another point very much connected with the question of remuneration, though not exclusively, deserves far more attention than it has hitherto received, viz., the social standing of teachers as a class. We are afraid that the Anglo-Saxons in all their branches are greatly at fault in this. It is of no use to tell us that a good many teachers have quite a recognized and honourable position in what may be called "good" society. The fact is notorious, that as a class, they have not that place which their important duties, and the great influence for good or for evil which they exert, entitle them to hold. It is quite true that with far too many, social position has come to be looked upon simply as a question of income; but even that will not account for the anomalous position which teachers hold not only in old and aristocratic countries, but even in those of the west where the benefits of education are said to be specially prized. It is quite true that it

may be said that *respect* is a thing which any man may *command*, but which is never given *gratis*. No one will deny that; still the general feeling towards teachers, even among those of comparatively low as well as considerable high rank, is such that young men frequently get restive under it, and feel as if their position would be more clearly recognized, and themselves possibly more honoured as merely merchants clerks than as teachers of schools. While on the other hand, governesses in private families, or tutors, too often find their position, for somewhat similar reason, all but intolerable. A "first-rate" cook has a recognised position and corresponding respect, while the person who is employed to mould the character of the children of the house, to determine to a great extent the colour of all their subsequent lives, in short, to be their educator, may scarcely the consideration of an ordinary menial. They manage things differently in Russia even, and the sooner a change in this respect is inaugurated, the Anglo Saxon world over, the better for all parties concerned. We are greatly tempted to discuss this matter at length but merely hint at it just now. Children cannot get that benefit which they ought to receive at school, if they find their parents speaking disparagingly of the teacher or receiving him into their houses as entirely beneath them, whom it is something like a condescension for them to notice, and as belonging to an entirely different and inferior grade.

There is another point which deserves very special notice in the whole system of modern education. Has the rage of "appearance" not found its way too much into this as well as into other quarters where it has no business? We suppose that it is universally settled that any education to be thorough and satisfactory, must be slow, and that there must be especially thorough grounding in what is more elementary. Is this not too much forgotten? Those who have professionally had a good deal to do with these things tell us that often pupils are found professedly acquainted with all imaginable ologies who cannot SPELL, that there are others, found great on Euclid or Algebra to whom notation and numeration are as yet the deepest mysteries. This we know, as if to show that the tendency is not by any means confined to this continent, that a year or two ago at the examinations instituted by the University of Oxford, for middle-class education, at which persons could come from any kind of school so as to test their noble proficiency, one-half and more of between two thousand were rejected, not for deficiencies in Latin and Greek and mathematics (in these and such like branches they were pretty fair) but for marked incompetency in spelling, in doing the four simple rules of arithmetic.

We have been diverted, however, somewhat from our purpose, which was specially to notice, in connection with the Teachers' meeting, Mr. Porter's lecture on "Child-Neglect," and the somewhat vexed question of admission of girls into Grammar Schools. To these we may return by and-by. In the meantime, we can only again express our lively sense of the great value of such meetings and our earnest desire that the teachers and friends of education generally in the Province may be increasingly successful in their efforts at elevating the character of education in our country still higher, and in bringing its blessings to bear upon the whole community a still greater extent than hitherto. If we are to be a great, prosperous, and free people, we must be a thoroughly educated one; and every well wisher of Canada will do everything in his power to strengthen the hands and encourage the hearts of those who are engaged in efforts to make this a manifest and unquestionable reality. Much has already been done, but much still requires to be accomplished—so much as well demands the united efforts of all who are truly interested in our country's prosperity and honour.—*Globe*.

2. EDUCATION AND SCIENCE IN ONTARIO.

We reported at length in Saturday's *Globe*, the proceedings at the annual Convocation of University College, and may with all confidence congratulate the friends of that institution and the Province at large, on the evidence of its healthful progress, and increasing influence. We note with pleasure that, while Upper Canada College retains its just pre-eminence among the Grammar Schools of the Province, it has a rapidly increasing number of competitors for University and College honours. The London Collegiate Institute carries off scholarships and honours in proof of the good work it is doing in the West. Richmond Hill Grammar School takes an equally creditable place; while the Grammar Schools of Hamilton, Galt, Whitby, Woodstock, Fonthill, Peterborough, &c., all sent up successful competitors for first-class honours at the late University Matriculation examinations.

But there is another subject to which we desire to draw particular attention. When the University of Toronto was placed on its present footing, one of the most important reform of its curriculum and the staff of teachers of the College, was in the department of Natural Sciences, with its Professors of Chemistry, Chemical Physics, Geology, Mineralogy, Natural History and Botany. In the

report presented at the recent meeting of the British Association at Dundee, by Lord Wrottesley, as Chairman of the Parliamentary Committee, after referring to the hitherto unsuccessful efforts to obtain the sanction of the Legislature to a National Public Schools' Bill, it thus proceeds:—

"But it is a subject for congratulation that the discussions in Parliament and elsewhere, which have followed its introduction, have already born fruit. The attention of the public appears to have been awakened to the necessity for introducing scientific teaching into our schools, if we are not willing to sink into a condition of inferiority as regards both intellectual culture and skill in Art, when compared with foreign nations. The voluntary efforts of the masters of two of our great schools to add instruction in Natural Science to the ordinary Classical course are deserving of all praise; and some evidence of their success may be derived from the interesting fact—disclosed in the able report of the Committee appointed by the Council of the Association to consider this subject—that some of the boys at Harrow have formed themselves into a voluntary Association for the pursuit of Science."

Such of our readers as take any special interest in the subject of higher education cannot have overlooked one gratifying feature in connexion with the proceedings at the Convocation of University College on Friday last. One of the prizes was a medal in Natural Sciences, the gift of Mr. Wm. Barclay McMurrich, a graduate of the University, who, himself won the gold medal in Natural Sciences at the completion of his under-graduate course. No more satisfactory evidence could be produced of the important place which the Natural Sciences now occupy in the University Curriculum, and the excellent fruits already resulting from their encouragement as a favoured department of study. It is no less gratifying to see the hold that the University and College are taking on the affections of those who have enjoyed the high educational advantages they place within the reach of all who care to avail themselves of them. The McMurrich medal for the encouragement of the study of natural science, is an honourable return by its donor for the fostering care he received from his Alma Mater. A prize in English Literature was the gift of another graduate, Mr. W. H. Vandersmissen; and a third prize the gift of another graduate, was announced as offered for competition among the students of the present year. The Macdonald Bursaries, founded by one of our most liberal citizens, have also been increased in value, and placed on a less restricted basis than was originally contemplated. In this way the wise providence of the legislature in placing facilities for higher education within the reach of all, is beginning to meet with some adequate response, alike in the progress of education, and in the liberal co-operation and hearty sympathy of all who desire to see a thoroughly national system consistently carried out alike in the Common Schools, the Grammar Schools, and the Colleges, not only of our own Province, but, as we trust, of the Dominion at large.*

3. EDUCATION OF THE CLERGY IN CANADA.

In regard to the provision which is being made for the education of the clergy, we need but refer to the high character of the Colleges of Lennoxville, Kingston and Toronto, and to the determination to which the Faculty in each of them has come, to make them worthy of the venerable churches and Universities which they may be said to represent in England and in Scotland. Gratifying to us is, also, the determination by the Canada Presbyterian Church to establish a Theological College in this city, to be affiliated to McGill College, so that the candidates for the ministry in that Church may receive their education in arts at McGill College, previously to or contemporaneously with their instruction in Theology. Victoria College, too, the institution which has been established by the vigorous and influential Wesleyan body, we are glad to observe, by the Report lately presented at Hamilton, is in a flourishing condition. An ignorant clergy would form a dangerous element in the country; we rejoice that the Churches are alive to the danger, and are resolved, in this age of rapid progress in knowledge, to keep the pulpit in advance of the age.—*Montreal Gazette*.

4. AGRICULTURAL EDUCATION IN ONTARIO.

From the recent address of the President of the Ontario Agricultural Association, we make the following extracts relative to Agricultural Education and progress in the Province:—

I may mention as a sign of progress in connection with the improvement and enhanced value of farm stock, the Veterinary school that has been established in Toronto by the board of Agriculture, for the benefit chiefly of the agricultural interests. You will be

* The same spirit of generous liberality has for years been shown by the graduates and friends of McGill, Victoria, Trinity and Queen's Universities who have also founded prizes, bursaries and scholarships in these institutions.—*Ed. Journal of Education*.

pleased to learn that its progress though slow, is nevertheless constant and healthy. At the end of last term four pupils passed their final examination conducted on the same principles and embracing the same subjects as those of the Victoria College of London and Edinburgh, and obtained the diploma of the board. These young men, with the three that passed the previous year, are located in different parts of the province, and have, I am happy to learn, already attained to useful positions. As our live stock increases in amount and improves in quality and value, the services of men specially educated for their profession becomes every day more needed in cases of serious accidents or disease, and the owners of stock will find that in the end it is far cheaper to employ well tested professional talent, than trust to good luck or ignorant empirics. Last year there were fifteen young men in this school studying professionally. I may also observe that the board has, with the assistance of some of the Professors in University College, provided a certain amount of instruction in the anatomy, diseases and breeding of live stock, and the scientific and practical principles of agriculture, specially adapted to young men intended for, or engaged in Canadian farming. As this course occupies only six weeks in the depth of winter, and the instruction is free, it is to be hoped that more will avail themselves of so valuable an opportunity.

The establishment of an Agricultural Museum has been for some time in contemplation, but from one cause or other but little has been accomplished. If it is much to be desired that such active measures should be adopted as to secure the speedy realization of so interesting and useful an object. A capacious hall is already provided for the purpose which might be filled, in addition to agricultural productions, with specimens of our mechanical, manufacturing and artistic skill, in connection with the Board of Arts and Manufactures. These interests are always incorporated with those of agriculture in this association, and the arts and manufacturing products of the country have, for a long time, formed a most useful and attractive department of our annual exhibitions. In this important respect, our association exactly resembles the oldest organization of the kind in England.—“The Bath and West of England Society for the promotion of Agriculture, Manufactures and Fine Arts,” whose operations and reports are widely known and appreciated. The blending of the results of our various industries in our annual exhibitions, greatly enhances the sphere of their attraction and usefulness, and affords a practical illustration of the mutual connection which exists between all the great interests of a civilized and progressive people.

As a Canadian farmer of many years' standing, I have lamented to see, more particularly of late, an increasing disposition among our country youth to abandon the homes and pursuits of their fathers' to increase the already crowded lists of trades and professions in our towns and cities. Within certain limit a movement of this sort is right and proper: there is no reason why the sons of farmers should all follow their fathers' pursuit. But I am afraid that not only is this restless desire of change among our rural youth carried to an injurious extent, but that it arises from a radically false notion of things. Farming, I fear is thought by many to be a comparatively inferior calling, characterized by hard, rough work and small gains: whereas that of the merchant and professional man is regarded as much more clean and agreeable, attended by far greater profits, and altogether more desirable and respectable. It is, in great measures, to these low and erroneous views of the status and gratifications of the farmer that are unfortunately so prevalent, that this increasing evil is to be ascribed. In a new country like ours, where many of our farms not long since had to be hewn out of the primitive forest, but little opportunity was afforded the first settlers, either for mental improvement or the practice of anything approaching to systematic agriculture. At that time it was literally farming in the rough, and the same may be said, though not to a like extent, of those who commence new settlements in the present day. But there is, in most cases, a great difference between the condition of the earlier settlers of the country, and that of those who now undertake the work of opening new settlements. Such have been the changes for the better in later years; by the construction of roads, the extension of commerce by means of improved facilities of inter-communication, that settlers now-a-days in the back country have comparatively no difficulties and hardship at all to be compared with those experienced by their predecessors.

With reference to the fact of so many of our country youth evincing an indisposition to follow agricultural pursuits, it is of importance to inquire into the causes, and how the evil may, in some measure at least, be arrested. I answer first, we should clear away much which at present greatly mystifies the subject, by forming correct views of the proper status of farmers in a country like this, where almost every man owns the land he cultivates; a circumstance which enables him to cherish feelings of independence. Then it is important that we should form a correct estimate of the kind and amount of knowledge which it is necessary for a farmer of the

present day to acquire, that he may follow his pursuit intelligently, improvingly and profitably. In a word, agriculture is the noblest and most independent pursuit of man, and in its onward progress invokes the aid of some half-dozen of the most important and interesting departments of natural and experimental science. If any should feel a doubt about the correctness of this statement, I would recommend them to attend the lectures given in the University and Veterinary School at Toronto; or to study some of the many valuable treatises which have of late years issued from the press, on the science and practice of our art. I would in all earnestness, say to parents do everything you can to inspire your sons with a love of knowledge and of rural pursuits; the quiet and beauty, healthfulness and virtue, of country life, by encouraging them to think, read and observe. Make your homes attractive by the general influence of parental love and innocent recreation; surrounding them by luscious fruits, health-giving vegetables, with a little ornamentation by way of cultivating shrubs and flowers. What are within and around a human dwelling exercise a silent and perpetual influence on the taste and character of the inmates, for good or evil, through all coming time.

It is by a suitable domestic and school education, that our agricultural youth must be mainly prepared to follow the pursuits of their fathers, in an intelligent, improving and profitable manner. Something more definite in the way of teaching scientific subjects in relation to agriculture might, I think, be advantageously introduced into country schools; and agricultural societies might aid the progress of the good work by holding meetings of their members as frequently as practicable, for mutual instruction and encouragement in the prosecution of their art. I observe, with pleasure, that Professor Buckland, in his rural addresses to the numerous agricultural societies in different parts of the province, strongly urges this means of improvement, as likewise the other methods to which I have already alluded. Most earnestly is it to be hoped that such precious seed will not “fall by the way-side.”

III. Papers on Education in the British Isles.

1. A PLEA FOR UNSECTARIAN SCHOOLS IN ENGLAND.

A lay magistrate, writing to the *Guardian*, says:—“I am satisfied that the denominational system has driven our clergy to rely much upon young masters who are not in holy orders, and young mistresses who are often wordly, frivolous, and gay. Now, I hold it for a truth that religion can only be duly impressed upon youthful hearts by persons who are themselves warmed by the divine flame. The present theory is that religion is taught in our denominational schools. I admit that the Holy Scriptures are read and commented upon by masters and mistresses according to their lights. Bits of the Catechism are also taught in our Church schools, but not always the whole of it. The clergyman comes once in a way to find out what progress is made. Let us consent to abolish this unsatisfactory system and substitute public elementary schools, in which the Scriptures shall only be read by the master, without comment, and the instruction be limited to reading, writing, arithmetic, and the outlines of geography. The practical result will be that the religious teaching of the children of Churchmen will be thrown back upon the clergy, who will be obliged to undertake it personally.* Public catechising will be revived in the Church or in the Sunday-school, and conducted by men whose special function it is to teach the Christian faith. Surely this system is more likely to reach the heart than the hard and dry teaching of hired instructors. The Bible will no longer be associated with the school-bell and the cane. We shall ensure to the children the means of informing their minds, and teach them their duty to God and man by the mouth of those who are most competent and responsible for such work. The change may interfere to some extent with what may be called the modern passion for preaching; but I think that the laity would rejoice to exchange a sermon per day for the public instruction of the young in the catechetical form. And I am sure that the boys of our towns and villages would be the better for being brought into contact every Sunday with the men who have a right to count them as their flock, and who at their ordination were enjoined by the Bishop ‘to instruct the youth in the Catechism.’”

2. PRIMARY EDUCATION IN ENGLAND.

The statistical Blue-book lately published by the British Board of Trade exhibits in a tabular form the present state of primary education in Great Britain. From this table we learn that the number of schools inspected has increased from 3,825 in 1854, to 8,753 in 1866; the number of children who can be accommodated, from 588,000 to 1,724,000, the average number of children in attendance from

461,000 to 1,082,000, and the number of children present at inspection from 473,000 to 1,287,000.

There are also a large number of schools throughout the kingdom which do not receive government assistance and are not visited by the inspectors. The number of children in such schools is probably less than that in the schools of the other class.

From the same source we learn that the expenditure by the state for public education has increased from £189,000 in 1852 to £313,000 in 1861. In 1853 the grants under the revised code commenced and amounted to £83,000, out of a total expenditure of £721,000. In 1861 the grants under the revised code had advanced to £402,000 out of a total expenditure of £649,000.

Since 1852 the population of Great Britain has increased by two and a half millions. The total population is more than twenty-four and a half millions. It will be readily seen that the appliances for educating the young Britons are inadequate, that they have not increased in the ratio of the increase of population, and that Mr. Fawcett and his friends are quite right in agitating for a more efficient school system.

3. SCHOOL AGE IN ENGLAND.

In the schools in Great Britain inspected by her Majesty's Inspectors of Schools, 608 of every 10,000 of the scholars on the school registers in the year 1856 were under four years of age; and 653 in the year 1866. In 1856, 1,648 of every 10,000 were between four and six years of age; and 1,794 in 1866. The proportion of scholars not more than six years old increased, therefore, considerably, being 2,256 of every 10,000 in 1856, but 2,447 in 1866. Not so with the scholars between six and ten years of age; there were 4,784 of these in every 10,000 scholars in 1856, but only 4,715 in 1866. The proportion of scholars above ten years of age decreased still more; there were 2,960 of them in every 10,000 scholars in 1856, but only 2,838 in 1866.

4. IRISH NATIONAL SYSTEM OF EDUCATION.

At a recent Social Science Congress at Belfast Dr. Andrews, Vice-President of Queen's College, Belfast, presided over the department, and gave a brief outline of the history of the education movement in Ireland, as well as of the two great societies in England. He deprecated compulsory education as in North Germany, and bore testimony to the general success of the National system in Ireland. Whenever the patrons did their duty it worked well, "though it may not be the model system its enthusiastic admirers think it." The section became so crowded when the papers came on to be read that the members had to adjourn from the college where they first met to Elmwood Presbyterian Church. Professor Nesbitt, A.M., read the first paper. He said that after carefully considering the Protestant and Roman Catholic proposals for a denominational system he could not see any essential difference in them. They asked to have the English system extended to Ireland, but, with one important reserve, they did not want its voluntary element. In England the Government contributed only one-fourth to the income of these schools, while in Ireland it contributed five-sixths. He combated the argument that to adopt the denominational system would be only to recognize an existing fact, there being 2,638 un-mixed schools out of the 6,595 schools which were under the National Board. He denied that that showed any disinclination to mixed education. The population was very unequally divided as regarded religious belief, and un-mixed schools were only to be found where mixed schools would be impossible, the people being all of one denomination. In Ulster, where the population was pretty equally divided—50.5 being Roman Catholic, and 49.5 Protestant—they found more than 83 per cent. of the schools were mixed; but in the other provinces the condition of the population made it impossible that anything like that should be reached. During the last year there had been an increase of mixed schools in every province in Ireland, but a still more satisfactory test of the prevalence of mixed education was the extent to which children of different creeds were taught in the same schools. In Ulster, of 152,638 Protestant Pupils, 136,105, or more than 89 per cent. of the whole, attended mixed schools, and, by a curious coincidence, the proportion of Protestants in mixed schools throughout the entire kingdom was exactly the same as that found in Ulster. He contrasted the low character of the religious education given in the Denominational schools in England with that given in the "godless" model schools in Ireland, and contended that there would be a disadvantage to minorities, especially in adopting the English system, and he warmly defended the model schools against the denunciations of the Roman Catholic Bishops.

The Rev. C. Seaver read a paper stating "the case of the Church Educational Society." He showed that it was formed for supporting schools organized before the present system of National education was introduced, and strictly in accordance with the suggestions

of the Commissioners of Education appointed in 1812. He spoke of its model and training schools in Dublin as being in a very efficient state. That it had 1,510 indirect connections, and many others conducted on the same principle, but precluded by the circumstances of their formation from being connected with any society. There were 67,227 children on its rolls, of whom 46,704 were Church, 12,608 Protestant Dissenters, and 7,885 Romanists. For the support of these schools there had been raised by voluntary effort, during the past year, 45,619*l*. He then complained that, although it was ready to admit Government inspectors and general books of secular instruction, it was refused aid unless it consented to the rules of the National Board.

The Rev. J. Scott Porter followed with a paper in support of the National system, as not only the best in itself, but best suited to the circumstances of this country. He recommended, however, a radical change in the management; he thought the following measures were necessary:—

"1. An Act of Parliament fixing the number of Commissioners, defining their powers, and prescribing the principles on which to administer the funds intrusted to their management. The present charter should be set aside, and the Commissioners acting under it superseded. Neither in the first appointment of the new Board, nor in filling up any vacancy, should the Crown be restricted to the members of any Church or denomination, ministerial responsibility being pledged for the choice of the fittest candidates, whatever their faith. 2. The Act should prescribe the like rule to be observed by the Commissioners in the appointment of secretaries, inspectors, teachers, and of all subordinate officers of whatever description, provided no clergyman of any church, nor member of any religious order, be capable of holding any office whatever in connection with the system of national education. (3.) The connection of the Board with non-vested schools should cease and determine from a given date. The Act should give the Commissioners power to purchase any existing non-vested schools which they may deem suitable for the purpose, provided they are not erected upon premises belonging to or connected with any monastery, nunnery, church, chapel, or meeting-house, or other fabric used for ecclesiastical purposes. (4.) No national school-house should be allowed to be used even temporarily as a place of worship."

A discussion then took place, the Rev. Mr. Rutledge advocating the claims of the Church Education Society, the Rev. Mr. Mac-naughten defending the National system; the Rev. W. Arthur, President of the New Wesleyan College, expressing his belief that the Denominational system would tend to give a preponderating influence to clerical power. Mr. C. J. Coffin (Boston) humorously described the system of National education in the United States, to which he belonged, remarking that in that country they had in their National system of education a grand machine, into the hopper of which they threw about 100,000 Irishmen per annum, 100,000 Dutchmen, some 20,000 Swedes and Norwegians, and a few Frenchmen and people from other parts of the world, numbering about 500,000 in all, and they ground them all up, and just now they were mixing in 3,000,000 of blacks; and the question was, What was to come out at the other end of the hopper? The first thing that came out was a population speaking the English language, and educated by their common school system. He explained the leading features of that common school system, and said that it was, in many respects worthy of imitation. He concluded by urging the importance of progress in education, reminding the meeting that America was interested in the question because Ireland sent over to America every year a large number of its population, and they wanted them to be sent over in the best possible condition. Mr. Vere Foster maintained the success of the National system. He remarked that there was scarcely a spot to be found in Ireland, excepting in islands and highlands, and promontories, that was two miles distant from a National school. Now, in England and Wales there were 10,400 parishes into which the Government system of education has not yet penetrated. Mr. Foster proceeded to give some statistics showing that the English system was not so popular with the Catholics as the Irish system. He maintained that in Ireland, wherever there was a mixed population, that mixture was to be found in the National schools of the district. Mr. Fisher, of Waterford, called attention to the fact that the number of people able to read in Ireland was less in 1861 than in 1841. It was true there was a diminution of the population then; but while there was a diminution of the darkness there was no increase of the light. Major O'Rielly, M.P., accounted for the swellings of the numbers of Roman Catholics who availed themselves of the Government grant in England by the greater cost of the buildings. He considered that the National system ought to be such as to allow schools to be attended and taught by Roman Catholics or by Presbyterians, according as the population preferred it, allowing the children of the minority to be protected by a strong conscience clause. He thought that there ought to be freedom given, under the Government system, for the

establishment of separate schools where the circumstances were such as to allow that to be done. He contended that the Roman Catholic Bishops had never claimed that the schools should be made denominational universally throughout Ireland, but had simply claimed that they should be allowed to be denominational where it was perfectly possible to have separate schools for separate denominations. The Rev. Mr. M'Ilwaine averred that his opinions had changed, and that he now believed the National system to be preferable to the Denominational system. The Rev. L. E. Berkeley combated Major O'Rielly's statement as to the limited demand for a Denominational system. He maintained that it was demanded for the whole country, and that what was aimed at was the destruction of the National system. The Rev. Mr. Bryce observed that the argument for a non-sectarian system had been triumphant. Mr. David Ross referred to the undoubted loyalty of the Royal Irish constabulary, who had all been educated in the National schools, as a proof that the system was not tainted with any spirit of disaffection.

5. WANT OF INDUSTRIAL EDUCATION IN ENGLAND.

Dr. Lyon Playfair, who acted as a juror in one of the classes of the Paris Exhibition, writes: "I am sorry to say, that with very few exceptions, a singular accordance of opinion prevailed, that our country has shown little inventiveness, and made but little progress in the peaceful arts of industry since 1862. Deficient representation in some of the industries might have accounted for this judgment against us, but when we find that out of 90 classes there are scarcely a dozen in which pre-eminence is unhesitatingly awarded to us, this plea must be abandoned. My own opinion is worthy only of the confidence which might be supposed to attach to my knowledge of the chemical arts; but when I found some of our chief mechanical and civil engineers lamenting the want of progress in their industries, and pointing to the wonderful advances which other nations are making; when I found our chemical and even textile manufacturers uttering similar complaints, I naturally devoted attention to elicit their views as to the causes. So far as I could gather them by conversation, the one cause upon which there was most unanimity of conviction is, that France, Prussia, Austria, Belgium and Switzerland, possess good systems of industrial education for the masters and managers of factories of workshops, and that England possesses none. A second cause was also generally, though not so universally admitted, that we had suffered from the want of cordiality between the employers of labour and workmen, engendered by the numerous strikes, and more particularly by that rule of many Trades' Unions, that men shall work upon an average ability, without giving free scope to the skill and ability which they may individually possess. This testimony confirms the statement made by Earl Russell, at the recent Anniversary of the British and Foreign School Society.—*Daily News*.

6. EDUCATION OF SHEPHERDS' CHILDREN IN SCOTLAND.

Colonel Maxwell and Mr. Sellar, British commissioners engaged in an enquiry into the state of education in Scotland, report that there are no classes who display more anxiety for the education of their children than the shepherds of Scotland. "In nine cases out of ten," they say, "the shepherd's house is far from any road; it may be separated even from a pathway by a river, or a mountain, or a morass, hardly passable in summer for children, but impassable in winter. Yet it is a very uncommon thing to meet a shepherd who is unable to read and write, and their children are always taught, by some means or other, at least the elements of education. Last summer Mr. Sellar met two little children, a boy and a girl, aged nine and eleven, in the middle of a wild moor in the Highlands. They were five or six miles from their father's house, who had an outlying herding some seven miles from any road, and eight or nine from any habitation. He asked them where they were going. They said it was Saturday, and they were going home from school, five miles off, and had to be back again early on the Monday morning. He went a little way with them and met their father and mother coming to meet them. The shepherd told him that they went every Monday to board with another shepherd for the week, and that he and the other herd kept a lad between them to educate their children. This lad cost him £3 10s per annum, and he had to pay the weekly board for his children besides. He did not know what that would be, but the other shepherd was a reasonable man and would not charge more than he could help. And you see, sir, we must give them what we can when they are young, as they must do for themselves very early. The lad does not take them far on; just reading, writing, and a little counting. If they get that well, and may be a little bit of sewing for the lassie, that's all the schooling I care for; but they must get that, or they will never be anything but herds all their lives. This is no insulated instance, We

heard of several other cases where education was procured at great personal sacrifice by shepherds for their children."

IV. Papers on Practical Education.

I. THE TEACHER'S OFFICE.

The schoolmaster's occupation is laborious and ungrateful; its rewards are scanty and precarious. He may, indeed, be, and ought to be, animated by the consciousness of doing good, that best of all consolations, that noblest of all motives. But that, too, must often be clouded by doubt and uncertainty. Obscure and inglorious as his daily occupation may appear to learned pride or worldly ambition, yet, to be truly successful and happy, he must be animated by the spirit of the same great principles which inspired the most illustrious benefactors of mankind. If he bring to his task high talent and rich acquirements, he must be content to look into distant years for the proof that his labours have not been wasted—that the good seed which he daily scatters abroad does not fall on stony ground and wither away; or among thorns, to be choked by the cares, the delusions, or the vices of the world. He must solace his toils with the same prophetic faith that enabled the greatest of modern philosophers, amidst the neglect or contempt of his own times, to regard himself as sowing the seeds of truth for posterity and the care of heaven. He must arm himself against disappointment and mortification, with a portion of that same noble confidence which soothed the greatest of modern poets when weighed down by care and danger, by poverty, old age, and blindness, still

"—— In prophetic dream he saw
The youth unborn, with pious awe,
Imbibe each virtue from his sacred page."

He must know, and he must love to teach his pupils, not the meagre elements of knowledge, but the secret and the use of their own intellectual strength, exciting and enabling them hereafter to raise for themselves the veil which covers the majestic form of Truth. He must feel deeply the reverence due to the youthful mind fraught with mighty though undeveloped energies and affections, and myterious and eternal destinies. Thence he must have learnt to reverence himself and his profession, and to look upon its otherwise ill-requited toils, as their own exceeding great reward.

If such are the difficulties and discouragements, such the duties, the motives, and the consolations of teachers, who are worthy of that name and trust, how imperious, then, the obligation upon every enlightened citizen who knows and feels the value of such men, to aid them, to cheer them, and to honour them.

But, let us not be content with barren honour to buried merit. Let us prove our gratitude to the dead by faithfully endeavouring to elevate the station, to enlarge the usefulness, and to raise the character of the schoolmaster among us. Thus shall we best testify our gratitude to the teachers and guides of our own youth; thus best serve our country; and thus, most effectually, diffuse over our land light, and truth, and virtue.—*Verplanck*.

THE WORK OF THE SCHOOL.

From the relation of childhood to riper years, we may easily determine the province of the school. The precise aim of all early education, is to fit the individual to be a self-educator, to put him on the path of self-improvement, to stimulate him to seek the highest personal excellence, and to furnish him with such habits and principles as will aid him to avail himself to the utmost of his habits and experience. In this work home is the sphere where the feelings find their culture, where principles of conduct are implanted, and where the foundations of habits are laid. School has to aid and strengthen this culture; but, as its special work, it has to furnish those instruments of culture, that intellectual discipline, and those habits of strenuous labour, necessary to the pupil's advancement in intelligence, which will open to him higher sources of enjoyment than such as are merely animal, and which will fit him for a faithful and intelligent discharge of the duties which await him in the future.—*Gill's School Management*.

INFANT EDUCATION.

I entered a class-room of sixty children of about six years of age. The children were just taking their seats, all smiles and expectation. They had been at school but a few weeks, but long enough to have contracted a love for it. The teacher took his station before them, and after making a playful remark, which excited a light titter round the room, and effectually arrested attention, he gave a signal for silence. After waiting a moment, during which every countenance was composed, and every noise hushed, he made a prayer consisting of a single sentence, asking, that as they had come together to learn, that they might be good and diligent. He then

spoke to them of the beautiful day, asked what they knew about the seasons, referred to the different kinds of fruit-trees then in bearing, and questioned them upon the uses of trees in constructing houses, furniture, &c., frequently he threw in sportive remarks, which enlivened the whole school, but without ever producing the slightest symptom of disorder. During this familiar conversation, there was nothing frivolous or trifling in the manner of the teacher, that manner was dignified though playful, and the little jets of laughter, which he caused the children occasionally to throw out, were much more favourable to a receptive state of mind than jets of tears.—*Mann's Educational Tour.*

COMMUNICATION OF KNOWLEDGE.

Knowledge that is delivered as a thread to be spun on, ought to be delivered and intimated, if it were possible, in the same method wherein it was invented; and so is it possible of knowledge induced. But in this same anticipated and preventive knowledge, no man knoweth how he came to the knowledge which he hath attained. But yet, nevertheless, a man may revisit and descend unto the foundations of his knowledge and consent, and so transplant it into another, as it grew in his own mind. For it is in knowledge as it is in plants; if you mean to use the plant, it is no matter for the roots; but, if you mean to remove it to grow, then it is more assured to rest upon roots than slips; so the delivery of knowledge, as it is now used, is as of fair bodies of trees without the roots: good for the carpenter, but not for the planter. But, if you will have science grow, it is less matter for the shaft or body of the tree, so you look well to the taking up of the roots.—*Bacon's Advancement of Learning.*

KNOWLEDGE IS NOT EDUCATION.

The exclusive importance attached to the mere acquisition of knowledge forms one of the dangerous snares of education. We are enticed by it to choose expeditious methods and to avoid difficulties. The child appears to make a certain progress; he knows the things you have taught him, he performs what you have taught him to perform, but try him in a different direction, require from him some new exercise of his faculties, and he is quite at a loss. And even when arrived at manhood, this may continue to be the case, almost without our being aware of it. By the help of memory and imitation we often see people make their way tolerably well. The degree of civilization at which we are arrived has created a form for almost everything. A mechanical education extends its influence over the whole course of life; and hence it is that the number of insignificant beings is so great; beings whose increase numerically amounts without adding to their value—examples of that useless species, the common-place characters of their age and country.—*Madame N. de Saussure.*

WHERE EDUCATION BEGINS.

The faculties grow by exercise.

The intellectual powers of children must not be urged on to remote distances before they have acquired strength by exercise in things near them. The circle of knowledge commences close around a man, and from thence stretches out concentrically.

Real knowledge must take precedence of word-teaching and mere talk.

All human wisdom is based upon the strength of a good heart, obedient to truth. Knowledge and ambition must be subordinated to inward peace and calm enjoyment.

As the education of the closest relations precedes the education for more remote ones, so must education in the duties of members of families precede education in the duties of citizens. But nearer than father and mother is God, the closest relation of mankind is their relation to Him.—*Raumer's Life of Pestalozzi.*

DISCERN, FOLLOW, LEAD.

If we were to attempt to divine the secret of a prosperous management of children, perhaps it would resolve itself into the simple fact of a quick perception of the train of their ideas at any moment, and a facility in concurring with the stream of thought wherever it may be, which, by the slightest guiding word or gesture, can be led into whatever channel may be desired.

The rule of management might then be condensed into three words—discern, follow, lead. That is to say, there is first the catching of the clue of thought in the child's mind, then the going on with the same train a little way, and, lastly, the giving it a new though not opposite direction. By the means of a governance of the wandering minds of children in some such method as this, there is hardly any limit to the control which may be exercised over, as well as their conduct, as their mental and intellectual habits.—*Isaac Taylor's Home Education.*

VI. Biographical Sketches.

No. 28.—THE REV. DR. SHORTT.

The late much respected and beloved, Rector of St. John's Church, Port Hope, was the son of John Shortt, Esq., M.D., for many years inspector of hospitals for Canada, and now retired on half pay and residing in Dublin, Ireland. During his preparation for Holy Orders, to which he was admitted in 1832 by the honored and beloved Bishop Stewart, he was the intimate associate and companion of the Rev. Dr. Atkinson, late Rector of St. Catherines, and the Rev. Mr. Grasset, now Dean of Toronto and Rector of St. James's Cathedral, with both of whom he afterwards lived on terms of the most intimate and attached friendship, which, in the case of the latter at least, was strengthened by similarity of religious views in reference to those questions which have always distinguished one portion of the church to which he belonged from the other. His first clerical appointment was Laprairie, from which he was subsequently removed to Franktown; and in the year 1836, the Rev. Jas. Coghlan having resigned the Rectory of St. John's, Dr. Shortt succeeded to the charge of this parish, in which it was his Divine Master's will that he should so long, and so faithfully, minister the word of life. When the section of the Church of England in Canada to which his religious views attached himself, felt the need of a newspaper to advocate the views known in that church as Evangelical, Dr. Shortt was unanimously chosen by his brethren holding the same views as himself, to be the editor, the acceptance of which position connected him with the press in Port Hope, where the *Echo* was printed and published during the whole period of Dr. Shortt's connection with it, which, it is not too much to say, constituted by far the most useful and successful portion of the history of that journal. Dr. Shortt's editorials were characterized by great clearness, logical acumen and bold faithfulness in the defence of truth, while at the same time those whose errors he attacked, or whose practices he found fault with, had never any reason to accuse his utterance of acerbity. It was Dr. Shortt's lot to be an example to his congregation of how the Christian is by the grace of God enabled to endure without a murmur suffering of no common intensity and duration, and to count his bodily afflictions, though so intense and so long continued, as light afflictions and but for a moment, inasmuch as he looked not at those things which are seen—which are temporal—but as the things which are not seen which are eternal in the heavens. The advocates of total abstinence from strong drink in Port Hope, and throughout this Dominion will long remember Dr. Shortt's able and consistent advocacy of their principles, often under circumstances very trying and discouraging, both in the provinces at large and at the Synod of the Diocese of which he was an honored and useful member. The remains of the deceased were borne to the grave by young men, all of whom had been christened by him during his ministry.—*Communicated to the Canadian Churchman.*

No. 29.—SIR FREDERICK BRUCE.

The telegraph brings us the sad intelligence of the death of Sir Frederick Bruce, the British Minister at Washington. The painful news was not preceded by anything that would indicate such a sudden taking off. It is like that which announced the death of his brother, Lord Elgin, when Governor-General of India. There were no premonishing alarms, death visited both of them swiftly. Sir Frederick was comparatively a young man, having been born in 1813. He received his education in Christ's Church, Oxford, where he graduated and was subsequently called to the bar in Lincoln's Inn. His entire active life was devoted to the diplomatic service; he served successively in Washington (during the negotiation of the Ashburton Treaty), South America, Egypt, China and Japan. He was Lieutenant-Governor of Newfoundland for a year. On his return to England from Japan in 1865 he was ordered to Washington to relieve Lord Lyons, having had previously conferred upon him the distinguished honor of G. C. B. At Washington he served his country with credit on many trying occasions, and was a great favorite in diplomatic circles. He was never married.

VII. Paper on Meteorology, &c.

1. PRINCIPLE OF THE BAROMETER.

On the 26th of August M. Hadau read a paper before the French Academy, in which he alleged that the principle of the barometer was fully known to both Magellan and Maguire. This statement induced Signor Secchi to go into the history of the subject, and elicited a note from him in the *Comptes Rendus*, September 9th, in which he states the following conclusions: 1. Neither Magellan or Maguire understood the true principle of the action of the static barometer; 2. They suggested apparatus quite impossible to construct, and which they failed to construct themselves; 3. The impossibility of construction explains why this instrument fell into oblivion.

destructive storm for many years in this neighborhood. 27th, distant thunder in morning. 28th, rain from 3.30 to 5 a.m., with much loud thunder and vivid lightning; again from 2 to 3 p.m. heavy rain with distant thunder. Rain also on 1st, 2nd, 13th, 29th, 31st. Spring crops inferior in consequence of want of rain in June, July and August.

CORNWALL.—On 9th, rainbow at 2.30 p.m. 10th, at 1 p.m., surface current NW, velocity 8, clouds moving to SE rapid, and to N slow. Lightning, thunder and rain about midnight of 18th. On 28th, lightning. 30th, hail. Storms of wind on 19th and 31st. Frost in surrounding country, but not in town on 31st. Rain on 1st, 2nd, 3rd, 9th, 13th, 16th, 17th, 19th, 24th, 28th, 29th, 30th, 31st. Aurora very brilliant on 6th, 21st, 26th, 30th.

GODERICH.—On 8th, lightning. 9th, thunder. 13th and 21st, a dark segment from NE to NW, bordered with an arch of light, no streamers. 17th, about 8 p.m., sudden squall; wind WSW, velocity 7, with continuous sheet lightning in H, N, NW, NE. 18th, (Sunday), at 4 p.m., squall, wind 5, with heavy rain and thunder. 28th, at 1 p.m., counter currents of air, N and S. 29th, thunder. Storms of wind 23rd and 28th. Fog on 22nd. Rain on 6th, 9th, 13th, 18th, 23rd, 27th, 28th, 29th, 30th, 31st.

HAMILTON.—On 1st, 2nd and 3rd, lightning with thunder and rain. 6th, lightning with thunder. 17th and 26th, lightning. 27th, thunder. 29th, rainbow at 6.30 p.m. Storms of wind on 1st, 12th, 13th, 15th, 16th, 17th, 19th, 24th, 27th, 31st. Rain on 1st, 2nd, 5th, 6th, 8th, 23rd, 28th, 29th, 31st. Month very dry, not a quarter as much rain as in August 1866. Grass and trees suffered much.

PEMBROKE.—On 18th and 28th, lightning, thunder, hail and rain. Rainbows on 18th and 30th. Shooting star on 30th, NE, altitude 30°. Storms of wind on 2nd, 10th, 18th, 24th, 30th. Fogs on 7th, 9th, 12th, 27th. Rain on 2nd, 9th, 12th, 13th, 18th, 23rd, 28th, 29th, 30th, 31st.

PETERBOROUGH.—On 1st, silent lightning at West horizon. 6th, lightning at SEH in evening. 7th, falling star observed to descend perpendicularly from SW part of Z, flashing three times. 8th, thunder. 9th, thunder, lightning and rain in evening. 10th, same at 3 a.m. 17th, heavy thunder cloud along WH at 9 p.m., with zig-zag lightning occasionally flashing from it; cloud passed to northward. 18th, two thunder storms; one at 12.15 a.m., accompanied by a slight fall of hail in the town—the other at 8.5 p.m.; during this latter shower no hail fell near the town, but a very heavy fall of unusually large hailstones passed westerly, along a strip of country about two miles in width, the southern limit thereof being about three miles N of the town; a reliable farmer in Douro represented some of the hailstones as being 1½ inches in diameter; all the windows on the western aspect more or less shattered, and all outstanding crops within the influence of the fall demolished; turnips, squashes, apples, &c., were battered and broken. 21st, bright auroral light; fog. 30th, hoar frost in the country reported. 31st, first hoar frost observed; heavy fog. Falling stars observed 28th and 29th. Rain on 1st, 2nd, 5th, 9th, 10th, 13th, 18th, 23rd, 27th, 28th, 29th, 31st.

STRATFORD.—On 1st, lightning, thunder and rain. 6th, thunder. 7th, lightning with thunder. 8th, thunder with rain; rainbow at 4 p.m. 9th, lightning with thunder. 17th, thunder in NW—E from 8 to 10 p.m., with very vivid and frequent lightning. 18th, storm of wind. 23rd, storm of lightning, thunder, hail and rain from 6.30 to 7.30 p.m. Fogs on 3rd, 6th, 7th, 8th, 9th, 14th, 20th, 21st, 22nd, 23rd, 26th, 27th. Frost on 31st. Rain on 1st, 7th, 8th, 13th, 19th, 23rd, 27th, 28th, 29th, 31st.

St. JOHN, NEW BRUNSWICK.—N. Lat. 45°.17. W. Long. 66°.4. Height above sea, 135 feet. We extract the following from a report sent by an observer at this point:—For the month of August, the corrected mean readings of *Barometer*, were, at 8 a.m., 29.990, at 2 p.m., 29.981, at 10 p.m., 29.985, means 29.985. Highest, 30.342 on 26th; lowest, 29.695 on 18th. Range .647. *Temperature*: mean at 6 a.m., 58°.10, 10 a.m., 64°.10, 2 p.m., 65°.67, 6 p.m., 61°.80, 10 p.m., 60°.3. Highest, 75° on 21st; lowest, 50° on 1st. Range 25°. Greatest daily range 20° on 1st. Warmest day, 16th, mean 67°; coldest, 31st, mean 56°. *Tension of Vapour*: mean, at 8 a.m., .482, 2 p.m., .505, 10 p.m., .472, mean 486. *Humidity*: mean at 8 a.m., 88, 2 p.m., 81, 10 p.m., 91, mean 87. *Wind*: E to SW 28 days, and W to NE 3 days; estimated force for 8 a.m., 1.0, 2 p.m., 1.4, 10 p.m., 0.8. *Rain*: 7 days and 8 nights, total fall 6.845. The month was warmer, wetter and foggier than any corresponding one for some years past. August had a very unusual number of foggy days and nights; but yet its mean clouding did not exceed the average, though slightly more than in 1866. At 2 p.m. 9 days were clear and 15 wholly clouded, and at 10 p.m. 7 nights were clear and 19 wholly clouded. For the same hours 7 days and 12 nights were foggy; against 1 day and 3 nights last year and an average of 4.6 and 7.4. About midnight of the 2nd St. John was visited by a short but sudden and severe gale from the S and SW, accompanied with very heavy rain. This storm appeared to come from the Atlantic, and was felt in 11 counties of this and the adjoining Provinces of Prince Edward Island and Nova Scotia, and did more or less damage in them all. In some places the loss of property was said to be unprecedentedly great, but in this neighborhood it was confined to the blowing down of a few trees and fences only.

VIII. Miscellaneous Readings.

1. THE FAMILY MEETING.

We are all here!
Father, Mother,

And the Brothers,
All who hold each other dear;
Each chair is filled, we're all at home;
To-night let no cold stranger come;
It is not often thus around
Our old familiar hearth we're found;
Bless then the meeting and the spot,
For once be every care forgot;
Let gentle peace assert her power,
And kind affection rule the hour;
We're all—all here.

We're not all here,
Some are away—the dead ones dear!
Who thronged with us the ancient hearth,
And gave the hour to guileless mirth;
Fate with a stern, relentless hand;
Some like the night-flash passed away,
And some sank lingering day by day;
The quiet grave yard—some lie there,
And cruel ocean has his share—
We're not all here!

We are all here!
Even they—the dead—though dead, so dear.
Fond memory to her duty true,
Brings back their faded forms to view;
How life-like through the mist of years,
Each well remembered face appears;
We see them as in times long past.
We hear their words, their smiles behold,
They're round us as they were of old—
We are all here!

We are all here!
Father, Mother,
Sister, Brother,
Those we love with love so dear—
This may not long of us be said;
Soon must we join the gathered dead,
And by the hearth we now sit round,
Some other circle will be found;
O then that wisdom may we know,
That yields a life of peace below;
So in the world to follow this,
May each repeat, in words of bliss,
We're all—all here!

2. THE HOME OF CHILDHOOD.

"Do you remember all the sunny places
Where in bright days long passed we played together?
Do you remember all the old home faces
That gathered round the hearth in winter weather?
Do you remember all the happy meetings
In summer evenings round the open door?
Kind looks, kind hearts, kind words and tender greetings,
And clasping hands whose pulses beat no more,
Do you remember them?"

The home of childhood—how many hallowed associations cluster around those words; what pleasing reminiscences are awakened; what deep emotions are kindled at their mention. Forget "the old home faces?" Never. As one turns his thoughts toward the home of his early days, he seems to behold them again. Those loved forms flit before him as in the visions of his childhood. Father, mother, brother and sister are seated again around the old domestic hearth as in the days of yore. And a thousand expressions of parental kindness and fraternal love are called to mind with all the freshness of yesterday.

And the companions of one's childhood; the youthful, merry band with whom in thoughtless mirth, one laughed and sang and frolicked and chased the hours away—they live again in memory's eye, and their notes of glee still linger upon memory's ear. Those "kind looks, kind hearts, kind words and tender greetings" have left an impression that time will never efface.

And then the scenes of those early days when one played among the brooks, the butterflies, the birds and the flowers,—

"Remember all the sunny places
Where in bright days long past we played together?"

Yes, indeed. And how wondrously beautiful they appear as
graven upon memory's tablet. Aye,

"How dear to my heart are the scenes of my childhood,
When fond recollections present them to view,

The orchard, the meadow, the deep tangled wildwood,
 And every loved spot which my infancy knew,
 The wide spreading pond and the mill that stood by it,
 The bridge and the rock where the cataract fell,
 The cot of my father, the dairy-house nigh it,
 And e'en the rude bucket which hung in the well."

Life then was a scene of enchantment. It seems that the sun never shone so brightly, the trees never waved so rich a foliage, the waters never murmured so soft a melody. Then all was light and life and love. Care and anxiety had not worn their furrows on the brow. Then upon the maternal bosom the aching head forgot its pains, and the young heart felt its griefs assuaged. Never did the world look so inviting as then. For there had not been harbored one suspicious thought but that all was gold that shone; but that all was real. And the future was a bright dream of beauty that no disappointment had dimmed, no treachery had sullied.

Sweet and cherished recollections. From the cares and bustle and turmoil of life, the thoughts will wander back to those happy days, and linger over them as the green spot in the desert wilderness.

But it is with a sigh that one recollects that all these have past away. Companions of my youth, bright visions of my childhood, where are they? Gone like a dream of the night.

"The songs I learned in childhood,
 The lips are cold that breathed them;
 The blossom wreaths of the wild wood,
 The hands are cold that wreathed them.

"The wild wood dells are dressed in flowers,
 The same I loved so well;
 But where are childhood's happy hours?
 Ah, mournful memories, tell!"

IX. Educational Intelligence.

— UNIVERSITY COLLEGE CONVOCATION.—The annual convocation of University College was held in the convocation hall of the building. The President, Dr McCaul, having taken the chair. Mr. G. S. Goodwillie, the acting registrar, called the roll of the matriculated students, and introduced them to the president, who welcomed them in kindly terms to the college. The presentation of prizes was then proceeded with—the following being the prizemen:—*Classics*.—4th Year, Hill A. C. 3rd Year, Cassels, A. 2nd Year, Langton, T.; Ryrie, D. 1st Year, Gibson, G. *Logic*.—Scrimger, J. *Metaphysics and Ethics*.—4th Year, Barron, J. 3rd Year, Rennelson, W. H. 2nd Year, Scrimger, J. *Chemistry*.—4th Year, Ellis, W. H. 3rd Year, Graham, J. E.; Atkinson, C. T. 1st Year, Armstrong, W. *Mathematics*.—4th Year, Patterson, E. G. 3rd Year, Galbraith, J. 2nd Year, Baker, A. 1st Year, Wiggins, S. R. *English*.—4th Year, Patterson, E. G. 1st Year, Gibson, G. *History*.—3rd Year, Deroche, H. M. 2nd Year, Langton, T. *Natural History*.—3rd Year, Atkinson, C. T. 1st Year, Ewen, E. *Mineralogy and Geology*.—4th Year, Ellis, W. H. 2nd Year, Hughes, J. H. *Meteorology*.—4th year, Ellis, W. H. *French, German, Italian and Spanish*.—4th Year, White, J. *French, German, and Italian*.—3rd Year, Galbraith, J. *French and German*.—2nd Year, Kingsford, R. E. *French*.—1st Year, Gibson, G. *German*.—1st Year, Gibson, G. *Hebrew, Chaldee, and Syriac*.—4th Year, Barron, J. *Hebrew and Chaldee*. 3rd Year, McDiarmid, H. J. *Hebrew*.—2nd Year, Lewis, G.; McKay, W. 1st Year, Burnfield, G. *Agriculture*.—1st Year, Atkinson, C. T.; Grover, T. M. 2nd Year, Bryce, G. *Public Speaking*.—1. Black, D.; 2. Macdonald, W. *Public Reading*.—Stewart, M. L. *English Essay*.—1. Ellis, W. H.; 2. Patterson, E. G. *French Prose*.—Galbraith, J. *Macdonald Bursary, 1866, 1867*.—Rennelson, W. H.; Langton, T. 1866. Wightman, J. R. The prizemen then retired amid applause. The President then rose and delivered a brief but interesting speech, which was loudly applauded. In his opening remarks the learned President said that in closing the proceedings of convocation he did not intend to deliver a lengthy speech, but there were a few topics to which he wished to refer, one of which was at present exciting much interest in the mother country; that was a desire to devise some means of making University education more general, and for this purpose many plans had been suggested. In the Toronto University, by the adoption of certain reforms, he said students could receive their education at one-third less expense than they could obtain it in Oxford. He then proceeded to refer to the establishment of King's College in this city and of the introduction of natural sciences into it. By the assistance of the then Governor-General, and by the aid of his minister, the late Chancellor Blake, especially, he was enabled to establish a professorship in History

and English Literature, and there were, therefore, in Toronto University at present five departments in which undergraduates might excel. The first was classics, and he knew it was well conducted, as it was his own department—(loud laughter and cheers); the second was mathematics; the third metaphysics and ethics; the fourth modern languages, and the fifth natural sciences. He was glad to be able to say that all of the departments were under professors of the highest attainments. (Cheers.) Now he wished to refer to a few statistics which he thought would be found to be interesting. At the last University examination out of ten scholarships Upper Canada College obtained seven, and sixteen first-class and eighteen second class honors. (Applause). This college also obtained one of the Macdonald bursaries. (Applause). The Richmond Hill Grammar School obtained one scholarship, four first-class and one second-class honors. The London Collegiate Institute obtained 1 scholarship, 3 first-class and 2 second-class honors. The Whitby Grammar School received 1 first-class and 6 second-class honors. The Woodstock Grammar School obtained 1 first-class and 1 second-class honors. The Toronto Grammar School received 1 first-class honor. The Peterboro' Grammar School received 1 first-class honor and the Fouthill Grammar School obtained 1 first class honor. (Applause). In connection with the above the President wished to say a few words about another matter. A large number of students were being constantly sent to the University from Upper Canada College, and of course they were recognized as belonging to that institution, but although he (the President) was once connected with Upper Canada College and took a deep interest in its success, yet he did not think it was right to over-look the schools in which the pupils received their training before going to that college. (Loud cheers). He then read the following table to show the names of the scholars and the schools in which they received their training:—Mackenzie, (classical scholarship,) Galt Grammar School, and London Collegiate Institute; Dale (treble) St. Mary's Grammar School, and U. C. C.; Hamilton, (mathematical scholarship,) Brantford Central School, private study and U. C. College. In General Proficiency—Fletcher, of U. C. College; Teefy, of Richmond Hill Grammar School; Fothering, U. C. College; Kew, Beamsville Grammar School and U. C. College; and the Macdonald Bursary was obtained by Wightman of U. C. College. (Applause). There was still another matter to which he wished to draw attention. Last year it was his melancholy duty to have to refer to the members of the University who fell at Limeridge and whose names were on the memorial window in that hall; and at this convocation the University had suffered another great loss. At the close of the last spring examination there was one who appeared as the known man in almost every department. He meant the lamented Daniel Ryrie. His death was a great loss to the college, but his name would be remembered in after years by university men, as the name of one who combined in his person the three near qualities of high ability, untiring industry, and unsurpassed modesty. In many respects Ryrie's death might serve as a valuable lesson to them all, as it should have the effect of reminding them that they did not know the time when death might come to them also. The President then concluded by remarking that at the hour of the severance of the soul and body sinking nature required more powerful support than philosophy could supply; that a purer light than that of either literature or science was needed to dispel the gloom of the dark valley of the shadow of death and to gild with hope the bright dawn of eternity. (Loud applause.) Cheers were then given for the Professors, Tutors, Ladies, and the Queen, after which the convocation closed.—*Leader*.

— GALT GRAMMAR SCHOOL.—In the account of the Convocation of the University of Toronto, published in our July number, and which was copied from a daily paper, the name of one of Mr. Tassie's former pupils was omitted, Master Scrimger, the person in question, was a candidate for honors in Logic, Metaphysics, and Modern Languages. In these he took, (with the exception of German in which his place was second class). First class honor, taking the Scholarship for his year in Metaphysics and Logic. He was also Prizeman in University College in both latter subjects. He did not look for honors in Classics and Mathematics although he had hitherto sought and obtained them, but was at the head of the Passmen without these subjects. Another old pupil, Master Rennelson, also was Prizeman in University College in Oriental Languages, and took first-class honors in the University, in Metaphysics and Logic.

— THE LONDON COLLEGIATE INSTITUTE.—We understand that in the recent examination of the University of Toronto, three out of the four candidates for the Senior Matriculation, came up from the London Collegiate Institute. Of these three two obtained first class honors in classics, and

the other second class in Mathematics, no one being placed either above or in the same class with him. The classical Scholarship was gained by Mr. McKenzie, who has distinguished himself at the Collegiate Institute during the past two years, by the steadiness of his work, and the rapidity of his progress. These being the first pupils sent up by the Collegiate Institute, to compete for the honors of the University, their success in the in the severer examination proposed to the Senior Matriculant, is a matter for much congratulation and encouragement to all the friends of the Institute.—*Montreal Daily News*

— VICTORIA UNIVERSITY, COBOURG.—*Revised Matriculation in the Faculty of Arts.*—Students presenting themselves for Matriculation are required to pass an examination in the following subjects:—

Classics.—Cæsar de Bello Gallico, Bk. I.; *Antho.* Virgil, Æneid, Bk. II.; *Antho.* Cicero, pro Lege Manilia, (for honor Students only.) *Antho.* Latin Prose Composition. Xenophon, Anabasis, Bk. I.,—7, 8, 9, 10, *Antho.* Lucian, Vita et Charon. Homer, Odyssey, Bk. IX. (For honor Students only.) Greek Prose Composition.

Mathematics.—Arithmetic. Algebra, *Todhunter's Algebra for Beginners, Entire.* Euclid, Bks. I, and II, *Pott's.* Elements of Natural Philosophy, *Saenger, Vol. 1., First Eight Chapters.*

English. English Grammar. Composition and Punctuation. Elements of Rhetoric. History of the English Language. History of England; *Collier.* History of Greece and Rome; *Schmitz.* Geography, Ancient and Modern.

NOTE.—For preparation in Classics, Harkness' Latin Grammar and Reader; and Bullion's Greek Grammar, are recommended; also Arnold's First Latin Book, by Harkness; and Harkness' First Greek Book for Latin and Greek Prose Composition. For preparation in English, Quackenbos' Composition and Rhetoric, or Fowler's English Language, abridged, may be used.

— KNOX COLLEGE.—This college commenced its winter session on the 2nd inst. Principal Willis occupied the chair; after devotional exercises conducted by himself and Dr. Burns, the Principal introduced the Rev. Mr. Ure, of Streetsville, appointed at last Synod to supplement the professional staff by three months lectures on the Evidences of Christianity. Dr. Willis referred to Mr. Ure as a former *Alumnus* of the college in terms of commendation, as he referred also to another reverend gentleman (Mr. Proudfoot, of London), as appointed for the other three months to lecture in another department. In both appointments Dr. Willis said, that though absent at the time he cordially concurred. Mr. Ure proceeded to read an essay on Faith, and its reasons or grounds, which was listened to with much attention, and was received with applause. After the blessing, pronounced by the Rev. Principal, the large assembly was dismissed. The chairman in his opening address noticed as gratifying, others of the successful labors of the institute—that as *Alumni* of it were chosen from time to time to places of importance, so at home and abroad its students had successfully competed with those of other institutions for high Certificates and academic honors in various departments.

— COMPULSORY EDUCATION.—The grand jury (lately sitting at Toronto) have considered the question as to what should be done with the youthful criminals who almost live on our streets. The question seems still to remain undecided. There are hundreds of children of both sexes in Toronto who are rapidly developing into adult criminals, who now in their small way lead dishonest lives, and who, when they mature, will have no resort but to prey upon society. Neglected when young, they will avenge themselves when older. Without proper parental control, without education, without religious instruction, without a trade, brought up in idleness and surrounded by evil influences, they will, when they reach man's estate, have neither inclination nor ability to work, and must live either by begging or on the fruits of the industrious man's labour. A compulsory sort of education is needed to meet such cases, not merely education in a common school, but an education that will teach them an honest trade by which they can support themselves, without resorting to crime. The subject is one of vast importance, and the future good of the country demands its early consideration by the legislature.

— R. C. SEPARATE SCHOOLS, ONTARIO.—Mr. Maguire, M. P. for Cork is about to publish a book describing his recent tour through Canada and the United States. He was deeply impressed with the value of our Provincial separate school system when here, and made it the subject of a lecture at New York, in which, speaking from the catholic point of view, he regretted that similar institutions did not exist in the United States,

Mr. Maguire came to America for the express purpose of sounding the Irish, and as he is a very honest man, famous for speaking the truth, as far as he knows it, his opinions on Fenianism will not be without their value.—*Catholic Citizen.*

— EDUCATIONAL DEPARTMENT, QUEBEC.—Professor Henry Miles, M. A. D.C.L., a gentleman of high scholastic attainments, has been appointed Secretary of the Education Department of the Province of Quebec, in place of Mr. Giard, who has been appointed Superintendent of Education.

X. Departmental Notices.

FOUR KINDS OF LIBRARIES WHICH MAY BE ESTABLISHED UNDER THE DEPARTMENTAL REGULATIONS.

Under the regulations of the Department, each County Council can establish *four classes* of libraries in their Municipality, as follows. City, Town, Village, and Township Councils can establish the first three classes, and school trustees either of the first and third classes.

1. An ordinary *Common School Library* in each school house for the use of the children and rate payers.

2. A *General Public Lending Library*, available to all the rate payers of the Municipality.

3. A *Professional Library* of books on teaching, school organization, language and kindred subjects, available to teachers alone.

4. A Library in any *Public Institution*, under control of the Municipality, for the use of the inmates, or in the *County Jail* for the use of the prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the autumn and winter months,) suitable reading books for the pupils in their school, either as prizes or in libraries. Having given the pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

PROFESSIONAL BOOKS SUPPLIED TO LOCAL SUPERINTENDENTS AND TEACHERS.

In this catalogue are given the net prices at which the books and school requisites enumerated therein may be obtained by the Public Educational Institutions of Upper Canada, from the Depository in connection with the Department. In each case, cash must accompany the order sent.

Text-books must be paid for at the full catalogue price. Colleges and private schools will be supplied with any of the articles mentioned in the catalogue at the prices stated. Local superintendents and teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

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WILLIAM TASSIE, M.A., UNIV. COLL., HEAD MASTER.

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Application to be made to the Head Master, at Galt, or to R. KEEFER, Esq., Secretary and Treasurer. [ndj. 3in. np.]

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