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# JOURNAL OF

Upper



# EDUCATION,

Canada.

VOL. XVII.

TORONTO: AUGUST, 1864.

No. 8.

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As soon as man had reached a certain degree of culture, he became desirous of imparting the same degree of culture, generally acquired after a hard struggle, to his children, in order to secure to them his acquisitions without any struggle whatever. His children had, therefore, the advantage of being guided by experienced hands, and an improvement could not fail to take place. The first pupils thus became even better teachers than their fathers were. The various experiences of the different heads of families were collected, and soon formed one system of education. Hence it happened that there arose so many different systems and standards of education. Every nation, or rather every state—[*Query*, why this distinction without a difference, on the part of the lecturer?—brought up its children according to the notions which prevailed amongst the members of the State.

**BUCHHEIM ON THE HISTORY OF EDUCATION.**

A MOST interesting and exhaustive paper upon the History of Education, was recently read by Buchheim, of King's College, before the College of Preceptors, in London. The learned professor commenced with an allusion to the vast amount of material afforded as the basis of such a lecture as he proposed, and with a confident hope of forbearance and attention from those before him, whom he styled "the contingent of the heroic host of educators."

"Let nobody," said he, "think the epithet *heroic* too presumptuous and too assuming in the present instance. . . . The scholastic world, too, has its heroes and undoubted warriors. And if it does not offer the brilliant exploits which inspire the poets, arouse the enthusiasm of the young, and dazzle the vulgar, it has, on the other hand, the overbalancing advantage that its pages are not stained with blood, like those of the History of the World; and that the traces which the heroes of the educational world leave behind them do not consist of regions laid waste and made desolate for ever, and of 'battle-fields filled with corpses,' but of nations enjoying and spreading the blessings of civilization, and of the everlasting monuments of the products of the human mind. The schoolmaster has generally to fight against the prejudices of the old and the perversity of the young: and this struggle, besides being more obstinate and more mortifying than any other, lacks also those inspiring circumstances which, amidst the din of battle, easily make heroes even of cowards."

After some further remarks upon the manner in which he intended to treat his subject, the lecturer went on to say: "The History of Education dates from the earliest times on record.

"The ancient nations could not elevate themselves above the limited horizon of the State; and this is the only point to which we find the various systems of education amongst the nations before Christ converging. The Chinese, the Indians, the Persians, and the Egyptians, had all their different systems of education; but their ultimate object was to educate their children for China, for India, for Persia, and for Egypt respectively. Their aim was not to bring up men, for they did not possess any notion of humanity or mankind. This circumstance will also explain the reason why women were generally excluded from the pale of education. The men alone formed the State, and consequently they alone seemed to have the right and the want to be educated. The glorious purpose of educating man, as man, dates from the Christian era only.

"The division of the History of Education into two great periods, is here at once perceptible. The first, dating from the earliest historical times, may be called the period of national or State education; while the second, which begins with the Christian era, may be best designated as the period of cosmopolitan, or rather humane education."

Dr. Buchheim now proceeded to demonstrate that the educational system of all nations but two, during the first period, have mostly an historical value only. He sketched the Chinese system of education, "which moves in the narrow circle of the family only," and from which humanity at large gained little. He admitted, however, that there was one point to be admired in the Chinese—they only allowed such teachers for the higher course of instruction, as had themselves undergone a proper examination. In that, some other nations might find a proper

example to follow; and our readers, we think, will agree with the conclusion.

He next sketched the educational system of India, and noticed particularly one fact, that the system of Lancaster, which made the more advanced pupils, under the name of monitors, instruct the younger pupils, was derived from India. The Rev. Mr. Bell observed it, and made a report to the East India Company on the subject, from which Lancaster derived his idea. The same system had been tried and condemned, however, in Germany, long before it had been tested and failed in England and the United States.

The Persian system was next commented on, which differed little from the Indian, except in having more vigour, in consequence of the lack of the castes which hampered it in India.

From the Persian the lecturer next turned to the Egyptian system, which was more complete. He commented on their proficiency in mathematics, which seemed to have been their favourite study. It did not, as Plato justly remarked, seem to benefit either the administration of the State nor the private concerns of the people, nor tend to ennoble the character of the proficient—neither of which, we should suppose, would be claimed for the study by its greatest admirers.

After an examination of the Theocratic system of the ancient Hebrews, which followed after that of the Egyptians, he advanced the opinion that to Egypt not only was the Hebrew, but also the Greek culture largely indebted. The position of Dr. Buchheim is undoubtedly correct. The admirers of Greek literature and laws will not admit that there was any high civilization until that of Greece appeared; but the evidence now before the world shows that Egyptian civilization was in full vigour before that of Greece, and in some things surpassed it; and careful examination enables us to trace much of Grecian science, letters, and arts to an Egyptian source. Yet the educational system of the Greeks, on which the lecturer dwelt, was more perfect than its predecessor. The Greeks were desirous of developing both mind and body—to combine mental and physical culture—so as to produce a cultivated mind in a perfect frame. Hence their gymnastics—the games as well as the schools—Heracles had equal honour with the Muses.

A commentary on the system of Crete and Sparta, which differed for the worse from that of the rest of Greece, preceded an examination of the Roman system, which was patriotic and practical. It had, too, this distinguishing feature, that it had high notions of family life, and hence the position of woman was better than among the Greeks. The conclusion of this part of the lecture is worthy of attention, and hence we quote it:

“The greatest theorists of those times in educational matters, were Cicero and Quintilian. Their theories were in accordance with the Roman character, highly practical, just as they were the results of practical wants. Many of their wise precepts ought to be engraven on the heart of every man. What a wholesome truth lies in the Ciceronian saying: ‘To undertake nothing that is averse to our nature and capacities, and always to follow our individual natural ability; to do nothing against the will of Minerva; that is to say, nothing against our natural aptitude!’ If this precept were strictly observed, we should not see so many bunglers and dabblers in the world. Certain subjects are necessary for everybody; but when they have once been mastered, let every individual choose what suits best his nature. Let nobody undertake anything against the will of Minerva. When we consider how many hundreds of boys are most injudiciously compelled to plod, during the best and brightest years of their lives, over the languages of Rome and Greece, to no other purpose but to follow the common track, which prescribes the study of the ancient Classics as a *sine qua non* for those who aspire to a gentlemanly education—when we see that most of those who study Latin and Greek are not able to read with ease the works written in those languages, and that only an exceedingly small number of them are endowed with the proper taste really to enjoy them—and when we know at the same time that the study of the modern languages would be far more conducive to their intellectual development, because they are more congenial to them, and would tend much more to help them on in their future career—are we not in duty bound to call out to them, ‘Do not undertake anything against the will of Minerva?’ Fortunately this view is gaining ground, though slowly, still steadily; and so I have no fear of being accused of speaking on the ‘Nothing-like-leather principle.’

“Many eminent English scholars are now advocating the general introduction of modern languages as a necessary branch of education; and if the cry be raised that the limited school-time will not allow us to embrace both the ancient and the modern languages, we would only refer to the statement of Mr. George Long, who is undoubtedly one of the greatest authorities in classical matters, and who has declared that ‘both Latin and Greek can be learned well in much less time than they are often learned very imperfectly. The student may begin later and he may end earlier,’ &c.; and

finally he says, ‘that the study of the ancient languages is generally commenced too soon.’ On the greater part of boys, the study of the ancient classics is certainly quite lost, whilst German and French would be of real advantage to them. . . .

“It has often been remarked that ladies express themselves in more refined language than gentlemen. Well, they do not spend two-thirds of their school-time on Latin and Greek, but they apply themselves to the study of modern languages, and the refinement of their language might partly be attributed to this circumstance. Still we know there is a great waste of time and talent in female education also. We are well aware that the greatest part of their time for study is devoted by young ladies to music, and we are equally well aware that only a small number of them really have any talent for that art. Now, the unfortunate pupils who are endowed with no ability for music, may possess unusual talent for languages or literary pursuits. But Minerva must yield to Saint Cecilia: the young strummer is compelled to go on with her sterile musical studies, to her own prejudice, to the annoyance of her master, and to the terror of all the visitors at her parents’ house.

“A more complete system of education than that of Cicero we find in Quintilian, who, although he took Plato as the basis of his theories, had only the practical wants of life in view, like a true Roman. His works may still be studied with great advantage by all who have the educational question at heart. He prefers the ‘bright light of the schoolroom to the dark solitude of a domestic education;’ and above all he condemns the not unusual custom of taking an indifferent master for beginners. Such a proceeding he considers highly prejudicial to education; for when at a later period the better master is employed, his work is double. First he must eradicate the unsound teaching, and then he must teach what ought to have been taught before. Every thing becomes more intelligible the more intelligent the teacher is. He further thinks it necessary that the educationist should be acquainted with the theory of teaching. Marcus Aurelius Quintilianus was born, as you well know, in the year 42 Anno Domini; and I am grieved to say, after a lapse of 1800 years, we still find the prejudice prevalent all over the world, that inferior teachers are good enough for the beginning and that the practice of employing qualified schoolmasters only is still a *pium desideratum!*”

Professor Buchheim now took up the second part of his subject, and in introducing it asserted that the aim of education in the ancient world was but limited, since the right of man, as man, had not then been acknowledged. The aspect of affairs changed with the new era—the individuality of nations began to soften, and the world was divided into Christians and non-Christians. From that time out the lecture would have nothing to do with nations, but with the systems of individuals. The Professor gave a sketch of the origin and progress of the Christian schools under the influence of the Fathers of the Church, and the state of education in the Byzantine empire; digressed slightly to the Arabians; examined the Monastery and Parochial schools of the middle ages, and the polite education of the Knights. He described the extraordinary education movements which took place in those times—in the Netherlands, where Gerhard Groote, Thomas à Kempis, Rudolph Agricola, and Erasmus from Rotterdam, disseminated classical learning and sound educational principles; in England, where John Colet founded the Schola Paulina, and where Louis Vives contributed much to the enlightenment of teachers;—in Italy, where at the time civilization centred;—in France, where the first University was founded in Paris;—and in Germany, where Guttenberg made the most beneficent human invention, and the son of a poor mincer freed the Church and emancipated the School.

In describing the great influence which Defoe’s Robinson Crusoe exercised in those times on the minds of the educationists, the lecturer found an opportunity to speak of J. J. Rousseau and his remarkable book on education. “Rousseau’s Emile,” said the lecturer, “was a protest against the shallowness and demoralization of French life as it was during those times. Men were then nothing but artificial creatures, and Rousseau wanted to lead them back to nature. His object was, however, not to ennoble them afterwards by art, but to leave them in their natural state, and thus he committed the error of falling into the other extreme.”

To a detailed criticism on Rousseau followed an outline of the “Philantropin,” which was founded by Basedow, in 1774. He became thus the founder of the “Philantropinists,” whose aim was “to raise education to a science, to make instruction not a mere trade, but the object of scientific research.”

The example set by the Philantropinists had a very beneficial effect on the educational world, and made itself felt even in Austria. In France it was the great revolution that paved the way to a better educational system; but no considerable improvement took place there before the July Government had sent a special commission to Germany to examine there the educational institutions of her various states, and especially of Prussia. The special commissioner

was Victor Cousin, and in his report he demonstrated "the immense superiority of all the German States, even the most insignificant Duchy, over any and every Department of France in all that concerned institutions of primary and secondary education.

France was not ashamed to acknowledge, and to adopt, the superior school organization of Germany; and, thanks to this circumstance, she possesses now a greatly improved educational system.

Singularly enough, Dr. Buchheim nowhere spoke of the Spanish system of the primary schools. It is noteworthy, and we shall, before long, make it the subject of a special article.

The lecturer gave a concise description of the greatest modern German educationist, Johann Heinrich Pestalozzi; and after having spoken of Diesterweg, Froebel, &c., he concluded with the following words:

"In conclusion of this, my imperfect sketch, I must make one more remark. It is an acknowledged fact, that the unrivaled educational development in Germany is chiefly due to the circumstance that education is there really considered as a science, and that only duly examined teachers are allowed to exercise the profession of schoolmaster. The inference is easily made. When the great object of this Institution will be crowned with success, the educational standard will, in this country, be on a level with that of Germany."

Such is an abstract of an exceedingly able discourse, which we hesitated to mutilate, and which we would have given in full, had it not been too long for our pages. It contained hints of value, as well as an interesting summary of historical facts. It drew out the comments of the learned among its hearers, who generally regarded it highly. Professor Leitner, who spoke with marked commendation of it, remarked, however, that the lecturer's application of the Roman maxim, *avid invita Minerva*, was good and sound; but still he thought it necessary to say a word of warning respecting that maxim,—it was, that nothing could be more faithful to true education than to act upon the rule, that the inclinations of the young are to be our chief guides in directing their studies. The first business of the educator is to discipline the minds of his pupils thoroughly, and thus to enable them subsequently to come to a wise determination in the momentous choice of a career. When, with sufficient knowledge both of his own powers and inclinations and of external considerations, a boy manifests a decided leaning towards any special subject or mode of activity, it would be folly indeed to disregard the advice of the Roman sage.—*American Educational Monthly*.

## II. Papers on Classical Subjects.

### 1. ANCIENT AND MODERN DISTANCES.

We are so accustomed to the magnificent distances of our country, that our imaginations almost refuse to credit the possibility of noble deeds done on so small a scale of magnitude as sufficed to reveal the greatness of ancient Greece. Wide space is evidently not needed to develop the activity of even the greatest men, any more than intellectual pre-eminence requires large bodily dimensions. Gibbon must needs remind his readers that Palestine was not much superior in extent to the Principality of Wales, doubtless intending to hint that so diminutive a territory could not demand so much consideration for its history as seems to be claimed for it in the Bible. But the sceptical historian would have resented any attempt to cast doubt on the truth of the history or demerits of the great men of Greece, because their activity was all exerted within so narrow a space.

A writer in the *Christian Examiner* says: "It is hard for us in modern times to adjust our great lenses to the scale of magnitude on which that marvellous drama was acted out. Thus, by singular good fortune and skill, Athens early succeeded in annexing Eleusis, ten miles off, and Salamis, across an easy ferry, and absorbing into a sort of great township its continental possessions of twenty-four miles square. But Ægina, that lies pleasantly in sight over the bay, was the home of 'alien enemies,' and was only held under by the iron hand. Megara, at five and twenty miles, was the standing pet hostility of Athens; while her most generous act of foreign policy was in steadily upholding Plataea, at thirty-five miles distance, against the hateful predominance of Thebes, at forty. The eternal rivalry with Sparta reached over an interval of about as great as that which separated New York from Philadelphia; while the disastrous expedition to Syracuse, which bewildered the Attic imagination no less by the daring of its distance than by the splendour of its equipments, traversed a world of waters rather less than from the Chesapeake to Port Royal. Yet these narrow limits were enough for the great passions of patriotism, ambition, jealousy, and international hate. The intense pride of every Athenian citizen in his own splendid capital, his fond recalling of its generous liberties and its grand memories, in exile or disaster, or times of peril or fear, is familiar to every one who remembers the soldierly summons

of Xenophon on his retreat, the touching appeal of Nicias to the forlorn hope at Syracuse, the fond tone in Plato's dialogues, or the ringing harangue of Demosthenes, when the shadow of Macedon began to darken the pass at Thermopilæ."

### 2. STUDYING THE CLASSICS IN SCHOOLS.

BY PROF. MARTIN KELLOGG, OF THE COLLEGE OF CALIFORNIA.

The Classical authors, as the term is commonly used, are Greek and Latin. When we speak of studying the Classics, we mean the best writings of the Greeks and Romans, in the original tongues.

These authors deserve a place in the course of study in our common schools. The Latin language, especially, should be taught quite extensively. In many schools this cannot be done: they are primary in their character, or the teachers employed are such as have themselves had no classical instruction. But in graded schools, and in other schools where suitable teachers can be found, the classics should have an acknowledged, and often a prominent place. The higher mathematics are taught, to some extent, in such schools; the classics present at least as strong a claim.

There are advantages in this study,

I. For those who can have only a school education.

1. From the *kind* of study. There is a peculiar and very valuable discipline to be got by it. We learn to reason from probabilities: weighing, balancing, making careful and exact discriminations. We learn to distinguish the subtler shades of thought, and to see how much depends on the right choice and use of words. Our taste is cultivated. Nowhere can more exquisite models of composition be found than in the classics. By the common consent of the literary world, there can scarcely be found, in the whole realm of letters, such prose and poetry as the old Greeks and Romans have bequeathed to us. The jarring schools and the changing ages agree in admiring the classic models; with one voice they declare their surpassing excellence.

2. From the *knowledge* acquired. The knowledge of ancient times; of the old, potent civilizations, out of which have come so many of our modern influences. Those were the fresh periods of the world's life—the times of its lusty youth. There is a use, as well as a charm, in looking through the language of such nations as were then on the world's stage, down into their hearts and minds and lives. Translations cannot give us the whole; they are lifeless, compared with the glowing originals. If we wish really to enter into the spirit and life of a people, we must understand the very words in which they thought, and loved, and sung. Nor, in classical study, do we stop with mere word-meanings. We are led into the higher domains of discussion—into the widest relations of history. The text of a particular author is made the unit of appreciation; and by means of this we compute facts of geography, of chronology, of politics, of philosophy, of law, of religion. There is no star in the ancient heavens which is not brought to view by the glass of language.

This study gives us, also, the knowledge of language. Our own English, and other modern tongues, are greatly indebted to the classical languages, especially to the Latin. She is the mother of the French, Italian, and Spanish; and those who wish to know the daughters ought always to secure the mother's introduction. The English is of mixed descent; but its life is largely drawn from the Latin. Anglo-Saxon, as it is styled, is the important ground-work; but we should be poor indeed, deprived of our rich classical inheritance.

In the use of our large Latin element the study of Latin is of very great service. It gives us a new power over common speech. It helps us to accurate distinctions, and guides us nearer to the truth we think, or speak, or hear. There is, moreover, a great pleasure in such a mastery of our noble tongue. Language is life to us, in many respects; and the more familiar and life-like we can make it, the greater are our enjoyment and power.

The Sciences have nomenclatures drawn almost wholly from the classical tongues. He who wishes to pursue scientific investigations, or to understand scientific progress, will find it of great use to know something of the original of the terms thus imported.

There is a Science of Language, which in these days is becoming popularized. It is destined to attract increasing attention, and to claim, more and more, the notice of all intelligent men. A basis for such study will naturally be found in the classics. Without these, there can hardly be sufficient means of comparison and illustration.

These, imperfectly hinted at, are a few of the reasons why classical authors, especially the Latin, should be brought within the reach of those who receive only a school education. But, the advantages of the Classics should be given in our schools.

II. For those who may have the wish and opportunity for further study.

Often a young man does not know where he will stop. He is tempted on, from one field of study to another. Now that course is best, other things being equal, which will leave him at liberty to go on to any extent. He may choose to go through a regular College training. He may be drawn, without this, to a professional life. He may become an amateur in scientific pursuits. In any of these events, he will be much advantaged by a previous introduction to the classical tongues. As an amateur student, he will be far more intelligent, and find himself in a much wider range of his favorite literature and companionship. As a professional man, it is indispensable that he be master of the classical technics of his profession. And the case is not infrequent, in which a taste of classical study leads directly to the acquisition of a "liberal education," which is, or should be, one most worthy of a "freeman"—a generous culture, such as our higher institutions aim to impart, as a means of wider influence and nobler achievement.

Classical studies are on the line of these higher attainments and results. Ought they not to be early fostered, with these ends in view?

These studies are very beneficial, very interesting and satisfactory in themselves. They would deserve a place in our schools, if none were to go beyond the school curriculum; but they should be encouraged, also, for their stimulus to further studies—for their use in the higher walks of life.—*California Teacher.*

### 3. ATHENS IN LONDON.

Mrs. Avramoite, an Athenian lady, has, in the Crystal Palace at Sydenham, a beautiful model of Athens in *papier mâché*, showing the architectural grandeur of the ancient citadel, on a scale of 1 to 1000. The following edifices are marked in the model with a numerical reference: Grotto of Pan, Pelasgic Wall, Cimonian Wall, Tomb of Talus, Theatre of Bacchus, Arch of Eumenus, Theatre of Herod (Odeon), the ancient Gate, Agrippa's Column, Pinacotheca, Propylæa, Venetian Tower, Temple of Victory, Parthenon, Erechtheum, Tomb of the French General Favier, who fought for the independence of Greece.

## III. Papers on Literary Subjects.

### 1. THE STUDY OF THE ENGLISH CLASSICS.

The teacher requires not only a well-disciplined mind, but a vast fund of information, from which he can draw at all times for the purpose of illustrating whatever he may be teaching. This requires that the teacher should be constantly improving himself, if he would have his labours crowned with the noblest success. English literature offers a rich field for study and improvement, and some of the best models in the language are within the teacher's means. In our language may be found productions of rare merit in history, in poetry, in criticism, in the art of teaching,—indeed in all departments of knowledge,—and teachers will find an acquaintance with them of much value in their profession. By a critical perusal of such works the mind comes in contact with other minds, opinions are modified, new ideas received, thought developed, the taste cultivated, and the imagination disciplined. The mind can thus be kept active, expedients will be originated, and a tendency to a monotonous round of school duties prevented. This will be particularly the case in the departments of reading, grammar, history, and, to some extent, geography.

The teacher who is thoroughly versed in literature will have an important advantage in teaching reading. From the force of habit, he will more readily perceive the thought embodied in the lesson, he will more readily apprehend the meaning of the words employed, and will more keenly feel the power of those passages where the various emotions of the heart are described. Hence he will be more successful in his attempts to make the lesson understood, will have more skill in explaining the use of words, and will give his illustrations in reading with more power and effect. Under such a teacher, the reading-lesson would assume a new aspect. His culture would be the magician's wand that would transform the whole scene into a living, glowing picture of joy and enthusiasm. The child, while he will be still learning to read with accuracy and order, will be storing his mind with a variety of useful knowledge, and will be acquiring a love for good literature that will be of incalculable benefit through all subsequent years of existence. Such scenes have been realized, and there is room for still further improvement. The dull round of reading that is to be seen in so many of our schools, may be effectually broken up by proper culture and effort on the part of the teacher. But we must all remember that *self-improvement* is the foundation upon which the superstructure must be reared.

The advantage of an acquaintance with the classical literature of

our language will be very apparent in teaching grammar, particularly in the more advanced classes. It is of little use to learn the rules of grammar, and to be able to tell the different parts of speech and their relations to each other, unless the child acquires the habit of using language properly. The ability to use words accurately is one of the most striking characteristics of a scholar. The teacher should be a model in this respect. Where can he find better models for his own improvement than the English classics? In many of our public schools, classes may be found who are sufficiently advanced to study with profit some work like the *Seasons* or the *Task*, if they can be guided by a competent teacher. Such works should be studied with critical care, for the purpose of pointing out the style, tracing the learning allusions, perceiving the naturalness, the beauty or sublimity of the descriptions, developing the taste, entering into their spirit, and awakening a permanent love of good literature. Much might be done in this way towards developing a correct taste in the minds of many who will have no other advantages than the public schools. Teacher! might we not profitably spend more time in studying the English classics? The poet truly says:

"Seek to gain

Complete symmetrical development  
That thou may'st minister in things of use  
To all who seek the palace of thy mind."

A TEACHER, in *Conn. Com. School Jour.*

### 2. "ME" AND "I."

The Dean of Canterbury (Dr. Henry Alford), in a recent work—"The Queen's English"—takes rather strong ground in favour of certain colloquial terms, which are generally censured by the grammarians. Among others, he defends the phrase "It is me." Says the Dean:

"'It is me,' is an expression which every one uses. Grammarians (of the smaller order) protest; schoolmasters (of the lower kind) prohibit and chastise; but English men, women, and children go on saying it, and will go on saying it as long as the English language is spoken. Here is a phenomenon worth accounting for. 'Not at all,' say our censors; 'don't trouble yourselves about it; it is a mere vulgarism. Leave it off yourself, and try to persuade every one else to leave it off.' But, my good censors, I cannot. I did what I could. I wrote a letter inviting the chief of you to come to Canterbury and hear my third lecture. I wrote in some fear and trembling. All my adverbs were what I should call misplaced, that I might not offend him. But at last I was obliged to transgress, in spite of my good resolutions. I was promising to meet him at the station, and I was going to write—"If you see on the platform '*an old party in a shovel*,' that will be I." But my pen refused to sanction (to *endorse*, I believe I ought to say, but I cannot), the construction. '*That will be me*,' came from it, in spite, as I said, of my resolve of the best possible behaviour."

The Dean then quotes from Dr. Latham's "History of the English Language," page 586: "We may . . . call the word *me* a secondary nominative, inasmuch as such phrases as *it is me* = *it is I* are common. To call such expressions incorrect English is to assume the point. No one says that *c'est moi* is bad French, and *c'est je* is good. The fact is, that with us the whole question is a question of degree. Has or has not custom been sufficiently prevalent to have transferred the forms *me*, *ye*, and *you* from one case to another? Or perhaps we may say, is there any real custom at all in favour of *I* except so far as the grammarians have made one? It is clear that the French analogy is against it. It is also clear that a personal pronoun as a predicate may be in a different analogy from the personal pronoun as a subject."

In commenting upon the matter, the *London Reader* says, "With every respect for the dean and the doctor, this is surely beating about the bush. An Act of Parliament is said to override everything. In all languages, dead as well as living, idiom does the same. We cannot translate into German, for instance, the French *c'est moi* or the English *it is me*; we must use *ich*, not *mich*—*ich bin es*, *I am it*, not *es ist mich*. It is clearly an idiomatical expression to say *it is me*, which our mixed tongue has derived from our Norman ancestors; and, being such, it is too deeply rooted to be eradicated by grammarians of the smaller order, as the dean most aptly terms the cavaliers. Idiom is one thing and grammar another; but no man can snub the former with impunity in thinking to do honour to the latter."

We admit that there are certain tendencies in the English language which it is almost impossible to resist; and there are modes of expression to which habit gives authority. Theoretically, "thou," being the first person singular, is proper to use in addressing an individual, and yet we always use the first person plural instead. Even the members of the Society of Friends do not use "thou," but say "thee," a grosser violation of the grammatical



rules than the other. The spoken and written language of a nation differ: the one being easy, unconstrained, and careless; the other getting on stilts occasionally, or at all events walking very erect and with precision of step. In this case, however, the substitution of "me" for "I" is not idiomatic. It is a mere vulgarism. The tendency to the expression may arise from the position of the pronoun. The objective pronoun usually following the pronoun, we naturally, if in haste, may give the objective form from the position. In the controversy, to which Dr. Alford's book has given rise, one writer attempts to justify the use of "me" in the sentence quoted, because the construction is "me [whom you will see]. You will see me." But this is absurd. The only legitimate ground of defence is that taken by the dean himself, though we do not think that quite tenable.—*Am. Edu. Monthly.*

### 3. THE COMMAND OF WORDS.

A Statistician has had the patience to count the number of words employed by the most celebrated writers. The works of Corneille do not contain more than 7,000 different words, and those of Molière 8,000. Shakespeare, the most fertile and varied of English authors, wrote all his tragedies and comedies with 15,000 words: Voltaire and Goethe employ 20,000: Paradise Lost only contains 8,000: and the Old Testament says all it has to say with 5,642.—*The Times.*

### 4. A MOHAMMEDAN LITERARY SOCIETY IN CALCUTTA.

The Calcutta correspondent of the London *Times* says:—In the absence of any very stirring political news, perhaps you may be interested in learning that an educational "movement" of some little importance is going on among the leading members of the Mohammedan faith in Calcutta. Whether the work of educating the natives generally makes them more friendly to the British rule, is at the best very doubtful. Those who have many opportunities of observing the natives, say that the more we teach them the more clever do they become in poisoning the minds of the ignorant portion of their countrymen against us. The Mohammedans, however, are acting quite independently of the government. One of the magistrates, Noulvie Abdool Lateef, has been getting up a literary society, and it is attended by the oldest and most orthodox members of the sect. There were many fears to allay and many prejudices to study; but as the originator of the society is an irreproachable Mussulman, the others could not see any great danger in attending the meetings at his house. Among the lectures given, was one by Abdool Lateef himself, on "The Origin of Newspapers;" others were on Electricity, the Solar System, and Agriculture. Moulvie Mahomed Abdool Rowoof read a paper on the "English Constitution, and details of the form of English Government." Another was upon the "Seclusion of Native Women;" and on a subsequent evening the subject was "The Lives of Copernicus and Sir Isaac Newton."

A very intelligent leader of the Mussulmans, Syud Ahmud, principal Sudder Ameen of Ghazee-pore, delivered a speech in Persian, exhorting his countrymen to make themselves acquainted with the process of knowledge and learning in the West. This speech has been translated by Syud Ahmud himself. His object in addressing them, he said, was nothing but patriotism,—“May the lips that utter impudence be closed for ever!” He disclaimed the intention of wounding the feelings of his audience. “We are all one despite of our seeming diversity. There is nothing between the lover and his mistress by which they can be regarded as two different beings. It is only the lovers thinking themselves to be lovers, instead of one love that makes the supposed difference. Hence it is the duty of all to study the common good.” So reasoned the speaker. If those Mohammedan gentlemen can make their countrymen, who are now always on the look out for conspiracies, understand that their interests and those of the government are one, we shall have some cause to congratulate them on the usefulness of their society.

## IV. Papers on Practical Education.

### 1. THE NEED OF MORE GENERAL CULTURE AMONG TEACHERS.

An opinion has prevailed, and still prevails to a very considerable extent, that a teacher needs but a very limited knowledge of a very limited number of books in order to keep a school.

To make the study of Geography interesting and instructive, the teacher must not limit his own knowledge of that subject to the text-book in hand. In connection with it, he should be familiar with Astronomy, Geology, and, in fact, with nearly all the natural sciences. So, in Grammar, it is not enough for the teacher to be

acquainted with Etymology and the rules of Syntax; he must possess that intimate knowledge of language which is to be acquired only by familiarity with the works of the most elegant writers; he must be a student of ancient and modern languages; and should himself practise continually with the pen.

An author is said to be versatile when he employs the truths accumulated from observation, investigation, and experiment, by appropriating them to himself, and reproducing them in new and attractive forms. Just so the cultivated teacher employs his treasures of knowledge in presenting them to the minds of his pupils with originality and tact, and showing the harmony which subsists among all branches of learning, and how each forwards and is aided by all. “To educate a child perfectly,” says Channing, “requires profounder thought and greater wisdom than to govern a State;” and for this plain reason—that the interests and wants of the latter are more superficial, coarser, and more obvious than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must all be studied and comprehended before the work of education can be thoroughly performed. It naturally follows, then, that those who are entrusted with these immortal minds, can not be persons of medium culture.

In speaking of the qualifications of a teacher, some eminent essayist has enumerated the branches, as nearly as I can remember, in which a schoolmaster is expected to be proficient. “A thorough knowledge of the common branches is indispensable. An understanding of Pneumatics and Chemistry, and of whatever is curious or proper to excite the attention of the youthful mind—an insight into Mechanics, with statistics—Geology, or the quality of soils—Botany—the Constitution of his country and laws—the Languages, modern and dead—*cum multis aliis.*” This appears formidable, to be sure; and it must be confessed, that were applicants for our public schools subjected to an examination upon all these topics, hundreds would go unemployed.

Could our schools be under proper supervision, many of the evils resulting from the employment of incompetent teachers might be avoided; but so long as we have ignorant or indifferent school officers, we must expect to be burdened with ignorant teachers; and, what is deeply to be regretted, ignorant teachers in order to conceal their ignorance, are sometimes constrained to resort to lying; and although liars generally come to grief, their example does not fail to be pernicious.—*American Educational Monthly.*

## V. Correspondence of the Journal.

### 1. THE EXPERIENCE OF A YOUNG TEACHER.

*To the Editor of the Journal of Education.*

SIR,—Presuming you will allow space in your valuable journal for my crude observations, I commit them to paper. The experience of one man in any trade or profession is ever held to be highly beneficial to others in the same; while I endorse the sentiment, I would say that in none apparently so much as in teaching. My object in writing at present is not to benefit any so much as to express satisfaction for benefit received from that source myself. I engaged in the duties of the profession a few years since, possessing feelings of responsibility, and yet with hopes of success equal to my youth and energy. But I soon found myself met on all sides with difficulties, never before thought of, and without the means at hand to obviate them; nor do I believe that any preparatory literary training could have guarded me against the same. I frequently found relief from reading the *Journal of Education*, but more from visiting neighbouring schools. I do not infer that I did or could see fit in any case to copy the whole system of another, nor adopt many rules from any; yet, to these two, as a source (*reading and visiting schools*) I attribute much credit for help not to be over estimated in maturing plans and systems for the better management of a school which has made teaching to me agreeable exercise rather than irksome and tasteless employment. And strange to say that whilst teachers are commended, if not commanded, through the medium of the *Journal* to visit schools, there is no provision made by our school law at the fountain head for their doing so. This brings me to a point I had in view at my outset. A teacher to have success in teaching requires, besides the respect and confidence of his pupils, the hearty co-operation of their parents. Now a teacher cannot always secure this, his own modest arguments on visiting them or otherwise, will often tend to prejudice rather than soften them. But I have learned by observation how it may be done effectually; the Local Superintendent visits a school, and having previously notified the parents and teachers of neighbouring schools to attend, he examines the school, and having given the teacher credit for what he has done, and recommended to him what to do, with many useful hints and helps; he then, with the abounding sympathy of a man, appeals to the parents in behalf of the teacher and school, and

shows them that their success depends, in a great measure, upon themselves, shows them their duty to their children and teacher, thus convincing them of what they could never see before; the teacher is helped on his way, the parents go home with new ideas and strong resolves, while the children are revived and cheered, having measured off part of the year by one session, they make a vivid start in preparation for the next field day. Now this argues a point previously mentioned, viz: who is fit for the duties of Local Superintendent, and who is not; the press has given space to debate this subject before, some assuming one ground and some another. Whilst others, with much warmth and perhaps self-interest, denounce all "black coats" as necessarily unfit; now I take neutral ground, but hold to the fact that no man who has never taught nor learnt by experience the daily and quarterly working, changes and classification of a country school can do justice to the teacher school or children; I care not what his educational or natural accomplishments may be.

There is nothing personal in these remarks; while McGillivray may be blessed with an efficient functionary at present, I do not think it was ever wantonly neglected nor ruled by a tyrant.

A TEACHER.

[The Chief Superintendent has recommended that suitable provision be made in the new amendment Act to make teachers to visit each others' schools.—ED. OF JOURNAL.]

## VI. Meeting of Teachers' Conventions.

### I. LOWER CANADA TEACHERS ASSOCIATION.

Negotiations having been for some time pending between Local Associations of Protestant Teachers in this province, respecting the formation of a Provincial Association, it was thought advisable to hold a general convention of Teachers, for the purpose of finally revising the "Proposed Constitution" of the Association, and organizing upon that basis. Accordingly a meeting of Teachers from different sections of the province, summoned by circulars widely distributed, took place in the Hall of the McGill Normal School, Montreal, on the 4th and 5th ult.

The proceedings of the first meeting held on the evening of Friday were of a preliminary character, the public being invited to listen to addresses from several gentlemen intimately associated with education in Lower Canada. Dr. Dawson, principal of McGill College, in the absence of the Honorable the Superintendent of Education, took the chair, and after a prayer by Rev. Mr. Ewing and singing by pupils of the McGill Normal School under the direction of Mr. Fowler, said:—We open this, the second convention of teachers in connection with this Association, under favorable auspices. We have not only a large attendance of teachers and friends of education from Montreal, but representatives of the other Associations in Lower Canada, so that we may hope to inaugurate on this occasion a Provincial Association of teachers in which this and other Associations shall be united on equal terms, and shall hold still larger and more successful conventions, in succession in all the more important places in Lower Canada. Should it be so, this meeting will be an important one in the history of education in Lower Canada, to be looked back upon with interest and respect by our successors in times when we hope the education of this country will have attained a far higher position than that which it now occupies. That we may make this meeting worthy of the high objects we have in view, it becomes us to withdraw our minds as far as possible from our own little special spheres, and to consider ourselves members of a general educational body, all of whose parts work together for a great common end, one of the greatest which it is given to man to promote. Let us leave behind us all our little personal interests, jealousies, and grievances as unworthy of this occasion; and let us consider ourselves as educational missionaries, bound to endure hardness, if need be, in furtherance of the great work of education. Let us bear in mind also that our function is not so much negative as positive; that we are not so much to fight against the evils that affect education, however much they may annoy and injure us, as to prepare for a better future by sowing the seeds of good that shall in time counteract the evil. This is a somewhat obscure and quiet work when compared with that of the soldier and the political reformer, but it is a work that more thoroughly and effectually moulds the form and destinies of society. Let us then meet here in a spirit of love to one another and to all mankind, in a spirit of humble dependence on God's blessing in a spirit of large and liberal self-sacrifice on behalf of the great work of education, and let us consider not so much the petty difficulties that beset us as the sphere for exertion that lies above them in what we can do to make our work efficient for greater and for positive good.

Mr. Laing of the Waterloo Academy, and president of the Bed-

ford Teachers' Association, then read a paper on some of the more common errors of our system of school education. In pointing out some of the errors and short-comings of the teacher he strongly commented on the necessity of goodness of heart and high moral principle as an indispensable qualification for his office, animadverting on the folly, so prevalent in the community, of setting great intellectual endowments above excellence of character; he shewed the utility of maps, models, and pictures, as tending to impart precise and distinct ideas; he alluded to the mischief done by allowing pupils to pass too hastily from the more elementary to the higher branches, and by stimulating unduly the mental development of precocious children; and further he shewed the folly of attempting to govern a school by a code of penal enactments laid down beforehand which must either be carried out irrespective of the injustice inevitable when circumstances are not taken into account, or which must be subsequently partially or wholly repealed, to the humiliation of the teacher, and to the diminution of the respect due to law.

He then proceeded to pass some severe strictures on the short-comings of parents, remarking that parents too frequently misunderstood the nature of education, regarding it as a preparation for some particular business or profession rather than for any and every station, and so thought a liberal education thrown away upon farmers; that they were too parsimonious in their school expenditures, the teacher ill paid, and the pupils ill provided with necessary books; that they send their children to school to get rid of them; and that with criminal indifference they allow the education of their children to proceed without their knowledge or supervision. After a few observations on the necessity of a higher standard of education for teachers, he concluded by saying that though all material progress might be achieved by the cultivated intellect, yet there could be no permanent prosperity without virtue. It is not the legislature that frames the laws, nor the executive that administers them, that controls the destinies of a country. It is a power further back and greater, a power that makes rulers what they are—it is the educators of youth. If we would have our country in its manhood that for which we hope and pray, let us see that the sources of its youth are pure and healthy. The children of the present are to be the men of the future. The responsibility is ours. Let us then in the fear of God as we love our country, as we hold its welfare and its honour dear, train up its youth physically, mentally, and morally, to the full stature of perfect manhood.

The meeting was then addressed by Mr. Hubbard, inspector of schools for the district of St. Francis, who being unexpectedly called upon in the absence of Dr. Nicolls, president of the St. Francis Association, made a few remarks touching upon points referred to by the previous speakers. He admitted the grave causes of failure that the last speaker had charged against parents, but would with the chairman insist on the imperative duty of the teacher to do his part faithfully without too much reference to the short-comings and wrong-doing of others. He specified as a matter of regret the too frequent change of teachers, alluded to the efforts made in the establishment and maintenance of the St. Francis Teachers' Association, and concluded by hoping that he should see the formation of a Provincial Association which must in his opinion be productive of incalculable good.

Prof. Robins being then called upon by the chairman, welcomed the strangers present on behalf of the Montreal Association, referred to the difficulties that had to be surmounted in order to the accomplishment of the undertaking upon which they had entered, and concluded by saying that much labour and thought had been expended upon this organization and he doubted not of its triumphant success.

Mr. Bruce then read by permission a paper on the benefits to be derived from Teachers' Associations, detailing with much ability and at great length the advantages which they offered to the teacher for the development of his capacities and the elevation of his position. He entered minutely into details respecting such organizations in Europe; and trusting, he said, that a similar organization would be formed in this province, he believed that its formation would be looked upon as a distinguished epoch in the history of education in Lower Canada.

The proposed Constitution of the Association was then submitted to discussion, and after some slight changes was adopted.

It provides that the Association shall consist of the members of all Local Associations of Protestant Teachers in Lower Canada, and that Teachers out of the limits of such Associations shall be admitted members on terms to be hereafter determined; that the Superintendent of Education, members of the Council of Public Instruction, Inspectors of Schools, and members of Boards of Protestant Examiners for Lower Canada shall be *ex-officio* honorary members; that a convention shall be held annually at a time and place assigned at a previous Convention; that a President, a Secretary, and a Treasurer, shall be chosen at the annual Convention,

Presidents of local Associations being *ex-officio* Vice-Presidents of the Provincial Association; that the Council of the Montreal Local Association, with the President and Secretary of each of the other Local Associations, shall be the Central Executive Committee of the Provincial Association; and adds some paragraphs respecting arrangements for meetings.

During the recess of fifteen minutes that followed, the audience occupied itself with examining school books, maps, and philosophical apparatus, exhibited by Messrs. Miller, Campbell, and Hearn, or in witnessing the drill of the Model School boys.

After the recess the Convention formally constituted the Provincial Association by electing the following officers: President, Rev. Dr. Nicolls, of Lennoxville University; Prof. Robins, B.A., of McGill Normal School, Secretary; and James McGregor, Esq., B.A., of McGill Normal School, Treasurer.

The next meeting of the Association was appointed to be held the first week in June, 1865, within the limits of the St. Francis district, at such place as may hereafter be determined by the Association of that district, and the Executive Committee were instructed to prepare a draft of By-Laws to submit to that meeting.

At the request of the Chairman, Principal Grahame then read a paper entitled "Some Conditions of Success in School-Teaching," which opened with the apt quotation:

'Let no unskilful hand attempt  
To play the harp, whose tones, whose living tones  
Are left for ever in the strings.'

To attain eminent success, he said, the teacher must be thoroughly imbued with the spirit of his work; must realise the responsibilities of his calling; understand the branches to be taught; refresh his own mind by daily reviews and original investigations; and possess the power of making his pupils original thinkers and investigators. He must be apt to teach; be familiarly acquainted with the powers and capacities of both body and mind, and the laws which govern their development, growth and decay; he should have an extensive knowledge of human nature and individual character, that he may suitably adapt instruction and discipline to each, a strong love for children and youth, and an anxious solicitude for their highest good; the power of arousing dormant minds to action and directing them aright when once awakened; be careful to curb and restrain the already too fast, and bring forward from the rear those who lag behind; and cause all to become conscious of their own powers, and to rely chiefly on their own efforts for advancement. He must be apt to govern as well as to teach,—to govern himself and to govern others. Schools, like the world, were often governed too much; yet without government, a school was comparatively worthless, and many of our teachers seemed to fail in this important part of their duty. A common remark was, our teachers *know* enough, but they cannot govern. Government consisted of influence and authority. That government was best in which influence, both direct and indirect, greatly preponderates, with as little as possible of direct authority. Authority was sometimes necessary, but influence was the great reliance of all those who governed effectually without seeming to govern at all. The teacher must be what he wished his pupils to be. If he wished them to be interested, he must be; if he wanted them to be studious, he must be the same; if orderly, he must be so himself; if punctual, let him set them an undeviating example: require only what is right—endeavour to obey this law himself, and each pupil do the same. He should be a school missionary; should visit the parents at their houses, talk with them about education, and but little else, especially the education of their children, giving to each all the credit which he can conscientiously, and show to these parents both by his words and actions, that he has a deep interest in the educational advancement of their children; and there is scarcely a parent in the country who would not co-operate with such a teacher to the utmost of his ability. If the teacher would attain that success which is so earnestly coveted by all, he must give himself a living sacrifice, wholly devoted to his work, endeavoring faithfully to perform his part of the duty involved in the command given by the wisest of men,—'train up a child in the way he should go,'—which was not only the most truly exhaustive definition of the aims and objects of education ever penned, but it was the great precept that ought ever to be implicitly obeyed in the physical, intellectual and religious training of the young. But said the almost disheartened teacher,—Who is sufficient for these things? As an answer to this the inspired words of an apostle were at hand: 'I can do all things through Christ which strengtheneth me.'

An interesting conversation on various topics ensued, in which Mr. Marsh, of the Grauby Academy, Mr. Laing, of the Waterloo Academy, Mr. Wilkie, of the Quebec High School and Prof. Hicks, of the Normal School, took part; after which Prof. Darey kindly exhibited his mode of teaching French with a class of boys from the High School, particularly pointing out some matters to be attended

to in the pronunciation of the alphabet. A vote of thanks to Prof. Darey was passed, Mr. Wilkie, on the part of the delegates, expressed their thanks to Dr. Dawson for the kindness he had shewn them, and the Association proceeded to the grounds of the High School to witness the parade of the High School Drill Association and to visit the Gymnasium.

The business of the day was happily concluded by a *conversazione* at Mrs. Simpson's, where the members of the Association, and many other gentlemen and ladies, interested in education, were hospitably and pleasantly entertained by their kind hostess.—*Lower Canada Journal of Education.*

## 2. TEACHERS' ASSOCIATION OF UPPER CANADA.

FIRST DAY.—The annual convention of the Teachers' Association of Upper Canada took place on the 2nd, 3rd and 4th inst., in the Temperance Hall, Temperance Street. There was a large attendance of teachers from all parts of Canada West. The days proceedings were commenced by an address from Prof. Wilson, President of the Association, as follows:

GENTLEMEN,—In addressing you again as President of the Teacher's Association of Upper Canada, to which you did me the honor of re-electing me in my absence, permit me to congratulate you as a body on the increasing interest manifested in your Association, and on the beneficial prospects for the cause of education which may be anticipated as the result.

I hail with peculiar satisfaction the successful organization of this Association, because I recognize in it the evidence of that proper *esprit du corps* which is best calculated to elevate the status of the teacher, and thereby to confer substantial strength on our educational system. There was a time when at home even more than here, the teacher's office—outside of the college or well-endowed public school—was regarded as little better than a refuge for the destitute. When in Scotland, the "*stikit minister*," and in England the discharged clerk, the broken down tradesman, and the needy adventurer of every kind—with no definite vocation, and no recognizable qualifications—resorted unchallenged to your profession; and when not a few of the same class emigrated to this country with similar plans in view. Even now, I fear, not a few of the Ladies' Schools of Upper Canada have been organized on a similar principle, by those who, not unfrequently had passed the meridian of life, before some reverse of circumstances drove them to a profession for which neither their habits nor culture furnished any special training.

The injurious effects which such a system involves, long told with peculiar evil alike on the middle-class education of England and on the status and popular estimation of its teachers; until the ridicule of the satirist, and the labours of the educational reformer combined to grapple with the evil. But mischievous as its results could not fail to be, the evil was checked in some degree, at home, by the influence of a highly educated class; the memories that have gathered around ancient and well-endowed seats of learning; the historical names associated with its colleges and great public schools, and by the prizes which rewarded scholastic ability and permanently enlisted among educators a fair share of the best educated and most gifted of those whose choice of avocation is limited to the learned professions.

In Canada the evils to which I refer have been coped with in another way, and some of their worst results averted by the organization of a comprehensive national school system. The needy adventurer may still be seen amongst us at times, with the flashy advertisement of his "college" or "institute," duly setting forth its imposing board of directors, its many titled faculty of profession, and its easy, royal road to learning, with all the sonorous epithets that Noah Webster can supply. But the educational quack is limited here to a narrow field, and if he still finds his dupes it is not from want of other choice that they resort to his spurious wares.

It is inevitable, however, that we should suffer in another direction, where England's greatest strength lies. There the dignified offices in its colleges, the masterships of its amply endowed public schools, and even the emoluments of the independent professional teacher, amply suffice to secure a constant accession of talent to the scholastic ranks. Here, on the contrary, the prizes of the profession are few and inadequate. Too frequently, as I have had occasion to notice in my own experience as a teacher, the talented undergraduate of our universities is tempted away from his preparations as a teacher by the glittering prizes of the law, the freer sphere of the medical profession, or the higher and more influential duty of the pulpit. All this, however, will cure itself in due time, and by no means so effectually as by the very plan you are now pursuing in this associative organization of teachers.

Education is slowly, but surely, gaining ground among us; and with an educated community as the judges the well-qualified and gifted teacher will have nothing to fear. The really learned and ef-



ficient master will ultimately find himself an object of competition among school trustees; the laborer in the scholastic field will be seen to be no less worthy of his hire than the lawyer, the physician or the clergyman; and then a fair share of the best talent of the Province will be secured to the profession by the same motives and advantages which now attract it elsewhere.

It is the duty of the friends of education throughout the Province to show their estimation of the high office of him to whom they entrust the intellectual and moral training of their children, by guaranteeing to him a liberal remuneration. But, also, it is no less incumbent upon you, as a body, to prove your right to it. Already professional training and experience command an increasing competition for their services, and the really successful teacher occupies no unenviable position. He whose professional abilities are in requisition by competing boards, has achieved all needful independence of patrons and school trustees, and he can be in little danger of undignified intrusion on his professional functions, whose character and qualifications are reflected in the high tone of honor and truthfulness, and the spirit of generous emulation of his pupils.

But it is impossible that a numerous body of teachers, scattered in isolated schools over the Province, can fail to discover many things connected with the daily operations of the class, and still more with the working of the school system, which admit of improvement, but for the amelioration of which they are powerless in their individual capacity. Among the subjects which you are now invited to discuss, the causes of the frequent changes of teachers in rural districts occupies a prominent place; and few subjects present greater claims to the attention of the friends of education.

The first term of a new teacher must necessarily be one of experiment, in which the indispensable elements of mutual confidence, and the knowledge of each other are wanting to pupil and instructor. Every good teacher has something in his system peculiarly his own, and this can only be brought into effective operation when teacher and pupils have learned thoroughly to know and rely upon each other. Every good teacher, moreover, is progressive. He modifies the system he has shaped out for himself by the practical results developed in its working; and the experience he gains is doubly valuable to himself and to others when it is acquired by successful progress, from year to year, in the same sphere of cordial and friendly co-operation. But with the frequent change of school and pupils, all motive to systematic exertion is removed; and it may be questioned whether a school suffers so much by the permanent services of a poor teacher, as by the unsettled procedure of a succession of strangers, each in his turn undoing all that his predecessors have organized, and distracting the minds of his pupils by reforms in system and novelties in detail.

Again, while the ambition for higher education in some of our largest towns, is awakening a desire to engraft the central high school on our common school system, economical motives have, I fear, chiefly influenced in the majority of the cases, the amalgamation of common and grammar schools into the union schools which are in special favor among country trustees. It is of the highest importance that the fruits of your experience should be brought to bear on such plans, before they obtain such a footing as may render change difficult, even where it may seem most desirable. Again, a process of amalgamation is suggested with reference to school sections, so as to bring the whole schools of each township under one system and management; and it is of no less importance for your professional interests that you consider how far this will tend to affect your position, and your relations to the governing boards of trustees.

I am gratified also to see that discussion is invited in reference to the recognition of distinction of race and color in Canadian schools. I shall not anticipate your decision further than to express my confident hope that it will be one worthy of the members of a liberal profession, and the sharers in the common freedom of that great Empire of which Canada is a part.

On those and all similar purposes your deliberations must be welcome to every friend of Provincial education. Legislators and Superintendents may be expected to look specially to the working of our public school system in its broad national aspect. Municipal councils and boards of trustees will most frequently be tempted to view it in its economic relations; resident householders—when not specially estimating the assessment for school purposes—may be expected to regard it chiefly as the effective organization for the education of their own children; while it is, not only reasonable, but desirable, that you should look to its effects on the training, the status, the emoluments, and the entire professional interests of the Provincial staff of teachers. But all those interests are really one. That is the most economical system which most thoroughly accomplishes its purpose, and not that which seems to cost the least money. Legislators, superintendents, school trustees, parents and pupils, are all no less interested than yourselves in seeing that the teaching profession commands its fair share of the best talent of the country,

and permanently enlists it in the service of education, by receiving in return emoluments in some degree corresponding to those which the same talent and industry can secure in other vocations.

I doubt if the people of this Province are even now sufficiently alive to the momentous importance of having a thoroughly efficient body of teachers for our common and grammar schools:—efficient not merely in the acquirements of which a University degree is the guarantee, but in those rarer elements on which the whole moral tone of a school depends. Our Provincial school system is strictly national and unsectarian. It admits of no theological test, and recognizes no denominational disqualification; and in this, I believe, it wisely rejects a system wholly inapplicable to our circumstances and institutions. But our school trustees are in no degree precluded thereby from attaching their full value to those moral elements on which must ever depend the true character of the man.

The social life of the school is no less important than its intellectual progress. It must no more be deficient in openness and true manliness, in the spirit of purity, honor, and truthfulness, than in the ambition for knowledge and the emulation for intellectual distinction.

Much of this tone in the social life of the school depends on the personal influence of the master. Gentlemanly feeling in him will unconsciously mould every word and action. The terms of censure, the accents of praise, the incentives to improvement, the encouragements to emulation, are all parts of the daily teaching of the school. By them the tender, youthful mind unconsciously receives its bent, and acquires the tendency, on the one hand to yield to generous impulses, and pure ennobling emotions; or, on the other hand, is stimulated by an unhealthy ambition, which shrinks from no meanness that leads to triumph, and feels no dishonour in the most crooked policy that wins applause. Those influences, no less than the intellectual details of the scholastic curriculum, belong to the practical functions of the teacher, and can never be lost sight of without injury both to himself and his pupils. And if it be true that gentlemanly feeling is an essential qualification of the good teacher, then it cannot be forgotten that the highest model of the true gentleman is the Christian. The world's code of honour borrows all that is valuable in it from the golden rule of the Great Teacher; and he will best infuse the spirit of purity, truthfulness, and generous self-sacrifice into his pupils, who is himself under the influence of that divine teaching which guides into all truth.

But we assemble here to-day for other objects and duties than those of the school-room. The isolation of each individual teacher, while following out his daily round of duties, renders it peculiarly desirable that he should avail himself of that strength which union supplies. In asserting your claim for social recognition, adequate and generous emolument, and an independence compatible with just self-respect, your success must depend on united action. But also it is no unimportant function you now aim at assuming, as a deliberate body, to discuss all the important questions that affect the working of our system of education, and the still broader ones that lie at the foundation of all scholastic instruction.

To you it fitly belongs to discuss the competency of the training system for Provincial teachers; the books introduced or recommended for use; the machinery of common, union, and grammar schools; of a separate school system, whether dependent for its organization on distinctions of creed or color; of a truant law or other practical expedient for bringing under the operation of our school system that numerous class which neglects the invaluable boon, and general supervision by which the coherence and vitality of the whole Provincial educational institutions are secured. Some of these subjects are already set down in the programme of your convention, and others are not unlikely to be suggested in the progress of their discussion. Leaving them, therefore, to the verdict of your matured deliberations, permit me rather to address to you, as a fellow-teacher, a few remarks on that mental culture and training which my own experience suggests to me as specially meriting your attention. There is a danger in every profession of falling into the habits of mere routine; but in none is this more felt than in that of the schoolmaster. If your professional duties are viewed in one aspect, it is your high privilege to mould the character and form the minds of the rising generation, to call into healthful activity the moral and intellectual faculties, at a period of life when all the generous sensibilities of youth are ready to respond to your influence, and the passions of later years are still dormant; and so to influence the coming time. Viewed in this light there is no lack of stimulus to carry the teacher cheerfully on in his daily round of duties. But seen in another aspect, there is much in his daily task which, if he neglect the high standard of professional excellence, is calculated to cramp the mind and beget the petty formalism of the mere pedagogue.

Whether it be our daily task to teach the first rudiments of common school education; in the grammar school to con over the allotted portions of university matriculation work; or in the college lec-

ture room to carry the student through the latter stages of his curriculum, still we necessarily deal to a great extent with the rudiments of knowledge, and return year by year over the old course. We replough the same furrows, and travel again in old tracks, till we are in danger of dragging along in the same rut, with the aimless drudgery of a blind mill-horse.

The one cure for this is liberal mental culture. Mind and body alike need relaxation; but just as the hard student, or the long imprisoned teacher starts off for an invigorating walk, and rejoices in the glow of health which rewards his exertion of lungs and muscles, so the mind—wearing with its daily task, is to be refreshed and strengthened by stimulating mental toil. A comprehensive course of reading, a favorite branch of science, the mastery of a new language, or the unravelling of some of the many unsettled problems of education itself; will re-invigorate the jaded mind, exhausted by its unvarying round of duties and cares. By such means your own pleasure and profit will be secured; and while you return with cheerfulness to the rudimentary training of the school-room, you will at the same time fit yourselves to exercise that larger influence which every teacher ought to command within the district where his lot is cast.

As teachers, moreover, whether it be in the infant school, or in the college hall, our intercourse is necessarily mainly with those who are younger, less informed, and, for the time being, inferior to ourselves. It is good for no man to associate always with his inferiors in any sense; and though the innocence of childhood and the ingenious ardor of youth present such an inferiority in beguiling forms, yet the dust of the school room, and the pedantry of professional habit, will cling to us, unless we guard against them, until we are little fitted to meet the same pupil when he returns with the dust that has gathered on him in the great arena of life. Against such professional rust, no better safeguard can be found than intellectual culture, combined with associative action, such as brings us now together. Isolated and apart, the heart of many a teacher must sink at times as he reviews his daily toil, and strives honestly to estimate its fruits. But gathered thus in a compact phalanx, each member of this convention may feel himself a part of an influential confederacy, which has only to use its strength wisely, and to improve the opportunities at its command, to effect important results for the cause of education.

But I have been tempted, I fear, beyond the legitimate limits of an opening address in those desultory remarks. My apology must be found in the earnest desire I feel to contribute, to the extent of my power, in forwarding the objects of this association. May our exertions individually, and our deliberations as a body, be so wisely directed, that education may prove in our hands the promethean spark to kindle into vigorous life the intellect of this young Province, and develop for it a future worthy of the great Empire of which it forms a part.

*National School Books.*—The first subject on the programme for discussion was: "The fitness of the national series of school books for the requirements of Canadian schools.

Mr. T. J. Robertson, M. A., being called upon to express his views on the subject, declined, and called upon,

Mr. Alexander, who spoke briefly on the subject, and contended that the moral tone of all the series was perfect. He believed, however, that the scientific part of the 4th and 5th books might be very much improved. He also thought that the sketch of history was too incomplete.

Mr. Archibald thought it was unnecessary to discuss the defects of the school books, unless there was some means of having them revised. He thought it was proper for the association first to find out their defects, and then take into consideration their remedy. He thought the books should be revised and re-written, that the scientific part should be entirely omitted, and that extracts wholly of a literary character from Macaulay, Addison, De Quincy, &c., substituted.

Mr. McGann contended that the selections in these books were remarkably well chosen.

George Young, B. A., moved, "That the Council of Public Instruction would confer a public benefit by offering prizes for the most approved emendation of the common school series of school books, and that this resolution be reported to the Chief Superintendent of Education for Upper Canada."

J. B. Dixon, M. A., seconded the resolution. The seconder of the resolution considered the subject under discussion very important. He agreed with Mr. Alexander as to the excellent moral tone of the books. He believed all the books were perfect in this respect; but he felt that the scientific parts were behind the age.

Mr. Margach, of Barrie, spoke against the merits of the present system of school books, and contended that as progress was visible in everything, architecture, science, &c., so it should be with the books used in the schools. If a better system could be devised why not adopt it.

Mr. Leggett, of Oakville, Mr. McCague, of Erin, Mr. McNab, Picton, Mr. L. L. Holmes and Mr. Watson took part.

Mr. Wm. Anderson, Toronto, moved in amendment, "That the national series of reading books are not adapted to the wants of Canadian schools, and that the introduction of a new series would be attended with great advantage." Mr. Chas. Archibald seconded the motion.

Rev. Mr. Beard moved in amendment to the amendment, "that a committee be appointed to visit Dr. Ryerson, or in his absence, the deputy superintendent or other members of the Council of Public Instruction, with a view to ascertain if any steps are being taken to provide a new series of class books, or what are the present views of the Council of Public Instruction on that subject."

The President said he supposed it was not only his duty, but it was expected of him as president that he would express his views at the close of an important discussion. Now he believed that more was to be learned by the discussion of the subject than by a resolution. It would be difficult, however, to understand the opinion of the Association on the matter under discussion unless something definite was arrived at. He believed that it was but necessary to lay their desires before the Council of Public Education to have them attended to. For himself he thought some change should be made in the scientific character of books that were compiled twenty years ago. (Applause.)

The amendments were voted down, and the main motion carried.

*Dr. McCaul's Address.*—The association again assembled at half-past seven o'clock in the evening for the purpose of listening to an address to be delivered by Rev. Dr. McCaul. Prof. Wilson presided, and introduced Dr. McCaul to the meeting about half past seven o'clock.

Dr. McCaul was received with loud applause upon rising to address the meeting. The learned doctor then proceeded to say that he felt great pleasure in meeting such a large number of the teachers of Upper Canada, upon such an occasion; and he would be glad to render the Association all the assistance in his power in carrying out the objects of the Convention. He did not intend, however, to deliver a formal address, but would briefly touch upon a few points connected with the duties of teachers and the management of the youth committed to their care. When he was a young man he selected the profession, and since he had grown grey in the service he had not regretted his choice. (Applause.) He then touched upon the fitness of teachers for the proper discharge of their duties, and said that if they desired to be successful, they must thoroughly understand the subjects they had to teach. Unless the teacher possessed a thorough knowledge of his subject it was impossible for him to lay a proper ground work in the minds of his pupils. In his own experience he had found that some of the very best students attending the University had suffered from this kind of training in their youth; and they found it very difficult to get rid of the erroneous ideas imparted by incompetent teachers. He remembered one very striking instance of this nature at the last examination in the University—that of an excellent young man who had sent in his competition for examination and upon looking over it he (Dr. McCaul) discovered several palpable errors. This naturally surprised him very much, as he could not understand the cause of it. He at once sent for the student and pointed out the errors, and asked how such errors had appeared in his composition. The young man replied that he had been taught so when at school, and that he had always found it difficult to guard against falling into the error. Had this student received proper training in youth he would not have made such errors upon that occasion. This case showed the great necessity that existed for teachers thoroughly understanding that which they attempted to teach. Then there was the aptitude for teaching which some teachers possessed in a much greater degree than others. Some could enter a large school and bring the pupils under subjection at once, while others appeared unable to do so. Now there were two or three ways of securing the attention of pupils—one was fear, and the other affection for the teacher. He was not one of those who believed that corporal punishment should be totally abolished in the school room. Neither did he think it advisable to dismiss unmanageable pupils. It was the duty of the teacher to take unmanageable pupils and try to break them in. (Applause.) In order to be successful in this respect, the teacher must have great patience, forbearance and perseverance, and possess good temper on all occasions. The pupils were exceedingly quick in observing whether they were punished for their bad conduct or for the gratification of the teacher. If there were laws in the schools they should be carefully carried into effect. The prosperity of the school depended on this. If there were lessons to be said they must be heard properly and not slurred over; the boys must not, on any account, be permitted to omit their lessons; they should not be allowed to feel that they could run their chance of escaping punishment. (Hear, hear.) Punctuality must also be carefully observed. The teachers must be punctual to the moment in opening the school, as

this attention had a most beneficial effect upon the conduct of the pupils. The learned doctor then touched upon the importance of decision of character on the part of the teachers, and of the necessity of guarding against partiality in the school, and concluded a very eloquent and interesting address amid loud applause.

**SECOND DAY.**—The proceedings were opened with prayer, after which the question of the frequent changes of teachers in rural districts was taken up.

Several members addressed the meeting, after which the Chairman introduced Mr. Hodgins, Deputy Superintendent of Education for the Upper Province.

Mr. Hodgins was well received, and spoke at length in support of the school system of Canada. He said that he had visited many of the cities and towns in the United States, and had thoroughly examined and enquired into their school system, and he certainly considered it inferior to our own. The American educationalists themselves thought we were far ahead of them in this respect, and expressed themselves in such terms to him. Our system was undoubtedly the very best in the world, though there were some things connected with it which might certainly be improved. He would, for instance, like to see the sections abolished, and no smaller school limits made than those of a full township. Township Superintendents might also be abolished, and the whole left under County Superintendents. He concluded by giving some good practical hints to the teachers on the best mode of managing schools, and hoped the time would soon come when the teachers would not be so kept down by the trustees as at present. He was warmly applauded throughout, and on resuming his seat, a vote of thanks was passed on him.

The question of the removal of teachers was then again taken up.

After some few remarks by different members, the following resolution was moved:—

Moved by Mr. John Hunter, seconded by Mr. Robert Alexander—"That, in the opinion of this Convention, it would be conducive to the interests of education, were the present system of granting certificates by county boards abolished, and one central board, having power to grant Provincial certificates, established; and likewise, the present system of local school superintendents superseded by the appointment of county superintendents."

Mr. Alexander supported the motion, considering that it would be beneficial, not only to the interests of education, but also to the teachers, were the proposition contained in the resolution carried out.

Rev. Mr. Blair did not think that the resolution was quite sufficient, and was of opinion that the educational standard for teachers should be raised. It was not high enough at present.

Mr. J. F. Eherant, representative from the Teachers' Association of Chicago, Ill., was then introduced to the meeting and well received. He said he was happy to be present, and though all the way from Chicago, he had an interest in the educational system of Canada as well as of every other country. They in the States scanned the system in Canada, and picked out the good parts of it, and used them as far as practicable. As reference had been made to the system in the States, he felt it right to say a few words on the same subject. Some members had spoken of a want of permanency amongst the teachers in Canada. They wanted the same thing in the States, though they generally managed to keep their teachers for years. They had more difficulty in keeping their female teachers than their male ones, as the former were very much in the habit of changing their place of residence, and going into a sphere much more congenial to their tastes. (Laughter.) They had in their counties a superintendent and also a township board. He then went on to speak of their system of granting certificates, which is much similar to that in this country. The Normal School system, as described by him, is also something the same in character as the Provincial Normal School system here. After some remarks on the good resulting from school teachers' conventions, he concluded by extending an invitation to all those present to attend the National Teachers' United States Convention, to be held in Ogdensburg, N. Y., next week. A vote of thanks to Mr. Eherant was then passed.

Mr. Robertson, Head Master of the Normal School, was then called on to address the meeting. He had no idea of being called on to speak, and therefore was not prepared; yet, after honouring him by asking him to speak, he felt it his duty to do so. The question before the meeting was the cause and remedy for the changing of teachers. It was, in his opinion, the most mischievous thing in connection with our school system that teachers were so often changed. No teacher could get acquainted with his pupils in less time than six months, and so long as a man attended to his duties, and acquitted himself in a satisfactory manner, he should be retained in his place. As things were at present, a teacher could be turned out of his school at almost a day's warning. It was to be hoped that a remedy could be found, but what that

remedy was he could not say. Let the teachers acquit themselves well, and be attentive to their official duties, and it would have a great effect to lessen the number of changes. The most defective point in connection with our school system was the inspection of the schools. No man should be appointed to the office of inspector unless he was in every way capable to teach himself if required to do so. He should be able and competent to instruct the teachers under him whenever any difficulty arose. Not only should they be scholars in every sense of the term, but they should also be practical teachers and well acquainted with all the workings of schools. No one should be appointed to the situation unless he had been a teacher himself, and this should be a sort of reward or promotion for him. The province should also be divided into certain districts, and each district have its own inspector, paid according to the work performed, and engaged in no other business, so that he could give his whole time to the duties of his office. The inspection should be real, and not a mere formal visit, now and again, to the different schools in his district. As regarded the examining of teachers, he was of opinion that much good would result from a central board of examiners, before whom all teachers would have to appear before receiving their certificates. After some further remarks, Mr. Robertson resumed his seat amidst the applause of the audience. Mr. Evans spoke in favour of the appointment of duly qualified school inspectors. A vote of thanks was passed to Mr. Robertson.

Rev. Dr. O'Meara was decidedly in favour of an efficient course of inspection similar to that in practice in England and Ireland. The only question was as to the practicability of the move. If we could get a good and proper inspector, in any way fit for the position, it would have an effect to vastly increase the interest of education in the country. A man, however, to occupy the position should be paid well and sufficiently, as in order to do the work properly he would be compelled to give his whole time and attention to the matter and be engaged in no other business.

A committee was appointed to report on the matter before the meeting, and they brought in the following report:—

*Resolved*—"That the principal cause of the frequent changes of teachers in the rural districts arises from the want of qualification in the teacher, the smallness of remuneration, or the evil practice of keeping the school open for only part of the year; the remedy to a great extent will be found in making it compulsory on the section to keep its school open for the whole year, and that the time of election of trustees be the first Wednesday in October in each year: 2nd. That it is necessary and expedient to abolish the office of Township Superintendent as speedily as possible, and to appoint in their stead County Superintendents, whose literary qualifications shall not fall below those of first class common school teachers, and that none but teachers be appointed."

The report was thrown out, and the original motion of Mr. Hunter, given above, was carried by a large majority.

*Separate Coloured Schools.*—Mr. McCallum, of Hamilton, said he was decidedly opposed to any difference being made between the white and coloured children. During his 17 years' experience he had found the coloured children quite equal in every respect to their white compeers. They conducted themselves properly, studied as diligently, and were quite as creditable to their teachers. He hoped no convention of Canadian teachers could ever be found to support any such measure as the forming of separate schools for the coloured children. The coloured children were differently situated from others; they had not the same advantages, and should be treated in every way the same as the white children. He hoped Canada would never disgrace itself by making any distinction between white and black.

Mr. McGann was strongly opposed to any step that would show we were opposed to having our children mix with those of our coloured citizens.

Mr. McCallum moved that it is neither necessary nor desirable that there should be separate schools for coloured children in Canada.

The motion was carried unanimously amidst loud applause.

Prof. Wilson said he had great pleasure indeed in presiding over a body of men who by a unanimous vote had passed such a resolution. He hoped the day would never come when a distinction would be made between the black and white children of our country.

*Holidays.*—A committee of three was appointed for the purpose of waiting on the Superintendent of Education, to endeavour to get him to make arrangements whereby the rural schools shall have four weeks holidays each summer.

*Conversazione.*—In the evening the *conversazione*, under the auspices of the Teachers' Association, came off in the Normal School buildings, and was a great success. The large and beautiful theatre or lecture-room was crowded to its utmost extent, by a highly fashionable audience. The chair was occupied by Professor Wilson,

and on the platform with him there were—Rev. Dr. Ryerson, Superintendent of Education; Rev. Dr. McCaul, President of the Toronto University; Mr. Robertson, Head-master of the Normal School, and other gentlemen. After a few opening remarks, the chairman introduced the Rev. Dr. Ryerson to the meeting. Dr. Ryerson was well received. He spoke for about half an hour on the subject of education, referring to the business performed by the Teachers' Association, and trusting that they would be successful in carrying out the objects for which the Association was formed. He pointed out the special duties of teachers, and concluded by giving some advice which was well received by the teachers present. A number of songs were then very finely sung by several amateurs, after which the audience were favoured with several scientific experiments in galvanism, pneumatics, &c. The Rev. Dr. McCaul then delivered an address, after which a number of very fine dissolving views were witnessed with great interest. These were followed by several songs, all of which were well received. Dr. Ryerson then made a few closing remarks, after which the National Anthem was sung and the meeting dispersed.

**THIRD DAY**—The President took the chair at 9 o'clock.

*Appointment of a delegate.* The committee appointed yesterday to nominate a delegate to represent this Association at the National Convention of Teachers to be held in Ogdensburg next week, reported in favour of appointing Mr. Alexander as such delegate. This report was received and the recommendation adopted.

*Treasurer's Report*—The Treasurer of the Association next submitted his report for the past year, which showed the funds of the Association to be in a satisfactory condition.

*Vote of Thanks*—Moved and seconded: "That the thanks of the Association be tendered to the committee, Mr. Chesnut and Mr. Anderson, who undertook and carried out so successfully the arrangements for the conversation last evening for the entertainment of the teachers attending the convention."—Carried unanimously.

Mr Sangster having been called upon by the President, at the request of a member, addressed the teachers for a few minutes urging upon them the necessity and importance of continual mental culture as a means to maintain the mental faculties in a healthy and vigorous tone.

*Election of Officers.*—The committee appointed at a previous stage of the proceedings to nominate officers for the ensuing year having reported, the following were elected:—

*Officers for the Current Year.*—President—Daniel Wilson, L.L.D., Professor of Literature University College. 1st Vice-President—Wm. Anderson, Head Master Park School, Toronto. 2nd Vice-President—Wm. McCabe, L.L.B., Principle Union School, Oshawa. 3rd Vice-President—A. McCallum, B.A., Principal Central School, Hamilton. 4th Vice-President—Rev. Geo. Blair, M.A., Principal Union School, Bowmanville. 5th Vice-President—J. B. Dixon, M.A., Principal Grammar School, Colborne. 6th Vice-President—F. F. McNab, B.A., Picton. Treasurer—John B. McGann, Head Master of U. C. Deaf, Dumb and Blind Institution, Hamilton. Secretary—Thos. G. Chesnut, Principal Toronto Training School; Assistants Mrs. Clarke and Mr. Lusk, of the Model School. Robert Alexander, Teacher of Common School, Newmarket, delegate to the Convention of Teachers, Ogdensburg, U. S.

*Councillors*—Messrs Thomas Mc Naughton, Essex; Frisby, Elgin; A. J. Campbell, Wentworth; Pegg, Norfolk; O'Brien, Haldimand; Hunter, Welland; Henderson, Bruce; Preston, Grey; Marsach, Simcoe, Breckenridge, Halton; McMurphy, York; McCabe, South Ontario; H. H. Rouse, Durham; Young, Victoria; Dixon, Northumberland; Johnson, Hastings; M. B. Scanton, Adlington; Platt, Prince Edward; Clarke, Frontenac; A. Bowerman, Waterloo; John Hunter, Perth; and McTavish, Lambton; together with Miss Moyer, Lincoln; and Miss Smith, Huron.

The President made some remarks at the close of the convention, in reference to the important results that may be anticipated from this Teachers' Association, and the position it is destined to hold in the educational system of the country. He also threw out some useful suggestions bearing on the subject of exhibitions or scholarships, by means of which the educational institutions of the country might be linked together, from the humblest common school to the University.

The President having vacated the chair, the Rev. Dr. Blair took it and a vote of thanks was passed to the President for his kindness and courtesy in the chair, and the admirable manner in which he had conducted the business of this most important meeting of the Association.

A vote of thanks was also directed to the managing directors of the Grand Trunk, Great Western and Northern, railroads, for their liberality in granting return tickets to teachers attending the convention; to the Chief Superintendent of Education for the use of the buildings of the education office for the conversation last evening; and to the reporters of *The Leader* and *Globe* newspapers for their able reports of the proceedings of the convention.

*Visit to the University.*—During the afternoon the members of the Association visited the University buildings, in company with Professor Wilson and Rev. Dr. McCaul, who conducted them over the institution, and pointed out the objects of interest therein.

*Adjournment.*—The Association, having concluded its deliberations, adjourned to meet again in Toronto on the first Tuesday in August, 1865.—*Leader and Globe Reports.*

### 3. AMERICAN TEACHERS' CONVENTION.

The sixth annual meeting of the National Teachers' Association of the United States, took place in the city of Ogdensburg, on the 10th, 11th, and 12th inst., at which representatives from nearly all the Northern States and Canada, as well as a large number of the leading educationists from the principal towns and cities of the Union, were present. Mr. W. H. Wells, of Chicago, presided. The opening of the convention was highly interesting to the Canadian representatives. A song of welcome was given with fine effect by the Ogdensburg Musical Association.

Col. Judson, on behalf of the Board of Education and the citizens of Ogdensburg, gave a hearty welcome to the teachers attending the convention. A cordial reception was also extended to the Canadian representatives, and a desire expressed that such visits would in future be more frequent, in order that the teachers of both countries might become more intimately acquainted, and that they might learn more of each others system of teaching.

The discussions at the convention were on the whole exceedingly interesting, many of the representatives being very eloquent speakers, and occupying some of the most important educational positions in the country. The subjects discussed were principally connected with the method of teaching, the most approved textbooks to be used, and the prospects of the educational institutions of the country. Representatives were present from every State in the North, and appeared to be a superior class of men.

The convention was addressed by Mr. Alexander, the delegate from the Teachers' Association of Canada West. Mr. Alexander explained at considerable length, and with great ability, the Canadian school system, interspersing his remarks with statistics in reference to the progress of education on the north side of the lakes. The address was listened too with much attention, and elicited frequent marks of approbation from the audience.

The meeting of the convention gave entire satisfaction to all who had the pleasure of attending, and to none more so than to the Canadian representatives.—*Correspondence of the Leader.*

## VII. Educational Intelligence.

### CANADA.

—TRINITY COLLEGE, TORONTO.—A subject of a good deal of interest came up last night upon the supplementary estimates. In them was inserted a grant of \$4000 for the University of Trinity College, Toronto. This is the first time the Church of England University in Upper Canada has received a grant of money from the public purse. The Church of Scotland has received a grant for Queen's at Kingston; the Church of Rome for Regiopolis and others; and the Wesleyan Methodists for Victoria College, Cobourg. The largest of these four denominations of Christians has so far received nothing, and now receives less than either of them for University teaching.—*Editorial Correspondence of the Montreal Gazette.*

—GRANTS TO THE COLLEGES.—These so-called sectarian universities are the offshoots of our national character. They best suit the wishes and desires of at least half the people of the country who take interest in University education at all. Why should the State interfere to mould the people according to some rigid rule and compass standard—not adopt its institutions to the people! The latter is the truly philosophical course as the experience of modern Europe has shown. How then reconcile these apparently contending principles! Nothing is simpler. Grant money in proportion to the amount of secular education afforded. Secure careful inspection and proper annual returns. Rank the several institutions according to the curriculum of education as evidenced by examination papers making those of Toronto University or McGill College the standard for Universities. Then apportion the grants according to the kind of education given and the number of students receiving it in each year. This is the only fair and satisfactory method. There was some talk last night about endowing chairs of secular learning. That might secure a fair distribution for the present, but it might become also most unfair in a few years to come. In the method I propose the State would not pay for the teaching of any religious dogma, but for the secular teaching of those



who hold certain dogmas. In that way also the State would prevent the attempt to set up institutions where they are not needed, without adequate provision from private bounty, and without adequate patronage from the parents of those needing this education. Such institutions without a sufficient number of chairs, without any considerable number of pupils, without that support from people of any creed to give them a healthy existence would not be fostered by public money granted in sums altogether disproportionate to the nature or amount of the work done.—*Editorial Correspondence of the Montreal Gazette.*

—TORONTO UNIVERSITY COLLEGE.—John McDonald, Esq., member for Toronto west, has presented to the authorities of University College the sum of \$160, as the first instalment of a Bursary which he proposes to establish in that college for the behoof of the sons of citizens of Toronto. Mr. McD's. object in doing what he has done will be gathered from his own words, as addressed to the College. "Being desirous of encouraging youth of talent in the public schools of the city of Toronto to avail themselves of the facilities for higher education which University College affords, and especially to stimulate the boys at the City Common Schools to aim at obtaining the requisite preparatory training for the University." The Macdonald Bursary shall be for the benefit of the sons of tradesmen and mechanics, citizens of Toronto, a preference being given to those who have received their primary education at the City Common Schools.

—KNOX COLLEGE, &c.—In the proceedings of the recent Canada Presbyterian Church, we find the following:—The College Committee reported that there were in Knox College 55 students—32 in the theological and 23 in the literary classes. \$5,966 were raised for the support of the college during the year, above \$1,200 more than last year. Letters were read from the three Professors; one from Prof. Young, resigning his office as Professor in Knox College, on account of having accepted the office of Inspector of Grammar Schools; one from Dr. Burns, requesting assistance in his professional labors on account of age and infirmity; and one from Principal Willis, making application for an increase of salary. An overture was read, sent up by the Presbytery of Montreal, praying the Synod to establish a Theological Hall at Montreal, with two Professors.—At a subsequent diet this project was ably advocated by several members of the Montreal Presbytery. The overture was referred to the College Committee. This Committee subsequently reported to the effect that Dr. Burns be permitted to retire with an annual allowance of \$1000, that the state of the funds would not warrant an increase to Dr. Willis' salary; that the classes in Knox College be exclusively theological, that only one additional Professor be appointed, that the College boarding house be dispensed with, that special efforts be made to raise \$9000, and that a College be established at Montreal, and the Presbytery there be authorized to obtain a charter and report at next Synod.—Action on the last matter was deferred by the Synod. The Rev. Mr. Gregg, of Cooke's Church, Toronto, has been appointed to deliver lectures for three months in the department of Apologetics; and the Rev. Mr. Cavan, of St. Marys, in Exegetical Theology. The Rev. Dr. Burns was requested to conduct the class of Church History as during former sessions.

—TORONTO CITY SCHOOLS.—The annual public meeting for presenting the Grammar School scholarships, prizes, and certificates of honour, awarded at the recent combined examination of the City Public Schools, was held on the 29th ult., in the St. Lawrence Hall. There was a very large attendance of the pupils attending the various city schools, with their parents and other friends. The numerous assemblage of children, all bright looking, clean, and well dressed, presented a very pleasing spectacle. Mr. Mayor Medcalf having taken the chair, said he felt proud at being called upon to preside over a meeting of this kind. He did not propose to make a lengthy speech, or to enter into any details with regard to the Public School system. He had his own ideas about that, which differed a little, perhaps, from those that were generally held. But he would say this, that the inhabitants of Toronto are highly favoured with respect to educational institutions—(cheers)—and if they did not fully avail themselves of them, they had only themselves to blame. At a future stage of the proceedings, it would be his pleasing duty to distribute the prizes, and he would now call on the secretary to read the report of the examiners on the late combined examination, and the report of the rector of the Toronto Grammar School, respecting the conduct and progress of the boys who received grammar school scholarships in 1863.—Mr. Barber then read the reports of the Examiners and of the Rector of the Grammar School.—The seven successful competitors for the grammar school scholarships were then called up, and presented by the Mayor with papers authorising their

admission to all the privileges of the grammar school. His Worship informed them that they would be expected to enter the school on the 8th of August; and expressed the hope that, in their attendance there, they would continue to display the same progress and proficiency which had entitled them to the honourable distinction they had now received. (Cheers.)—The prizes and certificates of honour were then distributed by His Worship to the boys and girls who had gained them at the recent examination, and who were loudly cheered as they were successively called up to the platform to receive them. His Worship accompanied the presentation of each prize and certificate with a few words of praise and encouragement.—The Rev. Dr. Ryerson, Chief Superintendent of Education, being called upon by His Worship to address the meeting, said there was one strong impression which by the proceedings of this evening had been made upon his own mind, and he had no doubt on the mind of every individual in this assembly. It was this, that although the city of Toronto had not been the first to move in the great work of common school education—several other cities and towns in this Province having entered upon the work sooner—yet when Toronto did act, it acted in a manner worthy of itself and worthy of the cause which it was now so warmly engaged in promoting. This was manifest in the commodious—not to say the magnificent—school-houses which are erected in every ward in this city; in the admirable organization of the schools; by the regular employment of a number of able, efficient, and faithful teachers; in the placing of that organization under a superintendence remarkable for its ability, diligence, and efficiency; and in the continued selection as trustees of persons who are deeply interested in the subject of educating the masses of the people. It was also manifest in the occasion of our present assemblage; in the princely conception, if he might use the expression, of the establishment of no fewer than seven scholarships in the City Grammar School, to be competed for by the pupils of the several common schools of the city; in the establishment of these prizes and certificates of honour; in the spirited way in which they are competed for; and in the public manner in which they are distributed. Nothing could be more impressive or more beneficial in its influence than the calling up of those youthful persons to receive their well-won honours in the presence of this annual assemblage of the citizens. It was an important epoch in the individual history of this little people, for the impressions now made upon their minds would probably never be effaced, and would exert a most salutary—if not a directing and controlling—influence on their future career and future fortunes. After some counsels to the children as to the importance of attending to the duties of personal religion, while making progress in secular learning, Dr. Ryerson made some remarks on the absence of any scholarships for girls, admitting them to a higher educational institution, similar to the scholarships awarded to boys. It had been no part of his plan, in his position as Chief Superintendent of Education, to forestall the felt wants of the country. He rather desired to wait till these wants were strongly felt, before taking any action on his part. But he should rejoice if the idea, already realized in some cities in the United States, of having a school for the higher education of girls, as well as a school for the higher education of boys, were carried out in Toronto, and if we had here—among our other educational institutions receiving public patronage, and accessible on terms bringing them within the reach of the mass of the people—an institution providing a superior education in every respect for our girls, and for which scholarships should be awarded, as well as those to the boys, at successive annual gatherings like the present. (Cheers.)—Professor Wilson said he had very great pleasure in being here and witnessing the delightful spectacle presented to-night. He heartily concurred in the sentiment of the Chief Superintendent, that it is really creditable to the city of Toronto, that it carries on its common school system in so efficient a manner. He considered it one of the most delightful scenes we witnessed during the whole year—this annual gathering and distribution of prizes. He had expressed his ideas in former years as to the formation of a Central High School for the city, and he still entertained the same opinion, which was made all the stronger by his having visited the Central High Schools in Philadelphia and Boston, examined their working, and satisfied himself that they were an indispensable element to the completion of a common school system. But at the same time he felt satisfied, after carefully looking over the report on the Common Schools of Toronto, for the present year, that this was not the direction in which we specially required to expend our energy at the present moment. It was impossible to overlook the important fact brought out in that report, that there were upwards of a thousand children in this city who altogether neglected to



avail themselves of the grand advantages which those common schools afford. It was, moreover, impossible to overlook the fact placed before us almost every day in our police reports, that so many children of tender years were committed to prison for petty crimes—robbing tills, robbing orchards, and the like—and were thus being apprenticed, as it were, to a life of crime, the badge and brand of criminality being so effectually placed upon them that they would in all probability grow up to be, in later life, the pests of society and candidates for the Penitentiary or the gallows. And when we considered that one of those criminals would cost the city far more than it cost the city to confer scholarships on the seven boys who had received them this evening, and which gave them the means of obtaining a course of higher education, and qualifying them to be reputable and useful members of society; and when we considered the delight with which we expended our money for the benefit of the one class and the sadness with which we expended it for the punishment and restraint of the other class, he thought that—while the idea of a Central High School should not be lost sight of—the immediate and most urgent duty of the trustees was to take measures for the bringing of the whole of these thousand outcast children within the sphere of our educational system. (Hear, hear.) Professor Wilson then alluded in very complimentary terms, to the recent institution by Mr. Macdonald, M.P.P., of a scholarship in University College, especially intended for those who passed through the preparatory training of the common schools and grammar schools of the city. He then referred to the pleasing fact that in the distribution of the prizes this evening, coloured children had been seen standing up on equality with the others, as the successful candidates for these prizes. He denounced the conduct of another city in Upper Canada, which had excluded the coloured children from the common schools, and expressed his gratification that on the eve of another 1st of August, the anniversary of the most recent triumph of British freedom, no such stain attached to the fair fame of the city of Toronto. He rejoiced to see that not only did Toronto take an honourable place in the encouragement of education, but that she carried this out without any distinction whatever, save the distinction in favour of merit and high moral conduct. (Cheers.)—The Rev. Dr. Jennings was next called on to address the meeting. He said that on entering the building he had not any idea that he would be called upon to speak. He came there merely as a spectator. He felt it his duty, however, while on his feet, to congratulate the excellent teachers of the city schools on being delivered from their labour and toil during the present warm weather, and he must also congratulate the children on being let loose from their school-houses while the “dog-days” continued. He hoped that the latter, after their period of industry and study, would improve their holiday time by seeking after recreation and health in sports and amusements. Without a sound body they could never hope to have a sound mind. He was also happy to be able to congratulate the Corporation of the city in doing the handsome thing by the common schools, and in supplying money to carry on the education of those children promoted from the common schools to the County Grammar School. He had no doubt the youths thus sent to the Grammar School would conduct themselves in a right and proper manner, as those before them had done. Every one had reason to feel proud and happy that the educational year which had passed away had been spent in training children in such a manner as would fit them to occupy positions of high standing in society; a training that would prepare the boys for the higher professions, and make the girls suitable companions for them. He would say to them all, in the words of Scripture, “May our sons be as plants grown up in their youth, and our daughters as the corner-stones, polished after the manner of a palace.”—John Macdonald, Esq., M.P.P., being called on, said it was with feelings of pleasure and delight that he was present on the interesting occasion which had drawn so many together. No one witnessing such a scene could fail to be greatly interested. In his opinion it required much more than a fine genial clime and a wealthy people to attach one to a country. We must also have those privileges by which our children may be trained up and fitted for positions, not only of the common order, but also of prominence in the world. Parents, in coming to a new country, must first know that there are those advantages there by which their children can acquire a good, sound education. In this respect Canada was particularly well provided, and no city on the continent was better off, educationally, than Toronto. Parents and children alike enjoyed the benefits—as what was beneficial to one was also good to the other. The time might come when some of those children who had then appeared on the platform would occupy the prominent position of mayor of the city of

Toronto; they might even become judges and leaders in the land; or they might win honour in defending their country's flag, either on this or on some other soil; but let them take whatever position they might, he felt convinced that in their whole history they would not know a prouder moment than that in which they stood upon the platform and received the rewards of their study and diligence. He was as much opposed to high taxation as any man could be, but he was willing—and he felt sure all before him were equally willing—to bear any judicious expenditure of money in promoting and forwarding the educational interests of our country. He would say to the boys, let them exercise the same energy and diligence in their future lives as they had done in their schools, and they would be sure to succeed without fail. After what had just been witnessed, every man and every woman should be more and more attached to the city. While the educational institutions of the city prospered, we need have no fear for its future.—The benediction was then pronounced by the Rev. Mr. Pollard, after which the interesting proceedings were brought to a close.—*Globe.*

— PROPOSED FEMALE HIGH SCHOOL, TORONTO.—EXTRACT FROM A REPORT OF THE CITY BOARD ON THE SUBJECT.—Your committee having had under consideration the desirability of establishing one or more superior schools for boys and girls, report accordingly. First, That although the necessity of establishing a High School for boys is fully recognized by your committee, yet as some public provision for boys in this respect already exists in the Upper Canada College and Grammar Schools, your committee deem it inexpedient at present to recommend the Board to take action in the matter in this direction. Second, That in the opinion of your committee there is, however, a very urgent necessity for the establishment of a High School for girls, inasmuch as no public provision of this kind has hitherto been made, and they accordingly recommend that immediate action be taken by this Board to supply a want so extensively felt. Third, That with the present crowded state of the city public schools it would be impossible to appropriate any one of the existing buildings for this purpose; and your committee recommend as a temporary arrangement that a suitable building be rented in the central part of the city, and that a sum of not more than \$1000 be appropriated and included in the estimates for the current year for the purpose of furnishing and fitting up the said building; that the admission to such school shall depend upon a recognized standard of attainments, and that the payment of certain fees to be hereafter settled by the Board, shall be collected, and the course of studies shall embrace the usual branches of a thorough English education, together with the accomplishments of French, music, drawing and ornamental needle work; that in view of said school, when once started, your committee submit the following approximation estimate of the probable income and expenditure of the proposed Girls' High School, viz. :—

<i>Revenue.</i>	
100 pupils at \$8 per quarter, or 125 at \$6 per quarter, say.....	\$3,000
<i>Expenditure.</i>	
Total.....	\$2,200
Showing an apparent margin for miscalculation and unforeseen contingent expenses.....	\$ 800
	\$3,000

— YORKVILLE COMMON SCHOOL.—The examination of the pupils attending the Yorkville Common School was concluded on the 29th ult. The trustees, and all those who attended the school during the present examination, expressed their pleasure at the proficiency exhibited by the pupils in each division. In the evening the scholars attended the Town-Hall, Yorkville, to receive their awards. The parents showed the interest they took in the school by attending the evening meeting in large numbers, the Hall being quite crowded. Charles V. Berryman, Esq., M.D., took the chair, and having called the meeting to order, expressed his satisfaction at again taking part in this interesting meeting. As local superintendent, it was his duty to be present, and it was one of his most pleasing duties to be present at these semi-annual meetings, and to see so many who showed that they took a lively interest in the education of their children. He explained that the municipality only provided funds once a year for prizes; but he was of opinion that at each semi-annual examination premiums should be given, as by this means a greater zest was given to the scholars, and they worked more earnestly. In order to provide prizes at the summer examination, he had to visit those who were benevolently disposed, and to solicit from them private contributions. He had done this this year, and had been able to get the sum of ten dollars, which he had ex-

pended in purchasing a number of beautiful books, which he would soon have the pleasure of distributing to the successful pupils. The speaker next adverted to the great good which education was doing for those who apply themselves properly to the acquisition of knowledge. We could, said he, do nothing without education, and the more thoroughly we were educated the more successful we would be as a people. He regretted that there were still amongst us a few who could not see that any benefit was derived from education. These parties tried to argue that the more thoroughly the poorer classes were educated the more it unfitted them for the humble life to which God in his goodness had pleased to call them; but he contended that, no matter what were the circumstances of any individual, education would never do aught for them except good, so long as they used it in the proper manner. It was as necessary for those who were obliged to work at the wash tub or attend to domestic affairs to have a good education, as it was for the richest in the land. It was a grand feature in this Province that the highest places in the land were open to those who worked for them with a will. The University, the Bench, Parliament—were open for the well-educated; and with these goals to strive for, he exhorted all the scholars attending the school to work upwards and onwards earnestly. He next alluded to the assistance which the State had given towards establishing the present school system. The same system was originally commenced in Germany, it was then adopted by Prussia, and lastly by ourselves; and he was proud to think that so good and wholesome a system prevailed. He next addressed the parents, and explained that their duty was to instil into the minds of their children the necessity of pursuing their studies earnestly, and not to throw obstacles in their way; and above all things, not to detain them from school under frivolous pretences. Much harm was often done by keeping children from school a day or so at a time, because it must be apparent to all that each day children were absent, they lost what had been taught to others whilst they were away, and they found so much the greater difficulty in keeping pace with their classmates; and in the end, instead of going into higher classes, they fell back into those which they had left before. The speaker continued for a considerable length of time in this strain, urging parents and children to use their utmost endeavours to acquire a sound education. On taking his seat he was loudly applauded.—The Rev. Mr. Melville next addressed the assembly, and concurred in what had fallen from the previous speaker. He instanced several cases where poor boys had risen by their own exertions to fill the highest and most honourable positions in the land. Amongst others he instanced the career of Sir Isaac Newton.—The girls sang in an excellent manner a song entitled "The Grave of Napoleon."—The Rev. W. C. Wilson addressed the meeting in an able and effective manner.—The Misses Clayton next sang a duet entitled "The Empty Chair," which was well and deservedly applauded.—Dr. Berryman stated that Miss Ellen Clayton had undertaken to teach the girls attending the school the beauties of music, and from the proficiency which was exhibited after so short a period of trial, he knew that ere long there would be some very sweet singers in Yorkville.—Then followed the distribution of prizes; after which the national anthem was sung, the Rev. Mr. Melville pronounced the benediction, and the meeting broke up.—*Globe*.

—THE BOY'S HOME.—By the praiseworthy exertions of several benevolent ladies and gentlemen in this city the institution known as the "Boy's Home" has at length found a permanent location, and a commodious building has been erected, in which the orphan and the homeless may find refuge. The building is situated on a block of land on the east side of George street, south of Gerrard street, 400 ft. in front, and something over 100 ft. in depth. The cost of the land and building has been about \$9000—\$7000 of which has already been paid. Of this sum, \$5000 was paid for the building. It is built of white and red brick, and when furnished can accommodate over 100 children. There are at present 38 children ready to take possession of it, as soon as it shall be ready for occupation. The inauguration took place on Saturday afternoon, and, as might naturally be expected, drew together a large number of the friends of the institution.—The boys, to the number of 26, were also present, seated on raised forms, and appeared clean, healthy and contented. About half past three o'clock the Chief Justice took the chair, and called upon the Rev. Mr. Armstrong to open the proceedings with prayer. The Chief Justice then briefly addressed the meeting, and dwelt with much force upon the great benefits such institutions might confer upon society at large by rescuing homeless children from the paths of crime and vice, and giving them a religious training, whereby they might become useful and respected members of the

community. The learned judge then introduced Prof. Wilson to the meeting. Prof. Wilson then proceeded to deliver an address suitable to the occasion.

—VICTORIA COLLEGE, COBOURG.—In the proceedings of the Wesleyan Conference we find the following:—Immediately after the opening of the afternoon session the annual meeting of the Victoria College was called—the President of Conference in the chair. The Secretary of the annual meeting, the Rev. Dr. Nelles, first read the minutes of last year's meeting, which were approved. The bursar, J. H. Dumble, Esq., M.A., then presented his annual balance sheet, which shewed that the College had been self-sustaining for the past year. Appended to the balance sheet was a statement of the present debt of the College. The bursar remarked that this debt \$40,000, though apparently large, would not be considered so by any one acquainted with the operation of similar institutions. He doubted whether any other denomination could have maintained a college of equal efficiency, upon such slender means, without incurring a much larger debt. He preferred a College with a debt of \$40,000 and the reputation of Victoria College, to an institution without such reputation though free from debt. The pecuniary difficulties of the College were the result of its success as a literary institution. The rapid increase of students necessitated an outlay with which its income did not keep pace. He felt gratified at the action of Conference in voluntarily assuming themselves to maintain the College. Such action on the part of the ministers indicated in language more forcible than words, the duty of the laymen of the church. He believed they would yet yield a hearty response to this silent appeal. The action of the conference spoke also in most unmistakable terms to those outside who stood waiting for the demise of our college, telling them that the college would not die. Our legislature, while admitting the principle of *State Aid* to higher education, virtually ignored it by granting so small a sum to our institution. We had been accused of seeking relief at the expense of other Universities. Victoria College never desired to take one farthing from any other college, if the taking of that would impair the efficiency of a sister institution. Victoria College would be judged by its merits. The alumni had its interest at heart, and would yet exert a power even in the legislature, on its behalf. In the meantime, the important question was, how may we liquidate the debt as rapidly as possible, and this he commended to the consideration of the present meeting. The report was received. The Rev. Dr. Nelles then stated to the meeting that the attendance during the past year had been 328, and the graduating class 60, shewing most gratifying prosperity. Previous to the report of the Rev. Dr. Aylsworth, the college agent, it was resolved to appoint a committee consisting of the members of the college board present at conference and nine others to consider various suggestions which Dr. Aylsworth wished to lay before the conference in connection with his report. The college meeting was then adjourned to meet at the call of the chair.—Edward Jackson, Esq., of Hamilton, and John Macdonald, Esq., M.P.P., of Toronto, have each given \$1,000 to Victoria College.

—SEPARATE SCHOOLS.—DIOCESE OF ONTARIO.—In the proceedings of the recent Synod we find the following:—Moved by the Rev. W. Bleasdel, seconded the Rev. Mr. Armstrong, "That the changes introduced into the Common School System of this Province are entirely at variance with the fundamental principles of that system, as understood and accepted by the people of Upper Canada; that instead of a purely secular system of education, under which all classes should be included, undue preferences and special privileges have been conferred on a distinct class of the people of this Province—Separate Schools, in which special religious instruction is given, being recognized as a part of the government system. Against this unjust preference, this Synod enters its solemn protest, and demands as an act of common justice, that the privileges granted to the Roman Catholics be granted to others, or that those now accorded be withdrawn." [NOTE.—This resolution is identical with the one passed in 1863 in the Synod of the Diocese of Toronto.—*Ed. J. of Ed*] It was moved in amendment by the Rev. Mr. Worrell, "That His Lordship be instructed to petition the next session of the Legislature for the concession of privileges to the United Church of England and Ireland similar to those granted to and enjoyed by the Church of Rome, as regards Separate Schools." Rev. A. J. O'Loughlin moved a further amendment, seconded by the Rev. R. V. Rogers, "That the Synod shall appoint a Committee who shall fully inquire into the nature and results of the Common School System in this Province, and specially with a view of ascertaining the extent of the grievances under which the members of our Church are said to suffer by their connection therewith. The committee to report at the annual meeting in 1865, which

report shall serve as the basis of such action by this Synod as may tend to remove the grievances, if any, and also to allay any and all uneasy apprehensions in reference to the religious element connected with the secular education of our children." It was further moved in amendment by the Rev. T. B. Jones, "That this Synod records its protest against any further violation of the Common School System in Upper Canada, and deploras that an undue partiality has been ever shown to any class of the community." This amendment was ruled out of order. The resolution and the various amendments were spoken to at some length by the movers and seconders, as well as by several other clergymen and laymen. Much diversity of opinion prevailed amongst the different speakers in regard to the working of the Common School System, and the necessity for reform in that direction, as well as to the utility of having separate schools for various denominations. It was urged that we would do better by striking directly at the root of the Separate School System of the Roman Catholics; and it was also urged by more than one speaker that on no account should the children of Protestants be separated in our Common Schools. The feeling of the Synod seemed to be strongly in favour of Mr. O'Loughlin's amendment, to assist in the passing of which Mr. Worrell's amendment was desired to be withdrawn, but was not permitted by the house. On Thursday, the debate was resumed by the Rev. Mr. Blesdell, who offered to withdraw his original motion in favour of one to be submitted by the Rev. R. Lewis. His Lordship said that if the original motion were withdrawn it would have the effect of doing away with Mr. O'Loughlin's amendment. It was then moved by the Rev. R. Lewis, seconded by the Rev. J. G. Worrell, "That this meeting pledges itself to use all lawful endeavours to secure Separate Schools for the children of the United Church of England and Ireland in the cities and towns of this diocese, in unison with the Common School System." Carried unanimously without debate.—*Kingston Chronicle*.

— DISTRIBUTION OF PRIZES AT LONDON.—At the recent distribution of premiums to the most proficient among the scholars during the past year. The chair was occupied by His Lordship the Bishop of Huron, seated with him on the platform being a number of prominent citizens, the majority of whom had taken part in the late examinations. The interesting proceedings were commenced by singing the 100th Psalm, and prayer, followed by an address from the chairman, who, as one of the examiners in some of the most important branches of instruction taught in the school, testified to the marked attention on the part of the teachers, and the advancement on the part of the scholars in instruction, and expressing his great satisfaction at witnessing the quiet and orderly demeanor of the children towards their seniors, which had prevailed during the course of the examinations. The prizes were then delivered by His Lordship the Bishop, to the successful competitors. As the gift of the respected bishop, who kindly gave his salary as School Superintendent for this purpose, they will, we doubt not, remain cherished marks of favor with all who received them yesterday. After the distribution, a number of the gentlemen on the platform addressed the children at length.

— WOODSTOCK PUBLIC SCHOOLS.—From the remarks of the Local Superintendent at the recent successful examination, we select the following:—"The schools, on the whole, exhibit a small but steady increase of pupils. The average attendances for the last three years in the senior departments have been remarkably close. In the spring of 1861 a great influx of children rendered necessary the engagement of two additional teachers for the junior department. The increased attendance of that time has of late considerably augmented, so that the average of the past seven months is more than double that of the corresponding period of 1861. But even this does not shew the full and more recent increase, as in June last there were 280 children on the junior registers, and some days all were present; consequently the trustees, considering the health of the pupils as well as their education, last month engaged two assistant teachers and opened two other rooms. There are now six junior teachers in six well-ventilated rooms; but the course of instruction is so arranged that every child comes under the supervision of three teachers. Between 500 and 600 pupils are now coming to school pretty regularly, the average of the actual attendance for the last seven months being close upon 500. During the latter part of the present month the attraction of berry-picking has lowered the attendance materially, otherwise the average stated would have been yet higher. Our schools are not perfection; they are not called even first-class; but as Common Schools they will take their stand with any in the Province. We offer no accomplishments, but you who are here to day can best answer whether we do not give a sound and thoroughly practical education. Drill is regularly gone through, although

since the death of Brigade-Major Light, we have been deprived of the services of the drill sergeant. It is an exercise of great utility, and is highly relished by the boys. In the girls' department that most valuable help in domestic economy, plain sewing, has attained such a degree of excellence that many ladies who have inspected it say it is unsurpassable. Our museum and school gardens reflect much credit on the scholars generally. Between the few private schools and the public schools there are few, very few, I am happy to say, whose education is wholly neglected. Frequent absence on the most frivolous pretences continues to an extent that might well be lessened, when we consider that the school days are only 226 in the year, and 5½ hours only, occupied each day.—I do not object to reasonable holidays, and full enjoyment thereof; at proper times they are necessary and commendable,—for instance a picnic or two in the summer, where the boys of the East School would invite the girls of the West School, and *vice versa*. This would call forth a display of courtesy and politeness much wanted. Each school, too, should have their cricket club, so that the boys of the one school could play a friendly game with the boys of the other one. The formation of a school library is much to be desired; and, although with the heavy taxes that have long pressed on the town the trustees have not thought proper to spend any portion of the public funds for this purpose, I trust that it may be at once commenced in another way. Suppose, for instance, 50 pupils in every senior department were each to subscribe one cent monthly, five or six of the most valuable periodicals could be obtained and circulated among the scholars in regular order; and this constant circulation of such works as "Good Words," "Chamber's Journal," "The Boy's own Book," "Leisure Hour," &c., must work incalculable good, and occupy many a wasted hour. I throw out these hints to-day purposely that both parents and children may know my views upon the matter, and in the hope that it may be acted on with a beneficial result. I will merely add that those familiar with our schools a few years back, must notice many improvements for the comfort of both teacher and pupil. They have unquestionably been progressing; and without aiming at an impossibility—perfection—yet we hope our future course will be even more decidedly progressive than the past."—*Times*.

— OTTAWA SCHOOL ENTERTAINMENT.—The recent examination of the scholars of St. George's Ward School partook more of a dramatic entertainment, mixed with that of a concert, than a regular inquiry into the acquisitions of the scholars. The schoolroom was tastefully decorated by the girls, who had wreaths of evergreens all round the room, (which was the upper flat of the schoolroom, and is generally used as a hall). At the upper end was a banner having a 'Prince of Wales' feather, above which the word "Welcome" was painted in large letters, and on each side there was a motto "Education Forever." On the right hand side we perceived two mottoes, "Hurrah for St. George's Ward," and "Excelsior." On the left-hand side another motto was placed, "Progress;" and on each side of the chimney, on the lower end, was the national motto, of "God Save the Queen." Natural and artificial flowers were to be found among the evergreens, as well as several small Union Jacks, which gave the room a gay appearance.—*Citizen*.

— ST. FRANCIS COLLEGE, RICHMOND.—The exercises at the close of the Spring Term of St. Francis College, Richmond, took place on the 5th ult. Its catalogue and announcement for the next session has just been placed in our hands. A brief *resume* of the history of the institution has been also communicated to us, which we propose to lay before our readers. In 1854, a few gentlemen in Richmond and Melbourne resolved to establish a Commercial and Classical College for the Eastern Townships. They subscribed liberally, and the building was begun. Unfortunately, although intended for the benefit of all, the burden of providing the funds was laid upon those living in the immediate vicinity, the subscriptions from other places being only about a thousand dollars. A debt of \$1500 was thus incurred, which, by interest accruing since the beginning, now amounts to \$2,400. From the information we find in the catalogue, we believe that were the case fairly stated, no difficulty ought to be felt in collecting sufficient to discharge this liability, which much hampers the extension of the College work. Pupils and students attend from all parts of the Province, and even from the United States, and we venture to say that but for St. Francis College, the great bulk of these young men who have been trained there and have graduated with high University honors, would never have received more than a common school education. These ought, therefore, to be mindful of their Alma Mater, on whose bosom they were nurtured. The course of instruction appears well calculated to develop the intellect. The requirements for matriculation are

judiciously set high enough to more than meet the demands of the most exacting university in Canada, in fact the College authorities have thought it better to go beyond rather than fall short of the standard set up by any of our universities, and in this they have acted wisely. The Junior Department is divided into four branches—commercial, industrial, normal and classical; so that those who are intended for any special business or profession have their attention directed to subjects bearing upon them. For instance, there are nearly a dozen agricultural students, some are studying surveying, &c. It must be understood, however, that the study of these special subjects does not displace the regular branches which are imperative, the others being accessory. We would direct the attention of our university authorities to what we believe is doing harm, and accounts for the number of half educated lawyers and doctors we commonly meet with, and that is the low standard fixed for admission to the faculties of law and medicine. By the present system, the list of students in these faculties is much larger, but it is at the expense of quality, and we cannot blame young men, many of whom are not in affluent circumstances, from yielding to the temptation held out of passing with but a very insufficient preliminary training, and not necessarily with any general intellectual culture at all. The heads of our chief educational institutions have much to answer for in this respect. The mining developments of this part of the country have been taken advantage of, and Thomas Mackie, Esq., a well qualified mineralogist, not only lectures, but takes the students with him on his visits to the mines with which he is connected. Analysis of ores, &c., is conducted under his supervision. The College is, as it professes to be, strictly non-sectarian, but the moral and religious instruction of the young men is carefully alluded to. Fourteen of the students are preparing for the Christian Ministry. These are of various denominations and we find that in the neighbourhood the various religious bodies are well represented. There are Church of England, Church of Scotland, Catholics, Free, Wesleyan and Congregational Churches, and but one testimony is borne by those best qualified to judge, to the propriety and good conduct of all the students. Associations are formed for religious and other purposes such as Young Men's Christian Association, Literary Society, &c., at latter of which papers are read and discussions held with other exercises of an improving nature. A good library and a museum form part of the means of improvement, and to this latter we would recommend those holding duplicates of specimens, to contribute. The Principal who has taken considerable pains in arranging and classifying the minerals would be very glad to exchange duplicates. There are scholarships connected with the institution as we find by pages 14 and 15 of the catalogue. A perpetual scholarship can be had for \$400, collegiate (4 years) for \$100 Scientific (3 years) \$60, Preparatory (3 years) \$50. In many respects St. Francis College presents advantages of no common order. As non-sectarian it affords to all denominations an opportunity of having young men prepared for the Christian Ministry under the immediate supervision of their own pastors. Sound views in Canadian nationality, with unswerving loyalty to the British connection are inculcated, while at the same time the lessons to be derived from the experiences of other countries are clearly pointed out, so that a spirit of bigotry is not fostered. The surrounding country is rich in economical resources open to the young men as a branch of their studies, the neighbourhood is very healthy and what may seem to be an anti-climax, the expense of living is very moderate. We believe that the testimony of the prize lists of McGill University is sufficient to prove the efficient manner in which the institution has been conducted, and the sound way in which the students are grounded in every branch of study. We trust soon to hear that the debt has been wiped off, and that a further sum has been raised sufficient to found an additional Professor's chair.

It may be interesting to subjoin a list of the students for the three years 1861-64:—

Collegiate and Scientific	- - - - -	26
Matriculating Class (1864)	- - - - -	8
Classical	- - - - -	36
Normal	- - - - -	26
Commercial and Industrial	- - - - -	142

238

The Matriculating class includes students from Montreal, Leeds, Inverness, Bishop's College, Lennoxville, Danville, &c., and already six additional students have intimated their intention of joining the Matriculating class next term. We recommend the course of lectures in the Faculty of

Arts to the consideration of those who have sons or others under their guardianship to whom they desire to give a sound education. We have seldom seen a more judicious scheme.—*Montreal Gazette.*

— MCGILL UNIVERSITY.— We have received a copy of the annual calendar of the University of McGill College. From it we learn that the students last session were—

In the faculty of Arts in McGill College	- - - - -	67
Morrin College	- - - - -	15
		82
In Medicine	- - - - -	177
In Law	- - - - -	48
		307
Deduct entered in two faculties	- - - - -	2
		305
In the affiliated Schools there were:—		
In High School department	- - - - -	249
In McGill Normal School	- - - - -	74
In Model Schools	- - - - -	300
		928

Making the aggregate under tuition - - - - - 928

The coming session of the faculty of Arts will begin on the 6th September next, and end on the 1st May 1865. The full course of study for the degree of B. A., covers four years, but advanced students may enter as of the second year. To graduates besides rank as first class, one of five gold medals are offered as a prize to be won by honour students; the "Chapman" Gold Medal, will hereafter be awarded to the foremost man in classical languages and literature. The "Prince of Wales" for Logic and Mental and Moral Philosophy. The "Anne Molson" for Mathematics and Natural Philosophy; the "Shakspeare" for English Literature, &c., and the "Logan" for Geology and other Natural Sciences. The teaching staff of the faculty comprises ten professors. The medical faculty opens its next and thirty-second session on the 7th November, and continues it for six months. The staff of this faculty comprises nine professors, besides the demonstrator of Anatomy—and access is afforded to students to the Montreal General Hospital. The course for the degree of M.D., C.M., is of three years. In the faculty of Law there are six professors. The precise day of opening or length of the course is not stated. With these advantages the University should command the confidence of the community, and we are glad to see so many evidences of hearty support accorded to it.—*Montreal Gazette.*

**EXAMINATION OF COMMON SCHOOL TEACHERS.**  
COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 31st day of August, 1864, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 A.M. Candidates will be required to produce Certificates of Moral Character from their respective Ministers; and if Teachers before, also from their respective Trustees.

JOHN JENNINGS, D.D., Chairman.  
City of Toronto, 2nd August, 1864. 1in.a.

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THE FACULTY OF MEDICINE. | COLLEGE.  
THE FACULTY OF LAW. | THE MCGILL NORMAL SCHOOL.

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W. C. BAYNES, B.A., Sec., Registrar, &c.  
July, 1864 3in-jas-up.

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