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Total No. of Voters reported.	Total No. of votes cast.	No. of Votes for Prof. Smith.	No. of Votes for Dr. Sangster.	No. who did not vote.
5018	2947	1612	1335	2071

The details of the vote in each county, &c., are as follow :—

## ELECTED MEMBERS OF THE COUNCIL OF PUBLIC INSTRUCTION.

On the 18th inst., the following gentlemen were, under the provisions of the newly consolidated School Law, elected members of the Council of Public Instruction.

1. Professor Daniel Wilson, LL.D., to represent the High School and Collegiate Institute Masters and Teachers.

2. Samuel Casey Wood, Esquire, M.P.P., to represent the Public School Inspectors.

3. Professor Goldwin Smith, M.A., to represent the Public and Separate School Teachers.

The Council of Public Instruction, as now constituted under the new Act, consists of the following members :—

- 1 Chief Superintendent of Education,
- 8 other Members appointed by the Crown,
- 7 “ to represent University Colleges,
- 3 “ elected to represent Inspectors, Masters and Teachers.

Total, 19 members in all.

Two of the Colleges (Regiopolis and Ottawa), have not notified the Chief Superintendent of their having elected representatives, the Council, therefore, consists of only 17 members.

We shall now give an analysis of the votes recently given.

The number of Public and Separate School Teachers reported to the Education Department as entitled to vote was 5,018. To this number should be added 103 votes, which were rejected by the scrutineers as not returned on the official lists—some being parties who had obtained certificates as teachers at the July examinations, and whose names could not, therefore, have been placed on the certified list of 15th July; three of Model School Teachers and one altered vote—making the total number of voters 5,125. Of this number only three-fifths, or 3,054 Teachers exercised their right to vote, leaving the number of 2,071 Teachers who took no part in the election.

We give below a statement of the number of voters reported in each county, city and town, the number given for each candidate, and the number who declined to vote :—

COUNTIES.	Total number of voters reported.	Total number of votes cast.	Number of votes for Prof. Smith.	Number of votes for Dr. Sangster.	Number who did not vote.
Glengarry .....	65	45	6	39	20
Stormont .....	61	39	7	32	22
Dundas .....	70	50	20	30	20
Prescott .....	42	15	12	3	27
Russell .....	28	11	5	6	17
Carleton .....	91	53	9	44	38
Grenville .....	70	35	23	12	35
Leeds .....	129	67	30	37	62
Lanark .....	128	69	46	23	59
Kenfrew .....	59	28	17	11	31
Frontenac .....	77	71	3	68	6
Lennox and Addington.....	88	38	11	27	50
Prince Edward .....	78	64	35	29	14
Hastings .....	122	101	12	89	21
Northumberland.....	112	64	28	36	48
Durham .....	130	76	46	30	54
Peterborough .....	60	20	11	9	40
Victoria .....	106	65	19	46	41
Ontario .....	115	78	33	45	37
York .....	172	128	110	18	44
Peel .....	75	56	40	16	19
Simcoe .....	179	102	57	45	77
Halton .....	62	44	39	5	18
Wentworth .....	75	44	38	6	31
Brant .....	61	37	28	9	24
Lincoln .....	67	39	29	10	28
Welland .....	87	53	21	32	34
Haldimand .....	81	45	37	8	36
Norfolk .....	98	55	29	26	43
Oxford .....	104	66	30	36	38
Waterloo .....	114	82	33	49	32
Wellington .....	197	109	61	48	88
Grey .....	217	100	62	38	117
Perth .....	117	70	33	37	47
Huron .....	289	107	68	39	182
Bruce .....	118	82	55	27	36
Middlesex .....	213	139	97	42	74
Elgin .....	104	59	27	32	45
Kent .....	113	70	54	16	43
Lambton .....	132	77	56	21	55
Essex .....	72	33	15	18	39
Toronto .....	74	49	38	11	25
Hamilton .....	82	13	11	2	69
Kingston .....	35	21	4	17	14
London .....	29	25	24	1	4
Ottawa .....	67	24	5	19	43
Barrie .....	9	3	3	0	6
Belleville .....	19	15	0	15	4
Berlin .....	9	7	6	1	2
Bothwell .....	3	3	0	3	0
Brampton .....	6	4	3	1	2
Brantford .....	23	16	8	8	7

COUNTIES.	Total number of voters reported.	Total number of votes cast.	Number of votes for Smith.	Number of votes for Sangster.	Number who did not vote.
Brockville	12	3	1	2	9
Chatham	22	13	9	4	9
Cobourg	8	6	4	2	2
Collingwood	6	3	3	0	3
Cornwall	5	3	2	1	2
Dundas	9	5	4	1	4
Durham	3	1	1	0	2
Galt	11	9	3	6	2
Goderich	13	9	1	8	4
Guelph	16	10	10	0	6
Ingersoll	10	8	0	8	2
Lindsay	14	5	2	3	9
Milton	4	4	4	0	0
Mitchell	1	0	0	0	1
Napanee	8	3	1	2	5
Niagara	4	1	0	1	3
Oakville	3	0	0	0	3
Paris	10	9	9	0	1
Peterborough	12	7	5	2	5
Petrolia	5	4	1	3	1
Pictou	6	4	3	1	2
Prescott	5	3	3	0	2
Sarnia	9	6	5	1	3
St. Catharines	18	11	7	4	7
St. Mary's	8	6	6	0	2
St. Thomas	7	4	0	4	3
Simcoe	6	5	4	1	1
Strathroy	8	8	8	0	0
Stratford	12	8	3	5	4
Tilsonburgh	3	3	3	0	0
Walkerton	4	2	0	2	2
Whitby	2	1	1	0	1
Windsor	8	5	3	2	3
Woodstock	12	12	12	0	0
Total	5018	2947	1612	1335	2071

The counties which gave a decided majority for Mr Smith were, Halton, Wentworth, York, Peel, Middlesex, Huron, Kent, Wellington, Grey, Bruce, Lambton, Brant, Haldimand, Lincoln, Lanark, Grenville, Durham, and the cities of Toronto, Hamilton and London. The counties which gave large majorities for Dr. Sangster were, Stormont, Dundas, Glengarry, Carleton, Frontenac, Hastings, Lennox and Addington, Ontario, Victoria, Waterloo, Welland, and the cities of Kingston and Ottawa. The counties which were pretty evenly divided in their votes were, Perth, Elgin, Essex, Leeds, Northumberland, Prince Edward, Simcoe, Norfolk and Oxford.

As to the vote for the representative of High School Masters and Teachers, the returns are as follow :-

Total No. of Voters reported.	Total No. of votes cast.	No. of Votes for Dr. Wilson.	No. of Votes for Mr. Hunter.	No. who did not vote.
238	179	125	54	59

The returns in regard to the vote for Inspectors' representative are as follow :-

Total No. of Voters reported.	Total No. of votes cast.	No. of Votes for Mr. Wood.	No. of votes for Judge McDonald.	No. of votes for Mr. Mills.	No. who did not vote.
76	64	30	21	13	12

The scrutineers appointed to conduct this election were : Dr. Hodgins, on behalf of the Chief Superintendent of Education; Joseph Sheard, Esq., High School Trustee, Toronto; Walter S. Lee, Esq., Chairman of the Public School Board, Toronto; Alex. Marling, Esq., an officer of the Council of Public Instruction, and F. J. Taylor, Esq., of the Department. At a preliminary meeting of the scrutineers, Dr. Hodgins, on motion of Joseph Sheard, Esq.,

was appointed Chairman, and Mr. Marling, on motion of W. S. Lee, Esq., Secretary. The scrutineers also adopted the following resolutions in regard to the election :-

1. That voting papers be received, if in the form in Schedule A, and folded.
2. That any doubtful votes be laid over till the others have been disposed of.
3. That no person be allowed to vote in two capacities.
4. That no Public School Teachers' votes be admitted, but those of persons who were entitled to be on the Inspectors' lists as made up on 15th July.
5. That in the case of two votes from one voter being received, the first opened and recorded be held the legal vote, and the other be cancelled.
6. That the voting papers be destroyed by the scrutineers.
7. That none be admitted to be present at the opening and recording the votes except qualified voters, as the Act prescribes.
8. That no interruption of the proceedings be allowed on the part of any person present.
9. That the hours of opening and recording the votes be from 9 to 12 and 1 to 5 each day, until the close of the election.

### ONTARIO TEACHERS' ASSOCIATION.

The annual Convention of the Ontario Teachers' Association was commenced on the 11th inst., in the theatre of the Normal School Buildings. Professor Goldwin Smith occupied the chair. Mr. McCallum read the Scriptures and offered up prayer.

Mr. A. McMurphy, Secretary, read letters from Dr. Ryerson, Dr. Snodgrass, Dr. Fyfe, and Professor Young, expressing regret at their being absent from the meeting.

The Secretary moved, seconded by Mr. J. B. Dixon, "That the hours of meeting during this Convention be from two o'clock to five in the afternoon, and from 7:30 to the hour of adjournment—the morning being left for committees for the different sections of the Association to do their work." Carried.

At the evening session Mr. J. B. Dixon, 1st Vice-President, took the chair at half-past seven. The chairman, in introducing Professor Goldwin Smith to the meeting, remarked that it was scarcely necessary for him to make any remarks in introducing Professor Smith to their notice. Those who were present last year, as well as those who were not, knew well what to expect; they all expected a very rich treat indeed.

Professor Goldwin Smith, who on coming forward was loudly cheered, then delivered the following address :-

I stand before you this evening as a truant, and almost as a culprit. When you did me the honour to elect me President of your Association I was meditating, as I warned you at the time, a visit to England, but I did not expect to be absent more than six months. My stay in England was prolonged by the dissolution of the British Parliament, which came upon us unawares, and scattered over the country, the friends whom I had expected to find in London, so that I had to wait till the elections were over and my friends returned to town. Even without that excuse, however, a man might have been pardoned for lingering in England when I was there. In the spring and early summer the beauty of the garden-like landscape is at its height, the greenness, which is its special charm, is most intense, and of late years, since such a marvellous tide of wealth has poured into England, the magic touch of the millionaire has added the last finish to the trimness of the fields and crowned the slopes with the multiplied mansions of a luxury which still has enough in it of the old English taste to delight in the enjoyment of nature.

To the charms of the landscape are added in that ancient kingdom those of historic monument and association. And nowhere are the charms of historic monument and association stronger than in those scenes in which we of the educational profession feel a peculiar interest—in the marvellous galaxy of mediæval colleges, interspersed with academic lawns and groves which everywhere meet your eye as you look down from the dome of the Radcliffe Library in Oxford; in the almost equally glorious line of houses of learning which seems to muse along the green banks of the quiet Cam; in that ancient school, the eldest of English grammar schools and the first fruits of the English Renaissance, founded by the princely prelate, William of Wykeham, beneath the shadow of the immemorial fane which holds the ashes of Rufus and those of the Saxon kings; in that younger but still venerable counterpart of Wykeham's work, Eton, with its grey courts and its expanse of lawn overshadowed by secular elms, stretching along the side of the Thames; while covering the opposite height, rise in their majesty the historic towers of Windsor, with the memoirs of the Round Table, and with that romantic chapel in which the victors of Crecy and Poitiers sat among the companions of the Garter.

It would be difficult to imagine two monuments more symbolical of the quiet advance of education with its beneficent agencies, amidst the storms of politics and war, than Eton, founded by that unhappy but gentle and pious King who, unable to grasp the sceptre of his warlike sire, perished discredited amidst the wars of the Roses, and Magdalen College, Oxford, the loveliest of all the homes of learning, which was founded at the same time by the Chancellor of Henry the Sixth, William of Waysflete. Stand in the quadrangle of Waysflete's College, and as your eye feeds upon its matchless beauty, you will be brought into the fullest communion with the spirit which fed the camp of learning and education amidst the darkness and the tempests of the centuries that are past.

When shall we in Canada have such monuments of ancient grandeur and beneficence, such treasures of noble memory as these? When shall we, in this bleak, though by its children well-beloved, land of promise, be able to point to an Oxford or a Cambridge, a Winchester or an Eton? We are as far, no doubt, from the possession of such shrines of history as our landscape, in which the giant pines rising in their monumental grimness, remind us that but yesterday all was primeval forest, is from the trim and finished beauty with which the culture of centuries has invested the English fields. But if we have not the glories of the past, we have hopes for the future, rich if we are true to our country and to each other. We have not only hopes for the future, but we have immunities at the present hour. If preceding generations have not bequeathed to us storied monuments and ancestral fanes, neither have they bequeathed to us those legacies of evil, those mounds of debt material and moral, those burdensome traditions, those consecrated obstructions to progress which sit heavy on humanity in the old world. If we have not the finished landscape and the abodes of wealth with their costly gardens and patrician deer parks, neither have we the union workhouse, which in England grimly obtrudes its prison-like form on the fair scene. If we have not the palaces of London neither have we the leagues of want, squalor, and misery which lie close to the palace gate. We have a rough piece of land, not yet perfectly stumped or stoned, but unmortgaged and darkened by the baleful shadow of no upas tree of the past.

I was made sensible of this fact, as soon as I set foot in England, by finding myself in the midst of a controversy, so bitter that it might almost have been called a petty civil war, about a question deeply interesting to our profession, which has now been for many years happily settled in this country, and here troubles us no more. It was the great question raised by the late Public Educational Act. Public education was in fact struggling to emancipate itself from ecclesiastical control, while the High Church ecclesiastics and the party allied with them in politics were striving to prevent its emancipation. It can hardly be said that anything deserving the name of popular education existed in England previous to the great political and social movement which set in, when the French war being over, interest in domestic questions revived, and the most conspicuous result of which was the Parliamentary Reform Act of 1832. Education, no doubt, there had been, and education, to a limited extent, of the poor; and this from very early times. To the clergy, in the fruitful age of faith, was due the first commencement of that which afterwards, in the hour of mistrust, when growing doubt threatened their authority and their endowments, they fiercely and fatally opposed—a remark which may be extended to the general relations of the mediæval clergy to the progress of civilization. Christianity was a religion of light, and in the early Anglo-Saxon times, while the conversion of the nation was still going on, we find the mission centres, the centres also of learning and education. The Church, in fact, in those days, was the School. Theodore of Tarsus, Archbishop of Canterbury, in the seventh century, has left a name honourably connected with the improvement of education as well as with the extension of Christianity and the organization of the Church. The great missionary Bishop Wilfred also had constantly under his care a number of boys, the sons of men of rank, till they reached the age of fourteen, when he required them to decide whether they would become soldiers or priests. The Church of Ireland, too, sent not a few labourers into the harvest of English education, as well as of English conversion, in that bright dawn of Irish civilization, which was destined so soon to be overcast and to be followed by so dark a day. King Alfred, the Christian hero, and the preserver of Christian civilization in England, from the sword of Danish paganism, was also the great restorer of education and rebuilder of schools. Fable—alas! it is only fable—connects him with the foundation of the first school at Oxford. The court itself in his time was invested with a splendour brighter than the vulgar pomp of kings, by becoming the great place of education. In the age succeeding the Conquest, education could hardly hold a place at the court of the fierce Norman sovereigns, but we find it, with much besides which needed such shelter in these wild days, beneath the tranquil roof of the Benedictine cloister. Anselm, perhaps the most

truly Christian among all the equivocal forms of the mediæval saints; Anselm, who by Christian firmness in the maintenance of principle, combined with Christian gentleness, charity, and meekness, conquered Norman tyranny, impersonated in the Red King, and his less savage but hardly less terrible successor; Anselm, before whose holiness the Conqueror himself had bent in reverence, and whose presence William had desired at his bedside when the end of his life of battle and crime drew near; Anselm, the first thinker of his day, and the precursor of the School Philosophy, was also the great educator of his time, and the great reformer of education. As Abbot of the great Norman Abbey of Bec, before his elevation to the Archbishopric of Canterbury, he had been as assiduous in the good work of teaching and training the young in the school which formed a regular part of the monastic community, as in directing souls, regulating the monastic system, or solving high problems of theology. And he may be regarded as the father of that gentler mode of treating the pupil which we now acknowledge to be the better one, and which he strove by precept and example to introduce in place of the brutal severity which had prevailed in Anglo-Saxon times, and it seems was still in the ascendant. His faithful friend and biographer, Eadmer, a mediæval Boswell in his reverent minuteness, has left us an anecdote of this educational reformer of the eleventh century, the fragrance of which has not been lost by lapse of time. An Abbot, a very religious man, was one day deploring to Anselm the difficulty of making any impression on the boys in his monastery. "Do what we will," he said, "they are incorrigible. We beat them, without ceasing, day and night, and they only grow worse." "You beat them without ceasing," said Anselm. "Pray, how do they turn out when they grow up?" "Dull and brutal," was the reply. "You are unfortunate," said Anselm, "if with all this trouble you only turn men into beasts." "What are we to do?" cried the Abbot, "in every possible way we try to force them to improve, and all is of no use." "Force them! Tell me, my Lord Abbot, if you were to plant a tree in your garden and to tie it up so all sides that its branches could not spread, what sort of a tree would it be when in course of time you gave it room to grow? Would it not be good for nothing, a mass of entanglement and crookedness? And whose fault would that be but yours, who had put such restraint upon the sapling? And this is just what you do with your boys. You plant them in the garden of the Church, that they may grow and bear fruit to God. But you so cramp them with fear, and threats, and blows, that freedom of growth they have none. And thus crushed in spirit they gather in their minds evil thoughts tangled as thorns; they cherish those evils thoughts, and doggedly repel all that might correct them. Hence they can see in you no love, kindness, or tenderness towards them; they cannot believe that you mean good by them, but put down all you do to ill-will and ill-nature. Hatred and mistrust grow with their growth, and they go about with downcast eyes, and cannot look you in the face. For heaven's sake, why are you harsh with them? Are they not human beings of the same nature as you are? Would you like, in their place, to be treated as you treat them? You try by blows alone to mould them to good. Does a craftsman fashion a fair image out of gold or silver by blows alone? Does he not with his tools now gently press and strike it, now with wise art still more gently raise and shape it? So if you would mould your boys to good, you must not only bow them down by stripes, but with fatherly kindness raise them up and help them." "But," the Abbot insisted, "to form strong and serious character is our aim." "And a right aim," said Anselm; "but if you give an infant solid food you may choke it. For every soul its fitting food. The strong soul delights in strong meat, in patience and tribulation; not to wish for what is another's; to offer the other cheek; to pray for enemies; to love those that hate. The weak and tender in God's service need milk; gentleness from others, kindness, mercy, cheerful encouragement, charitable forbearance. If you will then adapt yourselves both to your weak and to your strong ones, by God's grace you shall, as far as lies in you, win them all for God." The heart of my Lord Abbot, according to Eadmer, was turned; he fell at the feet of the great teacher, and mended his educational ways. Anselm's language in the conference is, of course, tintured with asceticism; but on the whole this scene, enacted eight hundred years ago between two figures in the garb of the remote past, is wonderfully near to us at the present day. If you wish to realize it, and at the same time to make a pilgrimage to one of the early seats of learning and education, go, when you chance to be in England, to the old historic city of Gloucester, where you will find a Benedictine cloister, though not that in which Anselm taught, nearly in its pristine state, adjoining the cathedral, which was itself once the Abbey Church. That cloister was the scene of all those parts of the monk's life which were not passed in the church or the chapter house, and among others, of his studies, his literary works, and the instruction of the novices and the

children who formed the school attached to the monastery. It was roofed, but otherwise exposed to the weather, and the monk had to brave the hardships of a sedentary life all the year round in the open air. More than once a chronicler tells us that he is obliged to break off his work for the winter, because his fingers are nipped by the frost. Some of our mediævalists look back, or fancy that they look back, wistfully to those times. It is a pity they cannot put on the magic shoes of Hans Andersen's tale, and be transported for one day back to the Middle Ages. One day's experience would probably satisfy their desire.

High honour is due to the Monasteries, and especially to those of the Benedictine order, for the services thus rendered by them to education as well as to learning in the darkest hour. But their pupils, all told, must have been few in number, and of these, while a few were scions of the lay nobility, the bulk, and probably all those taken from the poorer classes, were destined for the ecclesiastical order. That order, indeed, was far more comprehensive than it is in modern times; it included not only the priest proper, but all the intellectual professions, the lawyer, the physician, the literary man, the architect, the artist, the mechanic—every one, in short, but the soldier, the trader, and the tiller of the soil. Still it was limited compared with the mass of the population, which remained in a state of total ignorance; among the consequences of which we may reckon the blind and sanguinary fury of labour movements in the Middle Ages, such as the insurrection of the villains under Wat Tyler, which strongly contrasts with the generally peaceful and orderly, though sometime erroneous, contests waged by the better educated mechanics of the present day. Even among the nobility and gentry elementary education was very scarce, and most of the English nobles might have said, with Old Douglas in Marmion:—

"Thanks be to Heaven, no son of mine,  
Save Gawaine e'er could pen a line."

With that great movement of the sixteenth century which, from the prominence of the religious element in it, we call the Reformation, but which might more aptly be termed the revival of humanity, came the spirit of national education. Of the first efforts in that direction the honour may be ascribed to enlightened Catholics, to William Wykeham, and after him to the group of which Sir Thomas More was the noblest man in England, while Erasmus was their leading spirit in Europe; but these men, though, when the religious crisis arrived, they shrank from schism, and clove to the ancient faith, belonged intellectually, and not in that respect alone, to the Reformation. A number of grammar schools, of which Christ's Hospital is the greatest and most famous, founded by the young Protestant King Edward VI., and still bearing his name, are at once the first fruits of the newly-awakened spirit of national education in England, and the proofs of the connection of that spirit with the spirit of the Reformation. This connection it is impossible to doubt, and it may be admitted even by a Catholic without necessary disparagement to his religion; for a Church which can herself teach all truth needs not the aid of the human intellect, perhaps naturally mistrusts it, and therefore has comparatively little interest in education; while a Church which appeals to reason and to private judgment, must of necessity educate; and this irrespective of the abstract truth of the doctrines of either Church. Which are the educating nations? Scotland, New England, Germany, Holland, Switzerland, Denmark, Norway, Sweden, Canada. Which are the non-educating? Spain and her colonies, Portugal, Italy, Austria, Belgium—Belgium, in spite of the existence in her of a large manufacturing element, which generally carries with it activity of mind. In the case of Spain, the facts are eloquent. By its last census not a fifth of the population can read. But even this amount of progress has all been made since the beginning of the century, prior to which time, we are told to be able to read was in men very rare, in women immoral; and the growth of popular education has proceeded at exactly an even pace with the demolition of political despotism and of ecclesiastical intolerance. If, in parts of Catholic Germany, and in Ireland, we find popular education, this is traceable in the case of Germany to the influence of Protestant neighbours, in the case of Ireland, to the direct interposition of a Protestant power. It is true that the Jesuits were good educators; so great as to extort from Bacon the exclamation, *tales cum sint, utinam nostri essent*, "they are so excellent that I would they were ours;" but Jesuit education was the offspring, as well as the antagonist of the Reformation: its object was not to enlighten, but to influence and to re-convert, and with a view to that object its pupils were selected. No Jesuit was ever a hearty friend to popular education. We need not press the case too far. That vast extension of popular education in recent times, which is one of the most momentous facts in the history of the nineteenth century, is traceable, no doubt, to other causes besides religious emancipation. Even in Prussia, public instruction was comparatively little cared for in the interval between the Reformation and the French Revolu-

tion. Frederick the Great, at the end of the Seven Years' War, provided for his superannuated grenadiers, by making them schoolmasters. It was when the army of Frederick the Great had been overthrown by Napoleon, in the hour of calamity and shame, that Prussia, feeling the need of something stronger than an army to redeem her from the depths into which she had fallen, first abolished serfdom and then instituted the great system of public instruction which has carried her from Jena to Sedan. But in the main, the fact remains indisputable that public instruction as a duty and as a policy has been intimately connected with the prevalence of religion, which appeals to an open Bible, and to reason, as the interpreter of its pages.

In the land of John Knox, the Reformation was completely victorious, and drew with it the general love of education which has made Scotchmen what they are the world over, as well as the political Liberalism to which even at the present moment of Conservative reaction in England, Scotland remains true. But in England, as in France, the issue was doubtful. France, even after the defeat of the Huguenots, did not lose all traces of their spirit or sink ecclesiastically and mentally to the level of Spain; while in the English hierarchy and in the monarchy and aristocracy, which were allied with it, as the monarchies and aristocracies of France and Spain were with the hierarchy in those countries, there was preserved some of the doctrine and temper of the Church of the Middle Ages. The spirit of education which touched with fire the lips of Milton, belonged in the main to Milton's party; with the Puritans it conquered, with them it fell; with them it went into illustrious exile, and founded in New England the first common schools. The State clergy of the Church of the Restoration were almost as indifferent to public instruction as the State clergy of Spain; the only proofs they gave of anxiety about the subject were Acts of Parliament, passed under their influence to prevent Dissenters from educating their own children, the last and most infamous of which was the work of the infidel Bolingbroke, pandering to the passions of fanatical ecclesiastics. This apathy lasted through the eighteenth and the early part of the nineteenth century. George III. expressed a pious wish that every poor child in his dominions should learn to read the Bible—we may be sure he meant with a political commentary of a very orthodox kind; but no public measures were taken to give effect to the King's desire. About the only places of popular education were those Dames' Schools, which have furnished themes to every painter of English peasant life, from Crabbe to Wilkie, and in which a decrepit old woman who knew nothing, taught the children of the peasantry all she knew. After the great French war, however, the mind of the nation being turned again from that mortal conflict to its own affairs, the current of reform, long icebound, began to flow, and the cause of popular education as well as that of political improvement was taken up with accumulated energy and fervour. Wesley had done something by his school at Kingswood, and still more by showing his sense of the importance of the subject. Bell and Lancaster had done something by agitating educational questions, as well as by devising the monitorial system. But the motive power came from that revival of the spirit of progress in the nation, after the long period of reaction caused by antagonism to continental Republicanism, which was so strong, so tempestuous in its character, so powerful in its effects, as almost to receive the name of the English Revolution. A revolution, in fact, it would have been, had not the obstinacy of the aristocracy and the clergy quailed before the advent of civil war. Brougham, thundering in the van at once of political and educational reform, was the master spirit and typical man of the day. With stentorian voice and vehement gestures he enforced upon the national mind the necessity of public instruction; he once spoke in Parliament on the subject for seven hours. At his bidding, and that of the age of which he was the embodiment, the schoolmaster went abroad, Penny Cyclopædias were published, Mechanics' Institutes rose, enquiries into educational character commenced, and everything betokened the advent of educational revolution. At the same time the clergy of the State Church, seeing that education must come, and that it might fall into bad hands, met their danger in the best and most creditable way, by exerting themselves in their parishes, and with great effect for the improvement of the Church schools. Those were days of hope as all days of revolution are; young men dreamed dreams and old men saw visions. It seemed that a Reformed Parliament and Public Instruction would make new heavens and a new earth. It is a beneficent illusion; for if we could see beforehand how limited the results of our improvements would be, we should hardly exert ourselves to make any improvements at all.

Singularly enough, or I would rather say naturally enough, the first scene on which this spirit of educational reform displayed itself in practical legislation was Ireland. Whether it be in education, or police, or the Church, or the land law, England is always ready for radical reform—in Ireland. Cromwell saw the value of Ireland as

a field of experiment; he called it a clean paper on which he could write measures of improvement, which in England vested interest and rooted prejudice could not suffer him to introduce; and, perhaps, the usefulness of the smaller island in that respect is not yet exhausted. In 1831, while the Parliamentary Reform Bill was still struggling through the House of Lords, and forty years before the first English Education Act, Ireland received a measure of national education based on the principle of combined literary and separate religious instruction, the funds being supplied out of the national revenues. The immediate author of this measure was the late Lord Derby, then in the heyday of his youthful Liberalism, and threatening to send the King to Hanover if he would not assent to the Reform Bill. Between Ulster Orangemen on one hand and Paul Cullen on the other, national education in Ireland has had a hard life, and so have its administrators; but though much bruised and battered by the shillelachs of both parties, it has survived, and has no doubt largely contributed, with measures of political justice, and a kinder and more generous treatment of Irish questions generally, to produce the improvement in the condition of Ireland which may now be happily regarded as an unquestionable fact.

In England itself no measure could be carried. The religious difficulty, or a difficulty of a very mixed character, by courtesy styled religious, stood obstinately in the way. First the Whigs tried a measure on the secular principle, and failed, then the Conservatives tried one on the State principle, and failed also. Sir James Graham held out to the Dissenters what he called his olive branch, which the Dissenters took, and belaboured him over the head and shoulders with it till he dropped his Bill. In the meantime, however, a system of aiding schools with public money, and inspecting them through State inspectors under the auspices of the Privy Council, was introduced nominally as a tentative policy, and under the astute and aspiring management of Sir J. Kay Shuttleworth it grew yearly to larger proportions, and more deeply committed Parliament and the nation. Parliament all the time behaved with what Englishmen think, the perfection of practical wisdom; it voted, with eyes shut, the annual grant, and refused to discuss its principle or to entertain any question connected with it. At last the magnitude of the grant and the obvious tendency of the tentative policy to become definitive, brought the question to a head, and in 1858, a Royal Commission of Inquiry into the subject of popular education was issued under the chairmanship of the Duke of Newcastle. That Commission spent three years in its enquiry, investigating through its Assistant Commissioners the state of education, not only in England but in other countries, and among the rest in the United States and Canada, where the Assistant Commissioner was Mr. Fraser, now Bishop of Manchester. The Commission reported, and the materials for legislation were before Parliament, but Parliament still shrunk from facing the question, and the only immediate result was a revised code of minutes issued by the Privy Council. For ten years more the subject remained in abeyance, and the ancient reign of ignorance was left unmolested among great masses of the population. At last came an event which overcame both intolerance and bigotry, and surely heralded the legislation of 1870. The Tory aristocracy, under the guidance of Mr. Disraeli, resorted to the desperate policy of appealing from the more intelligent and well-to-do portion of the working classes, which was mainly Liberal, to what is called in the polite obscurity of a learned language, the *residuum*, in the vulgar tongue the dregs of the people in the large towns. This policy was carried into effect by the Conservative Reform Bill of 1867. Then Mr. Lowe cried in fear and anguish, "We must educate our masters," and a Liberal Government having come into power, with Mr. Forster, Arnold's son-in-law, as the Minister of Education, the Education Act of 1870 was passed.

That Act retained the Denominational Schools with which Government had entered into partnership under the Privy Council system, while it rendered a conscience clause imperative in all schools in which religious instruction was given, and did away with denominational inspection, the system of treating all the schools as national, and making the provinces of inspectors purely geographical. At the same time it introduced the supplementary principles of local responsibility, under the form of school boards elected by the ratepayers, which are bound, where the school accommodation is found deficient, to supply the deficiency by erecting distinct schools of their own. The Central Government, besides the function of inspection, is invested with the power of compelling the locality to act where there is a proved deficiency of accommodation. In School Board schools, no catechism of any religious sect is to be taught. Thus the system is a somewhat complicated mixture of the national, the local, and the denominational, of the secular and the religious. An admirer of it complacently remarks that England is the country of compromise and amalgamation. But we have also heard of a Dutchman arrayed in a dozen pair of breeches, who did not find that

complication of integuments favourable to vigour and rapidity of action.

About this Education Act, however, a deadly controversy had arisen, and when I landed was raging through the whole nation. The first public occurrence which I witnessed was the opening of a School Board school at Liverpool, by Mr. Forster, the framer of the Act, who took the opportunity of delivering an elaborate vindication of his own policy, which had been denounced by his friend and late colleague, Mr. Bright. He spoke ably and instructively, of course, but he failed to explain what I wanted specially to hear explained—how it came to pass that this great measure of educational pacification had set the whole nation by the ears. Hostile parties were facing each other all over the kingdom in grim array. School Board elections were being contested with an animosity at least equal to that shown in elections to Parliament. A storm of controversy was raging, and charges of immorality, fanaticism, and bigotry resounded on all sides. The Liberal party was torn with intestine division, and you could not mention Mr. Forster's name at a Liberal meeting in the north of England without calling forth a storm of hatred. When the general election came, the clergy of the State Church raised with one voice the cry of, the Church in danger, which, blending with the equally vociferous cry of, the beer barrel in danger, produced the issue of campaign cards, exhorting the voter to vote for the national beverage and the national religion. There had not been such an uproar since the church mob burned Dissenting meeting-houses, after the acquittal of Dr. Sacheverel. If you asked what the specific cause of war was, especially between Mr. Forster and the Liberals, who thirsted for his blood, you were told that it was the twenty-fifth clause. The twenty-fifth clause enables School Boards to pay the fees for children whose parents are too poor to pay at denominational schools, if the parents prefer them; and under it a sum of about \$25,000 had been expended in a whole year. Obviously this was merely the pretext, it was not the real occasion of the fray. It was at most the symbol of the momentous difference of principles which was convulsing the nation. The real question at issue was that of clerical ascendancy in education, with its political and social corollaries, and beneath the question of clerical ascendancy in education again lays the question of the State Church, the just solution of which, in this country, has brought with it educational peace.

I suppose that all who acknowledge, as I for one do, the paramount importance of religion to men and nations, would rejoice if we were so settled and so united in our religious convictions that religion could be effectively taught in our common schools. Perhaps it will be so hereafter—perhaps the cloud of doubt and perplexity which has now for two centuries, since the days of Spinoza and Hobbes, been gathering over the religious firmament, will break up, and the sun of faith, hidden for awhile behind that cloud, will beam forth again, and diffuse over the world, now chilled and darkened by its absence, a brighter, more perfect, and more abiding day. Such is not only my hope, but my firm conviction, though I know, and it has been part of my duty as a student to examine the truly formidable objections which philosophy, historical criticism, and science have raised. But though certainty and unity of faith may come again, they have not come yet; and for the present, communities like ours, which feel education to be a necessity, have to respect religion without undertaking to teach it; they have to let the common school do its own work, and the Church and Sunday School do theirs. The school is not irreligious because it does not teach the catechism, any more than any other organ of instruction, say any commercial or military instruction, is irreligious on the same ground. There is nothing opposed to religion in reading, writing, or arithmetic any more than there is in book-keeping or drill. The cry of the State Church party in England, was that the secularists would make the children clever devils. But knowledge does not in itself make a devil, neither does ignorance make an angel; at least it has not made angels of the people of Calabria or Mexico. I do not deny, that in certain countries where the clergy have tried to crush education, education has unhappily assumed a somewhat hostile attitude towards the clergy and their teaching. An Italian once said to me, "I like to see the schools rising; every school shuts up a church." But this statement was peculiar to a native of a country where the church has been the enemy of the school. Again, there may be special defects in an educational system—it may be too ambitious, too showy, too superficial, and it may breed in its pupils faults of character corresponding to these bad features of the institution. No doubt such is the tendency of the school system in many parts, at least, of the United States, and perhaps we are not free from the danger here; but these defects we may hope to remove by wise measures of educational reform. So far from fighting against the church, a good school in a country like ours fights with it, for it is directly and indirectly a potent organ of morality. The school and its master or mistress may not be formally concerned

with religion, but in a country like ours, they are not severed or estranged from the religious community around them. The spirit of that community is present with them; they feel and transmit its influence; it pervades the character and tone of the teacher, the discipline, and all the moral agencies of the school. Mr. Forster said in his speech at Liverpool, that it would be very shocking if a teacher, in rebuking a child for telling a falsehood, could not appeal to the interest of the child's soul. Well, but I suppose a Christian teacher, like a Christian employer, can rebuke a lad for falsehood in a Christian way, without reciting the Athanasian Creed or the Westminster Confession. Thus apart from any direct religious teaching of a neutral kind which you may be able to introduce, and which perhaps is not of much value, there is a religious as well as a moral element in the schools of a Christian country. Such, I suppose, has been the general view of the question taken by the statesmen and the people of this country; and the result is a system of public education, or if you like to mark the absence of direct religious teaching by a difference of name, public instruction, in this young country, which having been ably administered, works with almost unbroken harmony and smoothness, while in England, with all her experience, and all her statesmanship, public instruction is an organized Pandemonium of political and sectarian contention. We are twitted with not having solved the problem as regards the Catholics. We have not solved the problem as regards the Catholics, because, as regards the Catholics, the problem here and everywhere is unsolvable. They, under the authority of their spiritual guides, have taken up, conscientiously as I do not dispute, a position of antagonism to modern civilization, and even to nationality and civil society, so far as they are embodiments of the modern spirit. There is nothing for it, therefore, in their case, but either to use force, of which nobody in this country dreams, however it may be under the iron rule of Bismarck, or to let them take their portion away in peace and use it, subject to State guarantees and proper secular instruction, in the way their consciences enjoin. I think it will very likely be found that by adherence to this mild and comprehensive policy, though we have not extinguished, we have minimized Catholic resistance to public education. In this respect, also, if the foreign Jesuits will only refrain from troubling us with their alien intrigues, I believe we shall all do well.

But at this happy result, we could never have arrived if we had not, in accordance with the growing opinion of the most enlightened portion of mankind, and with the decisive experience of history, adopted another great reform. Canada could never have had a harmonious system of public instruction, she would be now either without a system at all, or like England, full of dissension and embroilment, if like England she had retained her State Church. The State Church is the radical cause of their difficulty in England. If you have a privileged clergy, that clergy will try to rule; it will try to rule in public education as well as in public religion. And it can hardly be blamed for so doing. The only good ground, the only ground not morally detestable, which the State can have for selecting a particular church, clothing it with national authority and endowing it out of national revenue, is that the doctrines of that Church are certain truth; and if the doctrines of a Church are certain truth, and recognized as such by the State, why should they not be taught to all the children of the nation? On the other hand, the unprivileged and oppressed Churches will be always in an attitude of jealous self-defence; they will expect aggression everywhere; they will regard and rightly regard what the State does for public education, and what it gives to that object, as done and given in the interest of the privileged Church. The Public Education Act in England has in fact been a vast re-endowment of the Anglican Church. Harmony, therefore, will be impossible; every new regulation will be a fresh apple of discord; a 25th clause, or any other straw, may be the pretext, but the real source of contention, endless and incurable, will be ecclesiastical domination; the real struggle will be between religious privilege and religious justice. As a member of the Education Commission of 1858, I voted for the voluntary system, rather than for State aid with a State Church, and with a State Church I am not sure that I would not vote for the voluntary system still.

It is easy, of course, to see the reason of the alliance between political and ecclesiastical privilege. It is easy to see why the party of political reaction goes to the polls with the clergy of the State Church. Perhaps it is not difficult even to discover a thread of connection between our national beverage and our national religion. But it is difficult to understand how any one who has no interest at heart, but those of religion and of the community at large, can think it his duty to uphold a State Church. The words of the founder of Christianity, who said that His kingdom was not of this world, may be glossed over or distorted like other inconvenient texts of Scripture; but how can the evidence of history be ignored? Christianity, unestablished and free, in apostolic times, did it not

win the ancient world? Established and enslaved to the secular power in later times, has it not almost lost the modern world? Persecutions, religious wars, exterminations of the Albigenses, Spanish inquisitions, massacres of St. Bartholomew, penal laws, and oppression of Nonconformists, whence did they come but from the alliance of the Church with the State? Of these atrocities and infamies, which have done more to discredit religion than the attacks of ten thousand atheists, not Christianity, not even fanaticism was the cause, but fanaticism combined with self-interest, and armed by the Government with the sword which Christ had bidden Peter put up into the sheath. Depend upon it, mere excess of religious feeling, even when carried to the most irrational lengths, has not so much to answer for as is supposed; ambition and interest had more to do with the crimes of Innocent III. and Torquemada. They talk of a nation being godless, because it has no State religion. If God is the God of mercy and justice, what nation could be more godless than Spain under Philip II? or than England when it had Baxter and John Bunyan in prison? They talk of the support afforded by a State Church to the Government. What has been the support afforded by the State Church to the Government in England? The estrangement of the whole mass of Nonconformists, that is, of the most vigorous, energetic, and when they have been let alone, the most patriotic portion of the people, the division of the nation in the face of the Armada by the persecution of Nonconformists, a great civil war, Ireland in a state of chronic rebellion, and now, when a democratic franchise has been conceded by the profligate strategy of a party, an almost impossibility of getting the nation to unite in framing that indispensable corrective of democracy, an efficient system of public education. As to unity of belief, which it is the professed object of establishments to produce, where can be less of it than in that knot of ecclesiastical cobras which I saw the other day wreathing their angry folds, and raising their menacing heads against each other? There is far more of unity in our freedom. Our religion is far more truly national than that of an Established Church, which includes only half the nation, and wars upon the other half. Here no wall divides Christians, Protestant Christians at least, living or dead, from each other. Our clergy, the Protestant clergy at least, unite in all good works, in Christian philanthropy and alms-giving. In prayer for national objects, in national thanksgiving and penitence, whatever be our dogmatic differences, we can all kneel down together. I dare to affirm, too, that religion, though unencumbered by the fatal patronage of the State, affords to the Government here a more effective support than it does in England with all its lordships, and its mitres and its stalls. To support Government religion must be strong; to be strong it must be sincere; to be sincere it must be free.

Therefore, I think England will have to follow the example of Canada; and why should she not? These Colonies, though they are yet young and perhaps rough, though they have not as yet the refinements or the history, the hierarchies and the grandeurs, are they not the leading shoots of the race? Are not their tendencies to the less adventurous body of the race which has remained behind the natural index of its own future?

Education is a well-worn theme, and to lend any new interest to its generalities, especially before a professional audience, is beyond my skill. I thought I should weary you less by speaking of an episode of its history in the land most intimately connected with us, which has fallen immediately under my observation, but not so immediately under yours. Europe for the last century has been full of convulsions, the terrible harbingers of a new order of things, it has been full of political and social conflicts—of revolutions, that like a whirlwind have laid low temple and throne, of wide-raging and murderous wars. And revolution and war alike have too often left behind them nothing but moral and physical ruin, desolated fields, exhausted energies, shattered hopes, political despondency, and prostration and reaction, such as we see in France a hundred years after that hour of promise and of transport when she undertook with exulting confidence, not only her own regeneration but the regeneration of the world. Yet, through all these storms and amidst all this havoc, popular education, gradually and gently, but surely spreading, like the dawn amidst the cloud-rack of a tempestuous sky, is effecting a peaceful revolution, which will be followed by no prostration or reaction, and the fruits of which will never pass away.

Yes, you have a great mission. Exaggerated things, no doubt, have been said about the office of a teacher, as well as about every other office. The influence of the school has been unduly magnified in comparison with the influence of home. The importance of school education has been unduly magnified at the expense of that which we receive from society, from our calling, through all the various avenues of knowledge and natural improvement in our after life. The importance of knowledge altogether has been magnified at the expense of character, the formation of which must be the main

object of the trainers of youth. Still you have a great mission. I was impressed with the fact by another thing which I witnessed in England, and which it pained an English heart to see. I mean the polling of the *residuum*, which, I have already said, was enfranchised for a party purpose by the Reform Bill of 1867. These miserable possessors of a misbestowed power flocked to the poll, drugged with beer and inflamed with senseless fury, ignorant of everything, devoid not only of the rudiments of political knowledge and duty, but of the knowledge which is imparted in an infant school. Swarms of them were unable to make a cross opposite a candidate's name, and had to vote by the form appointed for illiterates. In the trial of a controverted election, a witness was put on the stand, who had never heard the names of the leaders of the two great parties, and only knew that in his own town one party was blue and the other yellow. In another trial the judge said that the sum spent in bribery altogether had been very small, but that, nevertheless, there had been a great deal of corruption, for the voters were so ignorant of what they were doing, and of their duty as citizens, that they could be bought for a pot of beer. Yet these men are arbiters of the destiny, not of England only, but of the Colonies and India. And it was Conservatism, self-styled, that had invested them with power, and was now appealing to their votes. We need Conservatism here to temper the rawness and wildness of Colonial freedom; but let us hope that it will be a Conservatism of a different kind; a Conservatism of the school-house and not of the pot-house, a Conservatism of intelligence, of morality, of honour, not of party strategy, which does not scruple to snatch a party victory by committing moral treason against the country. In this country we must frankly do homage to popular right. By the hands, by the hard toil and endurance of the people this land has been reclaimed from the wilderness; to the people it belongs. We cannot allow ourselves basely to think of conspiring against them or trying to rob them of their privileges by strokes of party tactics. On the other hand, we owe it to them not to be their flatterers and their sycophants; to recognize their political faults and their political liabilities; in view of those faults and those liabilities to fortify our institutions in a sense honestly and nationally Conservative; and to endeavour by all the means morally in our power to secure the ascendancy of intelligence and principle over passion, to save civil duty from faction and corruption, to bar the way to power against the demagogue, and open it to the man of honour. In this work, by which the foundations of a great community are to be laid, the school and the teacher, if they do their duty and preserve the moral confidence of the country, will have not the smallest or the humblest share. Here before me is a great Conservative party, one without party banners, without party cries, without party wire-pullers, party slander, party trickery, party corruption, but which will continue to live and work when the political parties, with all that belongs to them, have been gathered into an unhonoured tomb.

And now to the business of our Convention; may it be prosperously transacted, and conduce in its results to the interest of our high public trust, and the credit of our common profession. I am sure that we shall act together in perfect harmony, notwithstanding any pending question about which there may be a difference of opinion among us. We all give each other credit for acting on conscientious conviction, however widely divergent our convictions in every case may be. I will endeavour to do my part by attention and fairness in the chair; you, I have no doubt, will abundantly do yours.

Professor Smith was enthusiastically cheered as he resumed his seat.

Mr. McCallum said, he had great pleasure in moving the following resolution:—"That the cordial thanks of this meeting be, and are hereby tendered to Prof. Goldwin Smith, for his able, interesting, and eloquent lecture, with which he has this night favoured us." It was not necessary for him to say that he agreed with every sentiment advanced in the address. He was also sure that they all felt pleased at the strong light in which the educational position of their country had been set forth. What the Dominion of Canada is to the Empire in regard to education, so in comparison did he consider the Province of Ontario was to the Dominion. On the teachers devolved a great task in directing the youthful mind and educational efforts. All had done their duty, and he trusted they would all go back determined to carry out the great duties that devolved on them, in a manner creditable to themselves, and a benefit to the country of which they formed a part. Dr. Kelly seconded the resolution with great pleasure. He heartily re-echoed the favourable sentiment of the lecture itself made by Mr. McCallum. Of course they expected from a gentleman so distinguished as Professor Goldwin Smith, something more than an ordinary lecture, and their expectations had been realized. The resolution was carried unanimously, and amid much applause. Professor Wilson was asked to

address the meeting. He said that after listening to so able an address as that delivered by the President, and which was prepared in that exquisite style of ripe English, which Professor Smith was so distinguished for, he would not be guilty of such bad taste as to make a speech after that.

The Convention met at two o'clock on the second day, when the President, Professor Smith, took the chair.

Dr. Kelly then read a paper entitled "Where we stand." He introduced the subject by noticing that the pursuit the teacher was engaged in was really one of the most important that was known in all those that we recognized. To answer the question propounded would be a difficult task. The view would have to be limited, but it would be attempted to fix the relative position of the parties he would enumerate. He pointed out that before the art of printing oral instruction was the sole method of improving the mind. There were teachers, as at present, who made fortunes out of the instruction they imparted, and some who lived to perform a duty to humanity, and remained poor. At the close of the eighteenth century the condition of Europe was low as far as education was concerned; and even as far as knowledge, national or individual, was concerned; and he quoted a passage from Burke that added force to the observation, and elegance to the essay. Dr. Kelly came then to a consideration of the growth of scholastic institutions in Canada during the past thirty-five years, the present result and figures given showing how great the advance had been. He described the progress of the views of the more advanced for higher education and the establishment of the undenominational university. At the present time, there were few Canadians who were not proud, and justly so, of the freedom and excellence of the High and Public Schools in this country. He glanced at the condition of the schools in early days; the low requirements and qualifications of most of the teachers; the miscellaneous character of the school books, many of which were brought from the United States, and the poor regard in which teachers were held, were proofs of the backward condition of education at the time previous to the establishment of the Normal School. This was in 1846, when Mr. T. J. Robertson was head master; Mr. H. Y. Hind, second; Mr. McCallum and Mrs. Clarke the head teachers in the Model Schools. From this time he traced rapid improvements in the style of education and elevation in the character of the teacher, until now there was but little to be suggested in the way of improvement, and what was suggested was attainable. The paper was well composed, containing many fine thoughts and illustrations, and was listened to with pleasure. Mr. McIntosh, of North Hastings, moved a vote of thanks to Dr. Kelly for the excellent paper he had read; seconded by Mr. Kirkland, and carried with applause.

**FINANCE.**—The Chairman then called on the Treasurer, Mr. McAllister, to read his report. The report was very brief, showing the various items that had been paid and the sources of supply. The balance to the credit of the Association is \$110; a favourable contrast to that of last year, which was \$59 49c. Mr. McAllister added, that the finances were now in a better condition than they had been before. In 1871, he said, they were supposed to be insolvent, but affairs had from that time improved, until at present they seemed to be on a fair and permanent basis. He also expressed his wish to be allowed to retire from the office of treasurer. The Report was adopted, and the thanks of the Association tendered to Mr. McAllister for the labour he had performed.

**INDUSTRIAL SCHOOLS.**—The President asked for the report of the Committee on Industrial Schools. Mr. McAllister said he was Chairman of the Committee, and that as they had done nothing, he had nothing to report. He proceeded to speak to the question of the necessity of establishing such schools, and concluded by moving that the Committee on Industrial Schools be a Standing Committee, and composed of Messrs. Grote, McCallum, Hughes, and the mover. The resolution was carried.

**TEACHERS' ASSOCIATIONS.**—In response to a request from the President for reports from the delegates from Associations, Mr. R. Alexander, of North York Association, said the Association had made no report. The Association was in a healthy state, numbering about thirty-four teachers. They had a professional library and a regular appointment for meetings. Mr. A. C. Stule, County of Perth, had no report to make; the Association had only had two meetings during the year. There were probably eighty members in the county. Mr. McIntosh, of North Hastings, had no report to deliver. Mr. Grote, Inspector of East Middlesex, reported the Association in that county as in a good state for work, and doing good. He noticed, however, for the purpose of stimulating young teachers, that it appeared the principal interest in these Associations was taken by the older and longer established teachers. He would be glad to see a change in this respect. He believed there were over eighty members in the Association. Mr. Coates answered



for the Association in the County of Halton, saying there was no formal report from the Association. He uttered an opinion with regard to the absence of the younger teachers from their associated meetings.

The President then called on Mr. R. McQueen, to read his paper on the subject of the "Antiquity and Dignity of the Public Teacher." Mr. McQueen read a lengthy essay, embracing a notice of the scholastic attainments and love of learning and teaching among the ancients of Egypt, Athens, Rome, and later, of the teachers of the Reformation in Europe. He glanced at the early schools in America, and concluded by expressing the conviction that there was no grander calling than that of the teacher, and pointing out that it rested with themselves to have that use and nobility of their calling recognised. The essay contained evidence of care and real ability in its composition. A cordial vote of thanks was tendered to Mr. McQueen for his reading.

The President took the chair at half-past seven o'clock. Before calling on Dr. Wilson to address the meeting, the President said that it had been suggested there should be an alteration in the time of holding the Annual Convention of the Association from the summer to the spring. A notice of motion had been given with reference to this matter, and which will be brought forward after Dr. Wilson has delivered his address. The President, in calling on Dr. Wilson to address the meeting, said that gentleman was too well known and welcomed among them to need any introduction from him. Dr. Wilson, in coming forward, was loudly applauded. He would take it for granted that they did not expect from him any regular or carefully prepared address, and he would only make a few general remarks, which might prove of interest to them. They as teachers in the higher department, in the address of the President, had their attention directed to those splendid seats of learning with one of which their President was associated, and around which gathered all the ideas of scholastic training and scholarship of England. Their President wondered when the time would come when Canada would have for itself seats of learning which would stand on a par with them. He need only to remind them that they were the educated class of this country, and that grave responsibilities rested on them as teachers. The subject on which he intended to address a few words to them was, The Place of Science in Modern Education. The relative place of science in relation to human knowledge was wonderfully changed. He referred to the position science held in the mediæval ages. Aristotle, who was a close observer of nature, was deeply learned in science, and a wiser guide could not be chosen. Science has made wonderful strides since his times, and especially during the present century. How shall we say that any knowledge is lost beyond recall. Science comes to our aid and discloses the history of the past. He pointed out the discoveries made in astronomy, chemistry, in geology and in other sciences. The science of geology comprehended such vast material for study as to almost make them shrink from the task of mastering it. He treated of palæontology and comparative anatomy, and remarked that the knowledge of the true is ever the antagonist of superstition. Speaking on the glacial epoch, he referred to the direction taken by the "drift," and other glacial action in Canada and elsewhere. He spoke of archæology being formerly treated as an antiquarianism, and which was now recognised as a pure science, and of its relations to geology. They have naturalists of popular schools, such as Darwin and others, puzzling them with their testimony with regard to the antiquity of man, and treatises on ethnology by men like Sir Francis Lubbock and Sir Charles Lyell. He asked what place, then, is all this vast compass of knowledge to take in modern education, ought science to be embraced in modern education, ought it to take its place in the modern school system? This is one of the great questions of the day. He considered there was great difficulty in finding proper teachers for the Public Schools. The Common Schools seem to require more thorough trained teachers even than the Colleges. Science must have a place in the High Schools. It must not be taught from books, but from a thorough knowledge of the subject. Speaking of the need teachers had for intellectual recreation, he said he could conceive no more healthy change from the work of the school than a selection being made from one of the sciences, and for the teachers to make that the centre of enjoyment during the hours they had to spare from literary toil. There was an imagined antagonism between science and letters, but he pointed out how fallacious it was to suppose that such antagonism existed. He gave several interesting statements showing how the history of man was involved in language. The science of language may be dated from the day when John Bopp first conceived the idea of bringing the test of the method of inflexion to bear upon the question of the affinity of tongues. He traced the history of the great Aryan family, showing their history in their languages, of their being broken up, and of the

final dispersion of the nations. After further dealing with his subject, Dr. Wilson concluded by remarking that, although they cannot compass all, they could encourage and help on the accomplishment of the idea of a great Canadian school of letters and science worthy of this young Dominion. They were all fellow workers in the same great object. They can also learn another lesson, and that is humility. Dr. Wilson was loudly applauded as he resumed his seat. Mr. McAllister proposed, and Mr. Grote seconded a vote of thanks to Dr. Wilson for the valuable and interesting address he had delivered. Carried.

The meeting of the Convention was opened on the third day at two o'clock, the President in the chair. The President called on Mr. J. C. Glashan, County Inspector for Middlesex, for his paper on "Certain Theories of Education, and the Methods Founded thereon." Mr. Glashan excused himself in a perfectly satisfactory manner.

Mr. J. M. Buchan, of Brantford, then read a paper on the co-education of the sexes. He sketched the controversies which had risen on this subject both in the United States and England, and observed that however the storm had raged elsewhere no disturbance had arisen here. But there were marked differences even here. In the present age we have also had the women's rights, and to secure the advantages of co-education. The reader here announced his opposition to the co-education of the sexes. He glanced at the alleged reasons given for teaching boys and girls together. Boys and girls it was argued were brought up together in families, and they might also be taught together. He noticed there was a mistake in supposing that because the boys split wood, and the girls cooked and milked cows for the same household, they might study quadratic equations together. But even if this were so there was more than this; co-education sooner gave rise to what was called emotional development, and a consciousness of sex. It was not true altogether that the association of male and female pupils is of advantage to either of the sexes. Mr. Buchan proceeded to read opinions from distinguished writers to prove that the female mind was, if not inferior in strength, at least so different from that of the masculine mind that their co-education could not be advantageous, or carried out with success to both of them. His statement of the familiar arguments against the co-education of the sexes was made in choice language, and in a forcible style, that produced a lively interest in the Convention. He made use of the assumption that the female mind was not so much inferior as it was different. Mr. Buchan created considerable hostility among the majority of the Convention towards the close of his paper, by asserting, in support of his position, that neither as poets, nor painters nor anything else worth speaking of, did women come up to the standard attained by men. He quoted statistics of the Normal School, and brought forward his own observations and experiences to sustain his opinion that the men were superior to the women, and the boys to the girls in certain studies. The essay, Mr. Buchan observed, in conclusion, was more designed to excite reflection and promote discussion.

Mr. Carlyle, of Oxford, rose to open the discussion. He objected to many of the positions taken by Mr. Buchan, but principally to that of the deficiency of the female mind. His opinion was, that in capacity and endurance, in many branches of study, the female mind was not inferior to the other. He had sat and studied in classics, mathematics, and philosophy with young women, and it might be said the men were dull perhaps—(laughter)—but the young men had not shown to any great advantage over the young women. So much for the mental capacity of the ladies. He did not think that the co-education of the sexes was advantageous in all cases, or to be regarded with indifference. He, however, moved a vote of thanks to Mr. Buchan for the very excellent and admirably written essay which they had just listened to. The motion was seconded by Mr. Dickson, of Hamilton, and carried with applause.

Mr. Kirkland was allowed to continue the discussion and boldly affirmed that he differed wholly from Mr. Buchan in his estimate of the capacity and proper views of the training of the sexes. He instanced the operation and efficiency of the schools in Scotland, where the system of co-education obtained, and where the pupils were noted for their proficiency. Mr. Kirkland pursued the discussion for some time in a humorous style, but not losing sight of the object of his contention, which was the placing of the gentler sex in their proper elevation. Dr. Kelly had been greatly pleased with the essay, both in its motive and style, and gave his opinion in favour of Mr. Buchan's positions and conclusions. Mr. Glashan observed that this question was treated more as a matter of feeling than one of reasoning. He noticed that the discussion would present very different points when relating to the same persons at different ages in their studies; growth and development were very different, and were not to be found acting simultaneously; and as

these conditions differed at the same ages in the two sexes, where those facts were not noticed, the argument must be incomplete, and inconclusive. He favoured the position in the main taken by Mr. Buchan. Mr. McMurchy had at one time held the opinion that girls and boys of the same age might properly be engaged at the same studies; but he had changed his opinion to the extent that he did not think that girls could succeed in all studies that were imposed at school. He would not, however, insist on separate schools for the sexes. Mr. Campbell, of Toronto, was a woman's rights advocate, and opposed the views expressed by the essayist. Mr. McCallum, Hamilton, differed from Mr. Buchan in his estimate of the capacity for receiving instruction in the sexes. His experience of the mental qualities in boys and girls went to show that the girls were quite equal to the boys in their competitions for honours, and carried off a full share of them. As to the separation of the sexes in their education, it was a most important question, and in this also he was forced to differ from Mr. Buchan.

There were numerous voices raised at this point for the President to give his opinion, and he rose with some deliberation. He said he had been connected with educational institutions of a high class, but he had had no experience of a mixed education at all. The system of co-education, as it was termed, did not exist in any institution with which he had been connected, except in Cornell. He had had some intercourse with President Elliott, of Harvard College, a man who was given to bold views, but who, he believed, was in favour of separate education for the sexes. For himself, he would soon again be at Cornell University, when he would make enquiry as to the result of the mixed education there, but he observed that it was very likely the young ladies at that Institution were exceptional students, and the inference to be drawn from this example would be limited as the experiment itself. Mr. Buchan closed the discussion by some explanatory remarks.

**THE ANNUAL MEETING.**—It was resolved that the appointment of a Committee to consider the advisability of a change of time for the annual meeting of the Convention be left to the Executive Committee.

**ELECTION OF OFFICERS.**—The Committee on nomination of officers had their report ready, which was presented by the chairman, Mr. McIntosh. The following were the nominations:—For President, Professor Goldwin Smith; Vice-Presidents, Dr. Kelly, D. J. Johnston, Cobourg; James Turnbull, Edward Scarlett, Cobourg; Wm. Watson, Weston; Dr. Thorburn, Ottawa; Cor.-Secretary, Thomas Kirkland, M.A.; Recording Secretary, A. McMurchy, M.A., Treasurer, S. McAllister. Mr. Buchan moved, seconded by Mr. Dawson, that the report be adopted, which was carried with cheers.

The President said he was proud to render any service in his power to the profession, which was his own, and to those engaged in it. (Applause.)

Mr. McIntosh moved and Mr. Hughes seconded, votes of thanks to the Railway Companies, Education Department, and the Press, which were carried.

A motion for adjournment was then passed, when at the request of the President, the meeting closed with the National Anthem which was sung with great enthusiasm.—*Globe Report.*

## I. Papers on Practical Education.

### VALUABLE HINTS ON SCHOOL MANAGEMENT.

The old schoolmaster, with his bundle of rules under one arm and his bundle of rods under the other, belongs to the past. The modern teacher, with no rules and rods, is the opposite extreme. The golden mean requires necessary regulation, judiciously enforced.

**Principles.**—1. The regulations should be few, but exhaustive. 2. They should be universal in their application. 3. They should merit the approval of all teachers. 4. They should command the approval of pupils and patrons. 5. They should be such as the teacher can enforce. 6. The regulations should tend to form desirable habits.

**REGULATIONS.—Requirements.**—1. Regularity. 2. Promptitude. 3. Good morals and manners. **Prohibitions.** 4. Unnecessary noise. 5. Immorality. 6. Communication.

**I. REGULARITY.** The teacher and the pupils ought to make an earnest effort to attend regularly. **Enforce.** (1) Intensely interest the pupils: they will manage to be regular. (2) Interest the patrons. The intelligent patrons will not willingly detain a pupil from a single class. (3) See that the irregular feel the loss. Irregularity is a serious misfortune to the pupil and the school. If chronic, it should work a forfeiture of seat, of position in class and even of position in school. (4) Urge regularity as a sacred duty. Appeal

to self-respect, self-interest, and the love of right, to impel every pupil to spare no effort to secure constant attendance.

**II. PROMPTITUDE.** All pledge themselves to make an earnest effort to be prompt at all times, and in the discharge of all duties. **Enforce.**—(1) Let the teacher be prompt. Not only should he never be a moment late, but he should be present at least fifteen minutes before the time to open school. (2) Make the opening exercises especially interesting. (3) Keep a tardy list. At rests have the tardy explain before going out. If the explanation is not satisfactory, let them remain. (4) Impress the importance of promptitude. Point out the evils of being habitually tardy. A healthy public sentiment can thus be created. Tardiness will be regarded as a misfortune and a disgrace. Washington once said to a tardy officer "Sir, you may waste your own time, but you have no right to waste ours." Supt. Harris places regularity and promptitude at the very foundation of efficient school management.

**III. GOOD MORALS AND MANNERS.** The teacher and his pupils agree to faithfully strive to do the right thing at the right time, in the right manner. Good morals and gentle manners are the result of training. Precepts are good, examples are excellent but without training they fail to produce the best results. **Doing alone gives culture. Enforce.** (1) The teacher should be a model. Children tend to become like the teacher. For this work good morals and gentle manners must ever be the first qualifications. The school-room should never be disgraced by a drinking, chewing, swearing, uncouth, ill-mannered teacher. (2) The pupil should be trained to the habit of right and proper conduct. Educate the pupil to make an earnest effort to do right and act properly at home and at school; during rests and on the way; with associates and with strangers; at all times and in all places. (3) Each pupil should be made to realize that good morals and manners condition success and happiness. This culture, being first in importance should be systematic and constant. Gow's recent work, "Manners and Morals," is pure gold. I commend it to all teachers and students. It is invaluable. It is destined to revolutionize this neglected field of culture.

**IV. UNNECESSARY NOISE.** All agree to carefully avoid all unnecessary noise. **Study to be quiet** is imperative in the school-room, and should be boldly written over every teacher's desk. **Enforce.** (1) Be quiet yourself. A fussy, boisterous teacher soon demoralizes a school. Talk in a low or medium tone. Move quietly. At the same time let energy and vigour characterize your work. (2) Never permit boisterousness in the school-room. (3) Secure quiet from principle, not from fear. (4) Train pupils to the habit of quietude. **Let noisy acts be repeated quietly.** Your pupils will become toned down, and your school will become a constant blessing.

**V. IMMORALITY.** The teacher and the pupils pledge themselves to try to avoid all immorality. **Enforce.** (1) Teach by example. (2) Attack one at a time. Work up a feeling against swearing. Get each to resolve not to swear. Then attack lying, dishonesty, etc. (3) Show that immorality always leads to misery. (4) Train the pupil to love the right, and to become strong to do it. Also train him to hate the wrong, and manfully repel it.

**VI. COMMUNICATIONS.** Each pupil agrees not to communicate during school hours, except through the teacher. This must be absolute. Its violation is the prolific source of disorder. **Enforce.** (1) The teacher must have an iron will. His resolve to train his pupils not to communicate must be deeply felt. (2) Never grant permission to speak. (3) Lead the pupil to realize the injuries that result from violating this regulation. (4) Prevent. The skilful teacher does this by look, or word, or sign, or changing his seat. (5) Train pupils to the habit of non-communication. This has been done in thousands of schools. What others have done you may do.

**REMARKS.**—These six regulations cover all the ground. They are alike suited to the primary school and university. They command the hearty approval of teachers, pupils, and patrons. In substance, they are now in general use, and may be made universal. Teachers must change, but the regulations and the programme may remain unchanged.

**THE FUTURE CITIZEN.**—From the family the child passes to a wider field of activity in the school. From the school to a still wider field of active life. He assumes the responsibility and exercises the rights of citizenship. Parents guide and protect the child. In the school he is taught self-reliance, and is trained to help govern others. The school is a miniature republic of which the teacher is president. Here the child is fitted for citizenship. The school is a community of which the teacher is the leader. Here the pupil is trained for society. The pupils are indirectly the teacher's constituents. His re-election may depend on his power to lead them up to a higher life; to train them to self-reliant action; to develop in them a profound respect for law; to create in them willingness to obey and sustain right regulations.

**ADOPTION OF REGULATIONS.**—The teacher proposes the regula-

tion the pupils approve, and both adopt. Take promptitude; *Teacher*. How many think the teacher and the pupils should be prompt? Pupils all raise their hands. *Teacher*. All that will join with me in pledging our best efforts to be prompt during this term will please rise. Thus in few a minutes, the six regulations will be unanimously adopted. The pupils will regard the regulations as theirs. Each will feel under obligations to obey and sustain them. The effort to do so will be encouraged by the teacher in every possible way. The true idea of school government may thus be realized. The governing force is from within and not from without.

**THE TEACHER A DESPOT.**—The despotic method may be approved by the superficial and the brutal. The teacher is a despot. He is the law-maker, the judge and the executor. The child has no right. He *must obey or suffer*. The rules are special, and the penalties specific. The child seeks to evade the rule he hates. Forced quiet and forced lessons may be secured; but there can be no true education. The entire method in its theory, its practice, and its results, is most abominable.

**THE CHILD HAS RIGHTS.**—Let the teacher respect these rights. The highest good of the pupil is ever kept in view. Cheerful and glad obedience from ennobling motives, is the great desideratum in school government. The teacher may reprove, restrain, and even use severe punishments in training pupils to right habits. The pupils feel that the firm hand is impelled by a loving heart, and guided by a wise head. Such chastisements work in him the resolve to forsake the wrong and to do the right.—*J. Baldwin in American Journal of Education.*

#### TACT IN TEACHING.

To illustrate: An orthography class is reciting. The word "George" is given. John misses it, when it passes to James, who spells it correctly. John is now required to spell it, but fails again; and though it be spelled for him a dozen times, and he attempt it as many, still he fails. Now, it will not do to call him a "dumb boy," and pass on; the teacher must have tact to enable the pupil to master the word. It has been done thus: "What are the first two letters? What are the last two?"—these questions repeated till the fact is impressed. "How many letters in the word? The two middle letters are what?"—and the word is mastered. The highest diploma which the best college in our land can bestow cannot make a successful teacher; nor, to be more precise, does it even indicate him. Some of the most learned in the profession are not embraced in the circle of the most successful. Why? They lack one of the essential qualifications of the successful teacher—*tact*. That teacher who binds himself down to the experience and methods of others is a failure; just as certainly as he who binds himself down to the text-books. Stereotyped methods will not work in the school-room any more than the text-book questions are sufficient for any single lesson. It is well that we seek and obtain the experience and methods of others; but, after all, they are simply aids when viewed in the light of their real value.

But why speak of tact? Because it is lacking in a large majority of the instructors of the present day; and this, in a measure, because it is not properly appreciated by a large majority of those having control of the employment of teachers. It is not safe to conclude that a teacher is successful simply because he holds a high-grade certificate. Some of the greatest bunglers in the school-room can point to a normal school or college diploma, or a permanent certificate. This statement is made from personal observation. Let a man hold tenaciously to another's plan, and he is a failure; let him dare to strike out for himself and he may succeed.

The sinew of tact is education. Success will not perch upon his banner who lacks either. Yet a moderate education combined with tact will insure a greater measure of success than a liberal education without tact. Where this quality is lacking in the teacher everything is a drag, and ere long there is developed a monotony in the daily routine of study and recitation which has contributed a vast number to the pitiable band of mental dyspeptics to be found among the American youth of the nineteenth century.

Yet what can be done? The certificate of the applicant for a school does not indicate his tact, and hence, how is a Board of Control to judge? True, we have "Theory of Teaching" on the certificate, but is not that a dead letter? If the applicant has had no experience in teaching he receives "none" for "theory;" if he has taught one or two terms he receives "middling;" more than that is "good," and the next time he is examined his "theory" mark is No. 1. What an absurdity!

The "theory" mark should embrace tact, and should be obtained by examination, as well as the mark for any of the branches he is authorized by his certificate to teach. Nor would this be a difficult matter. County superintendents are, or at least should be, practical, skilful teachers. Such could easily direct the proper questions for

ascertaining the amount of tact an applicant will employ in his "Theory."

The common school system is moving on, but still there is much deplorable dragging. The machinery often screeches like the "hot box" of the railroad train. It needs lubrication. *Pour on more tact!*—*J. E. Ross, in Pennsylvania School Journal.*

#### TEACHERS SHOULD BE VISITORS TO PARENTS.

Every teacher, as soon after the commencement of his term of school as practicable, should make it a sacred binding duty to visit all the families in the district having children to be educated, seek the coöperation of the parents, and secure, if possible, the regular attendance of the children at school. By an early acquaintance with the people, frequent friendly visits to the parents, and the manifestation of a warm personal interest in the educational welfare of the children, the teacher gains a prestige that cannot fail to produce the best results. Absenteeism, truancy and tardiness, the bane of all schools, may, in a measure, be broken up through this system of visitation.—*Am. Ed. Monthly.*

#### SCHOOL MISSIONARY WORK.

There is not enough of school missionary work done. It is no less the duty of teachers to *preach school* than to teach school. It often occurs that parents need instruction with reference to a due appreciation of the importance of their duties towards the school. If they are careless, negligent and listless, the children will be the same. The teacher's influence should not only be felt and acknowledged in the school-room, but it should pervade the whole district. He should not be a mere pedagogue, but an earnest and true teacher in the highest sense of the word. Then child, parent and citizen will hear his instructions, acknowledge his power and obey his precepts.—*Ibid.*

#### LUDICROUS INCIDENTS IN SCHOOLS.

A class in a village school in Massachusetts, some years ago, was reading an account of a visit to a lunatic asylum, in which was the following description of the ascent to the roof of the building. "He led him up through sundry passages to the roof of the house." A small boy, bright and active, rendered it thus: "He led him up through *sun dry pastures* to the roof of the house."

The same boy, on another occasion, amused the class by a quick answer to a hard question in geography, which had *gone round the class*. The question was: "Who inhabit the north-eastern part of North America?" The answer was: "Esquimaux, a species of Indians." The bright little fellow had laboured faithfully on that hard word, and had mastered it. His hand was impatiently gesticulating ready to answer. As soon as the query was put to him, quick as a flash, with glistening eye, he announced: "Esquimaux, *spices* of Indians."

In another school, after a series of questions upon latitude and longitude, and directions of travel, the children were asked in which directions they could go from the north pole. After various answers had been given, one small boy, of Irish descent, was asked what he would do? "I'd shin up the pole, ma'am."

A few years ago, one of the excellent teachers in the Bridgham school had a very bright boy in her class, who was quite inclined at times to annoy her by asking a multitude of questions. One Friday afternoon, during a general exercise in which the teacher was giving some valuable information to the children, James (no matter what his name was) was remarkably active in asking all sorts of questions, and interrupting the exercise. After bearing with his officiousness for some time good-naturedly, the teacher rather sharply said: "James there is a point beyond which it is not safe for you to go." James immediately subsided, but soon rallied by a suppressed laugh; again and again a suppressed laughter was heard, and every time it was evidently more difficult for James to control himself. Pretty soon James's hand was raised, and began gesticulating rapidly. "Well James, what is it?" "Is it *Point Judith*?"—*Rhode Island Schoolmaster.*

II. Mathematical Department.

To the Editor of the Journal of Education.

SIR,—The following question I found in an old American arithmetic, under the head of miscellaneous questions on mensuration, and would much like to see a solution by some of your readers:—

“Where shall a pole 60 ft. high be broken off, so that the top may rest on the ground 20 ft. from the stump?” Let answers be sent to Mr. A. Doyle, Ottawa, for the *Journal*.

Yours, &c.,  
CLERICUS.

Everett, 1874.

To the Editor of the Journal of Education.

SIR,—Having recently come into possession of a number of an old mathematical work, I imagined it would be of interest to some of your readers in the *Journal of Education* to see how Algebra was taught by our forefathers. In pursuance of this idea, I have copied, adding and correcting where necessary, one of the theorems which I think will be new, at least in its present form, to many. Hoping that this communication may bring out other specimens of old and interesting methods, I remain, yours truly,

WM. RIDDELL,  
Head Master H. P. S.

Bombelli's rule for the reduction of equations of the fourth degree to equations of the third degree.

Take the general equation,  $x^4 + ax^3 + bx^2 + cx + d = 0$ , (A) in which “a,” “b,” “c,” and “d” represent any possible number, S; and suppose this equation to be the same as

$$(x^2 + \frac{1}{2}ax + p)^2 - (qx + r)^2 = 0, (B.)$$

Now it is only necessary to find proper values for “p,” “q,” and “r,” to obtain the required equation. By squaring and arranging this new equation (B) we shall have

$$x^4 + ax^3 + \frac{1}{4}a^2x^2 + \frac{2p}{2}x + \frac{ap}{-q^2} \left| \begin{array}{l} x^2 + ap \\ -2qr \\ - \end{array} \right| x + p^2 - r^2 = 0 \quad (C.)$$

The first two terms in (C) are the same as in (A); the third makes  $b = \frac{1}{4}a^2 + 2p - q^2$  (1); the 4th,  $c = ap - 2qr$ , or,  $2qr = ap - c$  (2); and the 5th,  $d = p^2 - r^2$ , or  $r^2 = p^2 - d$  (3).

In (1), (2), and (3), we have three equations from which to find “p,” “q,” and “r.” Now multiply (1) by 4, and arranging we get,  $4q^2 = a^2 + 8p - 4b$ . (4.)

Multiply (4) by (3), and,  $4q^2r^2 = 8p^3 + (a^2 - 4b)p^2 - 8dp - d(a^2 - 4b)$ . (5.)

Squaring (2), we obtain  $4q^2r^2 = a^2p^2 - 2ape + c^2$ . (6.)

Hence  $8p^3 + (a^2 - 4b)p - 8dpc - d(a^2 - 4b) = a^2p^2 - 2apc + c^2$ , and arranging,  $8p^3 - 4bp^2 + (2ac - 8d)p - d(a^2 - 4b) - c^2 = 0$ . (D.) which is a cubic equation, and will give the value of “p” by the rule of Cardan or other authors.

Having found “p” we can easily obtain the values of “q” and “r,” as by arranging and taking the square root of (1),

$$q = \sqrt{\frac{1}{4}a^2 - b + 2p}; \text{ and (2) gives } r = \frac{1}{2}q(ap - c.)$$

The value of “p,” “q,” and “r” being found, (A) will reduce (B.) Taking (B)

$$(x^2 + \frac{1}{2}ax + p)^2 - (qx + r)^2 = 0, \text{ or arranging and extracting root, } x^2 + \frac{1}{2}ax + p = \pm(qx + r) \quad (7) \text{ which by further reduction gives}$$

either  $x^2 = x(q - \frac{1}{2}a) - p + r$ , from which come two roots, or  $x^2 = x(q + \frac{1}{2}a) - p - r$ , from which come two other roots.

This easy and lucid method ascribed to Bombelli (circ. 1545), but more properly belonging to Ferrari (1524) will be found singularly free from difficult processes, and will compete favourably with the one more recently discovered by Leonard Euler (circ. 1747.)

III. Biographical Sketches.

MISS AGNES STRICKLAND.

It is seldom that out of a family of six daughters, five have displayed the highest literary ability. Yet so it has been with the family of Strickland, of Beydon Hall, Suffolk. Yesterday it was our mournful duty to record the death of perhaps the most brilliant of the brilliant array of talent, Miss Agnes Strickland, the second daughter. Her sisters Mrs. Moodie and Mrs. Traill are well-known to Canada, and are authoresses of conspicuous ability. So

also was the eldest of the family, Miss Elizabeth Strickland. The deceased lady was born about the year 1806, and at the age of twenty commenced to publish her first works, which were poems in conjunction with her sister, now Mrs. Moodie. The title of her first publication was Patriotic Songs. This was followed by Worcester Field, the Seven Ages of Woman, Demetrius and Floral Sketches, at intervals. The prose works of this gifted lady have been more numerous and on them chiefly rests her great fame. The Rival Crusoes, the Pilgrims of Walsingham, Tales from History, Alda, Lives of the Seven Bishops, Lives of the Bachelor Kings, Lives of Queens of Scotland, and English Princesses, and Lives of the Queens of England. This last may be regarded as the great work of the deceased authoress, and no library would be regarded as complete without it. The greatest labour must have been bestowed on this work. Not a collection of papers, private or public, appears to have been passed over, and the volumes contain reprints of documents not found elsewhere in print. The text of Miss Strickland's history bears the imprint upon it of a gentle, kindly disposition, and frequently we are led in contemplating the historic characters under her guidance, into a different train of thought than is usually suggested by the perusal of similar works. But her record is truthful, and of the most intense interest. The loss to the literary world by the removal of this able writer is very great.—*Leader*.

COL. WM. KETCHESON

Was born on the 25th September, 1791. From earliest life he took an active part in public affairs, and at an early age was found enrolled among his country's defenders. For those services he received in 1809, a commission as Ensign in the “First Hastings Militia,” then under the command of Col. John Ferguson. He took a conspicuous and valued part in repelling the invaders during the war of 1812, and at the close of that war was rewarded with a commission of Lieutenant; in 1815 he received his Captaincy, in 1832 his Majority, and in 1838 he was appointed Colonel of “the Fourth Regiment of Hastings Militia.” After having taken his full share in the hardships entailed on the Militia by the Rebels of 1837, and when the country enjoyed peace, he retired retaining his rank. He was honoured with many other Government appointments, amongst which were the Commission of the Peace in 1834, and in 1836, Commissioner of the Court of Requests. All these appointments he filled with credit to himself, and to the satisfaction of those who appointed him. Colonel Ketcheson took a deep interest in anything that concerned the welfare of Canada, and especially the County in which he lived; and whether in the Township or County Council, or at meetings called to consider any public question, his advice was always sought and highly appreciated. He was a man of sterling integrity, whose life was guided by principles and not by expediency; meet him where you would he was always the same, his word of encouragement and material assistance when required has cheered and helped many a desponding one. He held many official positions in connection with the Wesleyan Church, and was highly esteemed by the ministry and members of that and other churches, “for his work's sake.”—*Belleville Intelligencer*.

ROBERT SMITH, ESQ.

Mr. Smith came out to Upper Canada, along with his parents and three brothers in the year 1832, from Annan, in the County of Dumfries, Scotland, settling first in the Township of Tilbury, where the parents died. Robert then moved in 1840 to the Township of Harwich, where he took up land on Indian Creek, as also did his two brothers, Edward and James, his third brother, John, doing likewise in the Township of Romney. Their energy, knowledge of farming, &c., brought them all prosperity, especially so in the case of the subject of our notice, whose homestead is an agricultural model for these parts. At the time of his death, Mr. Smith was 62 years of age.—*Chatham Planet*.

T. B. STOKES, ESQ., M.D.

The deceased gentleman had been in poor health for some time, and although he was out very recently the event was not at all unexpected. Dr. Stokes emigrated from England to this country some forty years ago, and settled on a farm in Goderich Township, where he resided until a few years ago when removed into town. He was Clerk of the Township Council and Secretary of the Goderich School Board, both offices he filled to the satisfaction of the public. He was kindly in his disposition and the soul of honour in his intercourse with mankind, his good qualities of heart endearing him to all who became acquainted with him. His memory will be respected by many a resident of Goderich town and township.—*Goderich Star*.

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

ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns at ten High School Stations, for JUNE, 1874.

OBSERVERS:—Pembroke—R. G. Scott, Esq., M.A.; Cornwall—James Smith, Esq., A.M.; Barrie—H. B. Spotton, Esq., M.A.; Peterborough—J. B. Dixon, Esq., M.A.; Belleville—A. Burdon, Esq.; Goderich—Hugh J. Strang, Esq., B.A.; Stratford—C. J. Macgregor, Esq., M.A.; Hamilton—George Dickson, Esq., M.A.; Simcoe—Dion C. Sullivan, Esq., LL.B.; Windsor—J. Johnston, Esq., B.A.

Table with columns: STATION, ELEVATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR (DAILY RANGE, HIGHEST, LOWEST), MONTHLY MEANS, WINDS, VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS, TENSION OF VAPOUR.

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

Table with columns: STATION, HUMIDITY OF AIR, WINDS, SURFACE CURRENT, MOTION OF CLOUDS, VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, AURORAS.

a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. c 10 denotes that the sky is covered with clouds; 0 denotes that the sky is quite clear of clouds.

REMARKS.

PEMBROKE.—Lightning and thunder, with rain, 3rd, 15th, 16th, 22nd, 28th. Frost, 10th. Wind storms, 29th. Rain, 3rd, 4th, 7th, 9th, 11th, 12th, 15th, 16th, 22nd, 23rd, 25th, 26th, 28th. CORNWALL.—Thunder, 5th. Lightning, with thunder, 7th, 28th. Thunder, with rain, 15th. Lightning and thunder, with rain, 22nd, 23rd, 24th, 25th, 26th, 28th. BARRIE.—Lightning, with thunder, 26th. Rain, 3rd, 5th, 6th, 11th, 12th, 15th, 16th, 21st, 25th, 26th. BELLEVILLE.—Lightning and thunder, with rain, 7th, 25th. Rain, 5th—7th, 11th, 12th, 15th—17th, 25th, 26th. PETERBOROUGH.—Lightning, with thunder, 6th. Lightning, with rain, 22nd, 23rd, 24th, 25th, 26th, 28th. Wind storms, 13th. Rain, 1st, 4th, 23rd, 26th. Wind storms, 7th, 12th, 13th, 17th, 18th, 29th. Rain, 4th, 6th, 7th, 11th, 15th—17th, 23rd, 25th, 26th. Lunar halo, 18th. Shooting star, 4th.

GODERICH.—Lightning and thunder, with hail, 3rd, 6th, 8th, 25th. Wind storms, 11th. Rain, 1st, 3rd—11th, 15th—17th, 23rd, 25th, 26th.

STRATFORD.—Lightning, 9th. Lightning and thunder, with rain, 3rd, 5th, 7th (2), 8th, 9th, 25th. Fogs, 11th, 27th. Rain, 3rd, 5th—9th, 11th, 12th, 14th—17th, 23rd, 25th, 26th. Excess over average of mean monthly temperature 13 years + 0°32.

HAMILTON.—Lightning, 14th. Lightning and thunder, with rain, 21st, 26th. Rain, 9th, 11th, 15th, 16th, 21st, 26th.

SIMCOE.—Rain, 5th, 11th, 17th. Comet became visible to naked eye 22nd, forming towards the horizon an equilateral triangle with the outside pointer of the Dipper and the North Polar Star. Very hot month.

WINDSOR.—Lightning, 3rd, 4th, 6th, 8th, 11th, 23rd. Thunder, 20th. Lightning, with thunder, 8th (from 9 to 11 p.m.), 10th, 28th. Lightning, with rain, 15th. Lightning and thunder, with rain, 5th, 7th, 9th. Meteors 12th, W towards H, 14th; N from E, towards W, 26th, through *Ursa Major* towards H. Solar halo, 13th. Lunar halo, 22nd. Wind storms, 7th, 11th, 12th. Rain, 5th—9th, 11th, 15th, 16th, 25th.

## V. Miscellaneous.

### A PLEA FOR LITTLE ONES.

Gather them close to your loving heart—  
Cradle them on your breast,  
They will soon enough leave your brooding care—  
Soon enough mount youth's topmost stair—  
Little ones in the nest.

Fret not that the children's hearts are gay,  
That the restless feet will run;  
There may come a time in the by-and-by,  
When you'll sit in your lonely room and sigh  
For a sound of childish fun,

When you'll long for the repetition sweet,  
That sounded through each room,  
Of "mother," "mother," the dear love calls  
That will echo long in the silent halls,  
And add to their stately gloom.

There may come a time when you'll long to hear  
The eager boyish tread,  
The tuneless whistle, the clear shrill shout,  
The boy bustling in and out,  
And the pattering overhead.

When the boys and girls are all grown up,  
And scattered far and wide,  
Or gone to that beautiful golden shore  
Were sickening and death comes never more,  
You'll miss them from your side.

Then gather them close to your loving heart—  
Cradle them on your breast,  
They will soon enough leave your brooding care—  
Soon enough mount youth's topmost stair—  
Little ones in the nest.

### ANNIVERSARY OF THE BATTLE OF THE BEAVER DAMS.

Some persons are more indifferent than others to the preservation of their mortal remains when the spirit is gone. Some endorse the poet's lines—

"It matters not, I have oft been told,  
Where the body may rest when the heart is cold."

while others would fain have the perishable tegument preserved for ever if possible. From this diversity of sentiment has arisen the cremation controversy of late years, as well as the varied sepulchral rites of the almost forgotten past. But the commemoration of important events is another matter, and, in this sense the re-interment of the long decayed bones of persons who have perished on some particular occasion has a significance which entitles it to great consideration, and produces lasting and good impressions. Such a ceremony was enacted yesterday in Thorold. The 24th of June is the anniversary of the battle of "Beech Woods," or, as it is otherwise named, the "Beaver Dams," which occurred in 1813, on which occasion Col. Boerstier surrendered an American force of between 600 and 700 men to about 60 regulars and 200 loyal Indians. Some

16 of the Americans fell in this action, and a few days since the excavations required for the new canal disclosed the bones of 8. It was at once determined by the Canadian Historical Society that these relics should be publicly re-interred with every mark of respect on the anniversary of the battle. The spot was chosen on the high ground about a quarter of a mile to the eastward of the W. R. station, and only a few hundred yards from the place where the bones were uncovered. Here Mr. John Brown had erected at his own expense a substantial stone vault, covered with green sods and topped by a massive stone of grey. The remains were enclosed in a neat walnut casket ornamented with plated silver, and an outer box of larger dimensions was provided. The casket was the work of Mr. W. Waud, and was very handsome. Mr. J. P. Merritt, president of the Canadian Historical Society, had promptly called a meeting when the necessary committees were organized. It is to be regretted that some of the gentlemen requested to speak on the occasion found it impossible to be present. However, at a little after 2 o'clock p.m., a large number had gathered on the ground. Mr. Merritt regretted that Col. L. Clement, president of the entombment committee, had not arrived, but rejoiced that the Rev. Bishop Richardson, a veteran of 1812, was present, and invited him to open the proceedings with prayer. This request was complied with in a most appropriate and impressive manner, Jas. Lamb, Esq., of St. Catharines, then gave the opening address. He said we were here to-day to give respectful interment to the relics of men who had fallen in battle 61 years ago to-day in the capacity of enemies. This was a most graceful and humane action, and it was a just cause for rejoicing that the sentiments of christian charity and humanity were daily obtaining greater sway. Such principles would eventually do more to assuage the horrors of war, and ultimately to extinguish it, than any other agencies that had ever yet been put in motion by man. He was pleased to see still upon the ground Rev. Mr. Richardson, who showed by his empty sleeve that he had done his duty in defending his country. There were also present Mr. Geo. Keefer, Mr. Jonathan Merrithrew, and Mr. Thomas Ellison, all of whom had witnessed the first burial of the remains, and were now looking upon the second 61 years afterward. These gentlemen in turn addressed the assemblage. Mr. Keefer had seen one of the bodies of the slain just after it had been hacked by an Indian tomahawk. He himself had seen a 12lb. cannon ball strike a tree, and had afterwards secured it and kept it ever since. It was produced on the occasion, duly stamped with the name and date of the fight.—Messrs. Merrithrew and Ellison each had a distinct recollection of the occurrence. The latter was the one who in his boyhood had carried to Lieut. FitzGibbon the despatch from Col. Woodruff stating that the Americans had ceased their advance, while Mrs. Secord had heroically gone on the first intimation to apprise the Lieut. of his danger. Mr. Merritt called attention to the abnormal appearance of some chronicled accounts of the battle, and Mr. George Baxter replied, ably justifying the historians and eulogizing the veracity of British officers. The Rev. Bishop Richardson then gave a most interesting sketch of some of the thrilling events of the war. He had lost his arm at the taking of Fort Oswego. He had been since for many years engaged in clerical labours, but still recognized the duty of a man to defend his country, and at the same time, when peace was offered, to extend the right hand of fellowship. Col. Lewis Clement spoke only a few words. He said that his memory had begun to fail, and that deafness troubled him a good deal. A warm shaking of hands took place between the veterans. The order was then given for the burial of the remains which had been exhibited for a few minutes. This was decorously done, and the proceedings closed by the pronouncement of the benediction by the Rev. Bishop Richardson.—*St. Catharines Journal of June 25th.*

### RURAL SCHOOLS—TOWNSHIP BOARDS.

Reference was made in a former issue to rural schools, and the unsatisfactory state of efficiency shown by the Chief Superintendent's Report. The evil was shown to consist in the present system of school government, namely, by Section Trustees. In 1871 a new law was introduced, altering and modifying the existing school law. The standard of qualification was elevated; compulsory attendance was enacted, and a better system of school government proposed. The whole scheme was modelled after the most advanced ideas collected by Dr. Ryerson from his own experience, and from the prominent educationalists in Europe and the United States. Years of observation had fully demonstrated to the Chief Superintendent and the Council of Public Instruction, that the schools in rural districts were not giving value for the amount of money annually expended upon them. Superintendents, in a great many cases, were illiterate and incompetent, giving no test of qualification to the various townships appointing them. The most glaring favouritism and partiality was shown to candidates for examination. Men who

could barely write a sentence in English correctly were awarded first-class certificates.

By the School Act of 1871 inspectors were required to pass a rigid examination ; a uniform standard of qualification was adopted by the Council of Public Instruction for teachers ; compulsory attendance was a principal feature of the Act, and a Township Board of Trustees recommended as a necessary means of carrying the new law into effect. This, however, was left to the popular vote, two-thirds of the sections composing a municipality being required for the establishment of a Township Board. This Board was to consist of five members, one to be elected in each ward of a township, if so divided, or all the rate-payers might vote for each of the five members. This system was mainly suggested from the experience of a large number of the different American States that had adopted the Township Board system with great success. Some of the advantages of a Township Board may be briefly enumerated. Convenience is better served by the section boundaries being done away with ; children can be sent to any school in the township most convenient to their homes. Under the old school system a rate-payer can only send to the school he pays his taxes to, and a school in the adjoining section may be next door to him and have a more efficient teacher. By this it may be seen that Township Boards are necessary to a thorough Free School System. As to economy, London Township may be taken as a fair sample. Here there are something like one hundred trustees to manage thirty schools, where five would do just as well, and manage more efficiently. Then, every school must have a Collector of School rates ; so that, in London Township, there would be thirty collectors to be paid, when the Township Collector might do the whole business. Again, if the school sections were properly distributed, it would not require nearly as many schools as there are at present. They would be placed at more regular and convenient distances from each other.

By the new system better teachers might be procurable. A Township Board can classify schools, and each vicinity can demand a teacher fitted to the wants and status of the school. That is, the school could be brought to a more uniform standard of excellence. Married men under the present system are nearly debarred from teaching ; unless in towns and villages no proper accommodation can be had, thus causing teachers who choose to accept the conditions, to travel a long distance, morning and evening—time that might be better spent in improving their schools. Residences would be erected in school sections for the accommodation of teachers. Under the present system, the rural teacher is a mere waiter on Providence, resorting to the business as a stepping stone to something else. Married teachers are more liable to cultivate a stronger social feeling than others who have only a mere temporary interest in a neighbourhood. A married man becomes more closely connected with the wants and feelings of a community ; he has more at stake than a single man, and thus permanency of situation would be enhanced ; the teachers would have a more just and impartial tribunal before which to submit any complaints arising ; local and petty differences would be removed, and a teacher put in a position to carry out the provisions of the new School Law, which it is impossible to put in force under the present system.—*London Free Press.*

### THE SWISS SCHOOLS.

Among numerous and varied excellencies which have long characterized the Swiss schools, is that of the care they bestow upon the bodily training of their pupils. The following from a Zurich letter to the Boston *Advertiser* gives some account of what is done in this respect :

I know of only one institution in the United States where physical training, adequate, compulsory and intelligently directed, holds its appropriate place, and that is Amherst College, in Massachusetts. In most significant contrast with the neglect of bodily training at home is the zealous care of the physical health of their children from the earliest age exhibited by the Swiss, especially of the Teutonic cantons. At every hour of the day you will see a squad of boys in the ample grounds of the burgher and cantonal schools undergoing a systematic gymnastic drill—walking in line, with heads erect, shoulders well back ; running, performing in succession the exercises of the parallel bars, the rings, and the horizontal bars, and a score of other exercises which with us are scarcely known by name except to "professional" gymnasts. What school in New York or Boston has a play-yard equal in area to one-fourth of an acre, or say, ten thousand square feet ? To my certain knowledge many school yards do not contain half that area ; yet five, six, seven hundred children are turned out into this *pen* for exercise, and—as I was going to say, play—but all running, laughing, loud talking, all fun, in short, *is strictly forbidden!* Any roguish indulgence in boisterous play is the signal for the sharpest discipline. Here we'll educate the mind, not the man ! In Switzerland, on the

contrary, it is not unusual to find a school-yard containing a hundred thousand square feet—in the heart of the town, too, where land is precious—a spacious lawn surrounded with a triple row of trees ; in the middle, under the open air, the well-constructed apparatus of a complete gymnasium, and at the end of the yard a very plain but substantial building, containing the same apparatus for use in inclement weather. Such an extravagance ! It is matched only by the similar character of the physician's certificates to feeble scholars, which run somewhat this way : "The boy who brings you this note is of slender health ; give him all the exercise you can." A boy in an American city under similar circumstances would carry the following message : "Be kind enough to excuse the bearer from drill hereafter : he is not strong."

Each class in these schools spends from fifteen to twenty per cent. of the working time daily in gymnastic exercises. If to this time for recesses be added, it may fairly be said that nearly a fourth of the regular hours are devoted to physical education. Nor is this all by any means : on a holiday, in the long nooning, or after school is over, you may see troops of active fellows practising various feats, more or less difficult, and not unfrequently assisted and urged on to greater ventures by the presence and daring deeds of one or more of the teachers. Mr. Hepworth Dixon in his book on Switzerland, says that *every woman and girl* in Switzerland knows how to read and write, to sing and to shoot.

### NOTES ON EDUCATION.

The standard to obtain a State certificate for teachers in Indiana has been lately fixed at 75 per cent. It was the same last year.

At the meeting of the Virginia Educational Association last week, one of the members gloomily attributed the corrupting influence of our literature chiefly to the neglect of the mother tongue in American education, and elaborately argued that the antidote is to purify the stream—to teach English in schools, to provide a pure literature for children, and to teach them to love it.

At the adjudication of prizes at University College, London, the first prize of jurisprudence was awarded to a young lady, who two years ago at the same College achieved a like success in political economy, and the second place in the same class was attained by another lady. Another obtained honours in political economy, and prizes were gained by three, and certificates by several in the fine arts classes.

The *Swiss Times* says that, according to the new Constitution, the public schools of Switzerland may be attended by the members of all sects without prejudice to their liberty of conscience. Convinced that religious instruction in elementary schools ought not to be dispensed with, the Society for Liberal Christianity of Switzerland had taken the initiative by offering prizes for a book of unsectarian religious instruction. Two prizes, 500 francs and 200 francs, have been proffered for the two best works. They must be sent in anonymously at present, by the end of March, 1875. The works may be in the German or French language. The authors will retain their proprietary rights, but the Society reserves to itself the liberty of publishing one of the works by paying a proper remuneration to the author.

Sir Arthur Helps, who presided at the distribution of prizes at the Warehousemen and Clerks' School, in London, recently, referred to the common discussion as to the best things to be taught. He placed the study of classics, modern languages and sciences, all very high, but stated his own idea of children's education to be that of teaching them to do one thing supremely well.

At the meeting at North Adams last week of the American Institute of Instruction, Mr. George B. Emerson read an essay on the "Motives that ought to be addressed to pupils in school," deprecating the common custom of instigating one child to surpass another, which gave rise to envy and bitter feelings. "A child ought to try," he says, "to surpass itself and be taught to love other children. Many teachers make a mistake in paying too much attention to the bright scholars to the neglect of the poorer ones." Mr. H. E. Sawyer, Middletown, Conn., Superintendent of Schools, charged as faults in school management : first, want of clear and definite conception of the objects for which schools are maintained ; second, failure to provide for proper supervision ; third, lack of precise definitions of duties and responsibilities ; fourth, the employment of inexperienced and incompetent teachers ; fifth, such arrangements of buildings as render the employment of inexperienced teachers unavoidable ; sixth, the selection of teachers by large bodies of men who are not intimately acquainted with the schools ; seventh, electing teachers for short terms.

## VI. Educational Intelligence.

—ALBERT UNIVERSITY. — The Annual Convocation of our local University for the reception of new students, the conferring of degrees, and awarding of prizes and honours, has gradually become one of the most important events of the season. Year after year has Ontario Hall been crowded with audiences comprising the beauty and fashion of the town and surrounding county, to watch the bearing of the successful competitors for prizes and honours, and urge others on who saw the reception of their more laborious fellow-students, who were ahead of them, so far on their way to the goal for which all were striving.

Though the weather on the 17th was against the hopes of those who wished to see a full turn out of the friends of the institution, yet there was no falling off in the attendance of the public. In fact, the contrary seemed to be the case, as, ere the exercises commenced, seats were not to be had, spacious as the hall is, and numbers of persons were obliged to stand. The audience, too, was to the full as brilliant as usual, the ladies being present in force.

Seated upon the platform were the Chancellor and Senate of the University, and the students, and amongst the gentlemen who occupied seats we observed Attorney-General Mowat, Hon. Robert Read, and Hon. Lewis Wallace, Messrs. James Brown and Walter Ross, M.P.s.; H. M. Deroche and K. Graham, M.P.s.; Messrs. W. R. Aylesworth and A. A. Farley, County Councillors; the Mayor, and Messrs. Wm. Sutherland and W. J. Diamond, Town Councillors; Drs. Palmer, Hope, Holden, Wilson, and Nichol; Rev. Messrs. Wild, McLean, Benson, Curtis, Aylesworth, and others; the Police Magistrate; Messrs. Thos. McIntyre, M.A., Henry Taylor, L.L.B., Thos. Holden, John Rowe, R. W. Dawson, and a number of other gentlemen.

Convocation was opened by prayer by the Venerable Bishop Richardson, after which the matriculants were admitted, the number, it will be seen, being in excess of any previous occasion:

IN ARTS.—G. H. Porter, Sen. Soph., A. W. Bannister, F. W. Davis, I. Wood, B. N. Davis, B. F. Austin, M. M. Brown, M. H. Davis, A. C. Crosby, E. N. Baker, J. M. Ashton, W. J. Maybee, T. P. Green, J. B. Carman, H. A. Row, G. N. Wilson, J. Van Wyck.

IN CIVIL ENGINEERING.—S. M. Brown.

IN AGRICULTURE.—W. F. W. Fisher.

The Chancellor then addressed the young men at length upon their duties and responsibilities in entering the institution, after which they formally signed the roll, and the ceremony of admission was complete. Prizes were then awarded, the victors in the contest for these substantial honours being severally introduced to the Chancellor and appropriately commended by him:

MATRICULANT PRIZEMEN.—A. W. Banister, the Scott Prize, First Proficiency; B. F. Austin, the Senate Prize, Second Proficiency; F. W. Davis, the Holden Prize in English. MATRICULANT HONOURMEN.—*First Class—Mathematics*—A. W. Banister, B. F. Austin. *Classics*—A. W. Bannister, F. W. Davis, B. F. Austin, B. N. Davis, J. Wood. *History and Geography*—M. M. Brown, B. F. Austin, F. W. Davis, I. Wood, R. N. Davis, A. W. Bannister, M. H. Davis. *English*—F. W. Davis, M. M. Brown, A. W. Bannister, B. F. Austin. The list of honoumen in the second class was then read by the Registrar, Prof. Badgely, as follows:—*MATHEMATICS*.—B. N. Davis, A. C. Crosby, I. Wood, M. M. Brown, M. H. Davis. *English*.—I. Wood, M. H. Davis. The Latin salutatory was delivered by Mr. B. N. Davis in a very commendable manner, and Mr. F. W. Davis gave an English Oration, in which the *personnel* of the matriculating class was happily sketched. Prof. Whish's anthem, "Domine, Salvum Fac," was sung by a choir of ladies and gentlemen of the University, accompanied by the composer on a cabinet organ. *THESES* for B.A.—J. English, "Social Inequality;" G. D. Platt, "Mental Development;" F. MacAmmond, "Positivism;" B. M. Brisbin, "A Plea for the Sciences," and Valectictory.

The above Theses were all of a high character, Mr. MacAmmond's oratory being especially worthy of note. Mr. Brisbin's Valectictory, though rather long, was yet well conceived, and delivered in a manner to win applause. The ceremony of admission to degrees was now proceeded with, and the following gentlemen had these honours conferred upon them:—B.A.—Foster MacAmmond, Bernard Mannon Brisbin, Gilbert Dorland Platt, John English. LL.B.—Thomas Nichol, (M.D., Montreal.) LL.D.—Henry Taylor, (Brooklyn, N.Y.)

UNDERGRADUATE PRIZEMEN—SENIOR SOPHISTERS.—F. MacAmmond, the Senior Prize for General Proficiency; F. MacAmmond, the Senate Prize in German Prose; B. M. Brisbin, the Hope Prize in Geology. JUNIOR SOPHISTERS.—J. W. Wright, the Senate Prize for General Proficiency; J. W. Wright, the Senate Prize in Latin Verse; T. W. McVeity, the President's Prize in Metaphysics; T. W. McVeity, the Professor's Prize in Oratory. SENIOR FRESHMEN.—A. M. Morris, "Harry Nichol Memorial Prize" for General Proficiency; A. M. Morris, the Gold Prize in Mathematics. JUNIOR FRESHMEN.—F. W. Merchant, the Burdett Prize for General Proficiency; R. I. Warner, the Clapham Prize in Physiology and Comp. Anatomy; R. I. Warner, the Sills Prize in English Prose. In presenting one of the prize winners, Dr. Wild stated that Dr. Taylor, upon whom they had conferred the honorary degree of LL.D., had determined to present an annual prize of \$25 for at least four years, and a donation of \$50 to the library. This announcement was received with loud applause. The business having been concluded, the Chancellor introduced, with a few remarks, Hon. Attorney-General MOWAT, who proceeded to deliver a short address. He first expressed himself gratified with the reception he had met with, and proceeded to remark upon the thriving and prosperous appearance of our city—if not yet a city, he said, correcting himself, at least sure to be so in the near future. When a youth, Belleville, then a small village, was the end of his journeyings westward, and he remembered that even then it contained many kindly people, more of whom doubtless resided here now. The question of aiding denominational colleges was one on which the opinions of politicians were divided. For his part, he believed that a great deal of good had been done by these institutions in affording the advantages of collegiate training to those who otherwise could not have obtained it. He rejoiced to

see so many talented young men connected with Albert University, and feeling sure that such abilities as they possessed would win them a way to wealth and fame, he counselled that some of them should establish prizes, and the richest of them expend a portion of their wealth in establishing chairs in their *alma mater*. After a few other remarks of a general character in praise of the institution, the speaker resumed his seat amidst loud applause. The proceedings were then closed in the usual manner.

The annual dinner of the Alumni Society of Albert University, was held at the Dafee House in the evening. Mr. S. B. Burdett, LL.B., President of the Alumni Society, presided, and on his right were seated the Hon. Mr. Mowat, Premier of Ontario, Dr. Hope, and Rev. Dr. Wild; and on his left, Rev. Principal Carman, the Mayor, and Mr. H. Taylor, of Brooklyn, N.Y. Mr. Morden, of Napanee, occupied the Vice-Chair. After the edibles had been removed, the CHAIRMAN said, that before proposing any toasts, he would read the following telegram, which had been received from Hon. A. McKellar:—"I was from home and did not receive your kind invitation till to-day. I can assure the professors and students that they have my best sympathy and wishes for the success of the Institution which they represent." The first toast of the evening was "The Queen," which was responded to by the singing of "God Save the Queen" by the company. "Prince of Wales and Royal Family." "The Governor-General and Dominion Government," was the next toast given, coupled with the name of Mr. Diamond, Police Magistrate. Mr. Diamond was surprised that he was called upon to respond, as he was neither a member of the Dominion Parliament nor of the Government. He was a Government official, and therefore couldn't be; but as representatives were not present, he was obliged to respond to the toast. As to the Governor-General, it was, he thought, the unanimous opinion that he belonged to the "old stock" and was a just and excellent Governor. If he had made mistakes, he certainly did what he thought was right and proper. Besides being a statesman and a nobleman, he was a literary gentleman, a yachtsman, and a sportsman, and he occupied a warm place in the hearts of the people. As to the Dominion Government, he believed they had done what they considered to be for the best interests of the country. He was glad to see that the Hon. Attorney-General was present, and that he took such a strong interest in Albert College, which deserved more attention than it got. He trusted that the success and prosperity which now attends it would be but an augury of the future.

"The Lieut.-Governor and Government of the Province of Ontario," was drunk amid cheers. Hon. Oliver Mowat, Attorney-General, responded. He felt obliged for the kind manner in which he had been referred to by the Chairman and the last speaker, though not quite so grateful for the announcement that he would make a speech to-night, as he had already addressed an audience in the afternoon. The toast which had just been drunk looked very much like a political one; but he didn't intend to make a party speech, as it would ill become him in a gathering of this kind. In the intelligent assembly before him, he had no doubt there were good Reformers—and no doubt either that there were good Conservatives, too. He had found the Lieutenant-Governor to be all that he could wish him to be. He had ever received a cordial and willing assistance from him at all times, and he performed his duties well. The next part of the toast related to the Local Government. He was happy to say that the differences which had formerly existed did not now exist. He felt proud to say that however factions might disagree in some instances, in one thing they were all agreed—loyalty to the Queen and the mother land. If they were called upon to fight for their country, they would all go; and battling shoulder to shoulder, they would forget, for the time being, which were Reformers and which Conservatives, and not remember it again until peace had been restored. He was pleased to see that there was very little party spirit in regard to this Seminary. The Hon. gentleman dwelt upon the Education Bills which had been brought before the House, and upon the Toronto University question, and closed his speech by expressing again his thanks for the heartiness with which the toast had been given from the chair and received by the learned body, and by observing that he would have pleasure in communicating the fact to the Lieutenant-Governor and his colleagues upon his return. He was loudly cheered on resuming his seat. "The Legislature of Ontario" being the next toast given, Mr. DEROCHE, M.P.P., was called upon. He felt the honour done him by the Chairman in being requested to respond to the toast, and he deemed it a great honour to represent the Legislature of Ontario. To-day had been the first time he had had the pleasure of being present at the University, though he had met several of its Professors and graduates. He was greatly interested in Albert College, because it was a good help to Education. The present Legislature of Ontario took a strong interest in Education. It had now a School Bill of which it had reason to be proud; it would bear fruit in good season. He admired the course the M. E. Church had taken in regard to denominational Colleges. Although he was not a Methodist Episcopal, their views in this matter were his. The College did the Church credit. He hoped the training the students would receive in the College would only be preparatory to the training they would receive in the world. He was applauded on taken his seat. Mr. GRAHAM, M.P.P., also spoke on behalf of the Legislature of Ontario. Whether he attended the dinner as a Conservative or a Reformer, he would say that, as a member of the Local Parliament, he thought it was the right course for him to pursue when he placed himself under the leadership of Mr. Mowat. He did not regret having cast his lot with this Christian gentleman, the Attorney-General, and acknowledged him his leader. Mr. Graham referred to the happy facilities for education that the country possesses—to the Toronto University, and to the duty parents owed to their children by way of giving them an education. He would "follow his leader" and take his seat. "The Prosperity of Albert College" was the next toast in order, coupled with the names of Principal Carman and Dr. Wild. Rev. Principal CARMAN said that the College was endowed with University powers by the Legislature, and it was his opinion that public men should visit the institution not only to show their interest in, and sympathies with Albert College, but to see that they (the authorities) didn't abuse those privileges conferred upon them: Therefore he was rejoiced to see the Hon. Attorney-General here to-day. He



spoke of the privileged ladies and gentlemen enjoyed in the College—both being taught in the same class, and noted in grateful terms that the College was opening up to prosperity, and that brighter days were dawning. Rev. Dr. WILD was happy to be present at this Alumni festival. He had had something to do with the financial part of the College during its history. He had always laboured for that College, and his interest was not abated yet; it would ever live in his heart; he hoped some time in the future to remember it in a more substantial manner. (Applause.) When he saw the young men being crowned to-day at Convocation, the prayer went up spontaneously from his heart, "God bless Albert University!" In that institution no honorary degrees had been given—the degrees had been earned by hard labour. Her graduates succeeded well in life in whatever situation they were placed, and he was pleased to know it. The Dr. expressed his views upon the Toronto University and other Colleges and Universities, and spoke in praise of the liberty of Albert College; of the fact that those of any denomination might be educated there; and terminated an excellent speech by expressing the hope that the College would ever deserve to be called, like him after whom it was named, "Albert the Good." "Sister Universities" was the next toast proposed, and was responded to by Messrs. Dean and Holden, for Victoria; Hon. Mr. Mowat, for Queen's; and Prof. Dawson, for Trinity College, Dublin. All these gentlemen made good speeches. The toasts from the Vice-Chair were: "The Graduating Class," responded to by Mr. McAmmond and Mr. Henry Taylor of Brooklyn, N.Y., both of whom made some happy remarks. In the course of his address, in which he passed a high encomium upon Principal Carman, Mr. Taylor stated that the Alumni had invited him to lecture before them next year, when he hoped to feel less embarrassed than he did to-night. "The Hon. Prize-men," by Mr. Bannister and McVeity; "The Press," by the representatives of the *Ontario and Intelligencer*; and "The Ladies," by Mr. E. B. Fraleck. The company separated shortly after midnight, having spent a most pleasant evening.—*Belleville Intelligencer*.

—EDUCATION IN ONTARIO.—At a late meeting of the National Educational Association, held at Detroit, Dr. J. G. Hodgins, Deputy Superintendent of Public Instruction for the Province of Ontario, read an essay, explaining the Common School system of Canada, which met with considerable favour from the distinguished representatives of American education who were present. His claim that the Canadian system had advantages in the permanence of its school inspectors, and usually in the quality of the men, was generally admitted. The fact that questions of politics have nothing to do with the administration of the schools in Canada, whereas in the United States such issues do creep in considerably, notwithstanding the efforts that are made to keep them out, was very clearly presented, and its importance acknowledged. The fund now established in Canada, sustained and enlarged by small annual contributions from the teachers themselves, from the income of which pensions are paid yearly to those teachers who become worn out in the service, and have not the means of supporting themselves, was considered worthy of imitation by the teachers' associations of the United States. It is pleasant to learn that, in a matter as to which some persons would have us believe that the Americans are capable of instructing "all creation," they have discovered that something worth knowing may be learned from Canada.—*Montreal Gazette*.

—COLBORNE COMPETITIVE EXAMINATION.—In accordance with arrangements made some time previously, a competitive examination of picked pupils from the School Sections in the Township of Colborne was held in the school-house belonging to Section No. 1, on Saturday, the 27th ult. Between eighty and ninety pupils competed. The examination lasted from 9 a. m. to 5 p. m., and was pretty thorough and severe. It was almost entirely a written one, and was conducted by the Co. Inspector, Mr. J. R. Miller (who had prepared the questions) aided by Messrs. Strang, Miller, and Annis of the Town Schools. The School-house was nicely decorated, and a large number of parents were present. By dint of hard work on the part of the examiners, the main results were announced within an hour after the last paper had been handed in, and the anxious children had therefore not long to wait in suspense.

The results of the examination were on the whole highly creditable to both teachers and pupils, many of the papers handed in by some of the senior pupils being very neatly, carefully, and correctly done.

On Saturday last, the 4th inst., a joint pic-nic of all the Schools of the Township was held in Mr. Attrill's grove, which had been kindly thrown open to them. There was a very large attendance of both parents and children, and everything passed off very pleasantly, we believe.

After ample justice had been done to the eatables, and time afforded for recreation, the crowd were called together, and after some speechifying by the Warden, the Rev. Mr. Broley and others, the Inspector improved the occasion by a practical address to parents present, and then proceeded to present the prizes, over \$100 worth of which—many of them very handsome volumes—had been provided for the occasion by the liberality of the Warden, Wm. Young, Esq., to whom especial credit is due, and of the Co. Council. We hope to see other Townships and their leading men follow the example of Colborne and its worthy Reeve.—*Huron Signal*.

## VII. Departmental Notices.

### TEXT BOOKS FOR THE SCHOOLS

Inspectors, Masters and Teachers of High and Public Schools are invited by the Council of Public Instruction to make known to the Committee of the Council on the High and Public School Regulations, Programmes and Text Books, any alterations which they may desire in the present list of Text Books, with their reasons for desiring them. The communications to be addressed to the Education Department before the 28th instant, and signed, but they will be regarded as confidential, and intended only for the information of the Committee.

### ADMISSION TO HIGH SCHOOLS

As the arrangement for an admission examination in June last, appears to have been misunderstood in some localities, notwithstanding the repeated announcements, and as the next examination for admission will not be held till December, the High School Inspectors have, at their request, been authorized to admit, *provisionally*, such candidates as may have been prevented from attending the June examination.

The attendance of such scholars will be reckoned from the time of such provisional admission, provided they succeed in passing the regular examination in December, and the date of such provisional admission will be indicated by the Inspector.

## VIII. Advertisement.

### UNIVERSITY OF TRINITY COLLEGE.

(INCORPORATED BY ROYAL CHARTER.)

MEDICAL DEPARTMENT.—WINTER SESSION 1874-'75.

#### FACULTY.

- E. M. HODDER, M.D., F.R.C.S., Eng.; F.O.S., Lond.; Dean of the Faculty, and Consulting Surgeon Toronto General Hospital and the Burnside Lying-in Hospital.—159 Queen Street West. Prof. of Obstetrics, and diseases of Women and Children.
- W. B. BEAUMONT, M.D., F.R.C.S., Consulting Surgeon Toronto General Hospital. Emeritus Prof. of Surgery.
- NORMAN BETHUNE, B.A., M.D., Edin.; M.R.C.S. Eng.; F.R.C.S., Edin.; F.O.S., Lond.; Consulting Physician Toronto General Hospital and Burnside Lying-in Hospital.—24 Gerrard Street East; Prof. of Surgery and Clinical Surgery.
- WALTER B. GEIKIE, M.D., F.R.C.S., Edin.; L.R.C.P., Lond.; F.O.S., Lond.; Physician Toronto General Hospital.—Cor. Gould and Yonge Streets; Prof. of Principles and Practice of Medicine.
- J. FULTON, M.D., M.R.C.S., Eng.; L.R.C.P., Lond.—334 Yonge Street. Physician to the Hospital for Incurables; Prof. of Physiology and Sanitary Science.
- W. COVERNTON, M.D., M.R.C.S., Eng.; Prof. of Pathology and Medical Diagnosis.
- J. E. KENNEDY, A.B., M.D., F.O.S., Lond. Prof. of *Materia Medica* and Therapeutics.
- J. ALGERNON TEMPLE, M.D., M.R.C.S., Eng.; F.O.S., Lond.; Attending Physician Burnside Lying-in Hospital.—144 Bay Street. Prof. of Medical Jurisprudence and Toxicology, and Assistant Lecturer on Obstetrics, &c.
- W. H. ELLIS, M.A., M.B., L.R.C.P., Lond. Instructor in Chemistry, College of Technology; Prof. of Chemistry—General and Practical.
- H. ROBERTSON, M.B., M.R.C.S., Eng.—255 Yonge Street. Prof. of Anatomy—Descriptive and Surgical.
- J. FRASER, M.D., L.R.C.S., Edin.; L.R.C.P., Lond. Demonstrator of Anatomy.
- A. J. JOHNSTON, M.D., M.R.C.S., Eng.; F.R.M.S., Lond.—Microscopy.
- C. W. R. BIGGAR, M.A.—Botany.
- The Session will commence on THURSDAY, the 1st OCTOBER, 1874, and continue for Six Months. The Lectures will be delivered in the New College building, close to the Toronto General Hospital. Full information respecting Lectures, Fees, Gold and Silver Medals, Scholarships, Certificates of Honour, Graduation, &c., will be given in the annual announcement.
- E. M. HODDER, *Dean*. W. B. GEIKIE, *Sec.*