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THE COMMON SCHOOL SYSTEM OF CANADA.

BY THE REV. JAMES FRASER, M.A.,

One of the Assistant Commissioners appointed by the Queen to inquire into the Schools of England, Scotland, the United States, and Canada.

We make a few extracts from this comprehensive report, as indicated in a previous number of the *Journal*. Mr. Fraser says:

"The school system in the two provinces of Upper and Lower Canada—legislatively united, but for educational purposes still distinct—formed the second object of the inquiry which I was appointed to conduct. I entered Canada from Detroit, on the 21st of July, traversed it in its length as far as Quebec, penetrated into the interior as high as Ottawa, and quitted it again, after nearly six weeks sojourn, on August 31st. Of this period of six weeks I spent nearly half in Toronto, placing myself in immediate communication with the office of the Department of Public Instruction for Upper Canada, which is located there; and my very best thanks are due to Dr. Ryerson, the chief superintendent, and Mr. Hodgins, the deputy superintendent, for the abundant facilities they afforded me for making myself acquainted with the system of which they are such efficient administrators. At Montreal I was equally fortunate in my intercourse with the Hon. Pierre Chauveau, whose relation to education in the Lower Province is similar to Dr. Ryerson's in the Higher.

"Of schools in actual operation, from the circumstances of the case, I could see very few; and I was particularly disappointed not to find the schools in session at Hamilton, when I visited that city, where the system is worked very vigorously, and is said to be best organized and most fully developed.* I had the

pleasure, however, of seeing there Dr. Ormiston, the local Superintendent, and formerly Inspector of grammar schools, who is thoroughly acquainted with the system in all its bearings, and who was most willing to give me all the information which he possessed; and subsequently at Toronto, I met Mr. Macallum, Principal of the Central School, who supplied me with some of the reports, containing valuable statistical details.

"The schools that I saw at work were the city schools of Toronto, those of Ottawa, and one or two village schools. They were characterized by a remarkable similarity of system, and the differences observable between them were differences of degree rather than of kind; and as I had abundant opportunities of ascertaining the opinions of persons thoroughly conversant with the system both theoretically and practically, and have besides carefully read the extracts from the reports of local superintendents, published in the report of the Chief Superintendent, I doubt whether a larger induction of particulars, the fruit of my own observation, would, in any material point, have disturbed the conclusions at which I have arrived.

"In Lower Canada, it is true, I had not the opportunity, owing to the time of my visit being in the heart of vacation, of seeing with my own eyes a single school; I have had to trust, therefore, entirely to the printed and oral reports of others. But the condition of things in that province, both as regards the social condition and the religious distribution of the people, is so entirely exceptional, and so utterly unlike what prevails among ourselves, that very little practical information would be available from this source; and the theory of the system, in the points wherein it differs from that of Upper Canada is all, I think, that the Commissioners need concern themselves to know. At any rate, owing to circumstances over which I had no control, a loss somewhere was unavoidable; and of all actual observations that I could have made, that of the schools of Lower Canada seems to me now, as it seemed then, to be the one that could most easily be spared.

* The letter of the law is peremptory about vacations. "There shall be two vacations in each year; the first or summer vacation shall continue for two weeks from the first Monday in August; the second, for eight days at Christmas. In cities, towns, and incorporated villages, the summer vacation shall continue four weeks, from the first Monday in August," (*Consolidated Acts*, p. 127). The first Monday in August, 1865, fell on August 7th. I visited Hamilton on Tuesday, July 25th, and found that the schools had already been broken up for some days, and was informed that the vacation would last for six weeks.

The Canadian system of education, in those main features of it which are common to both provinces, makes no pretence of being original. It confesses to a borrowed and eclectic character.* The neighbouring States of New York and Massachusetts, the Irish, English, and Prussian systems, have all contributed elements, which have been combined with considerable skill, and the whole administered with remarkable energy, by those to whom its construction was confided. It appears to me, however, that its fundamental ideas were first developed by Mr. (now, I believe, Sir Arthur) Buller, in the masterly report on the state of education in Canada, which he addressed in the year 1838 to Lord Durham, the then Governor General, in which he sketched the programme of a system, "making," as he candidly admitted, "no attempt at originality, but keeping constantly in view, as models, the system in force in Prussia and the United States, particularly the latter, as being most adapted to the circumstances of the colony."[†]

As a result of Mr. Buller's recommendations, (not, however, till after the legislative union of the provinces which Lord Durham had suggested as the best remedy for the various political ills under which they severally laboured), a law was passed in 1841, covering both provinces in its range, for the establishment and maintenance of public schools. It provided for the appointment of a Superintendent of Education for the whole province, with two Assistant Superintendents under him, one for each of the sections. A sum of \$200,000 was appropriated for the support of schools, which was to be distributed among the several municipal districts, in proportion to the number of children of school age in each of them; \$80,000 being assigned to Upper and \$120,000 to Lower Canada, such being the then ratio of their respective populations.

The circumstances of the two sections, however, particularly in the proportions of Roman Catholics to Protestants in each, and the extent to which the Roman Catholic religion may be said to be established in Lower Canada, were soon found to be so different, that insuperable difficulties were encountered in working a combined system under one central administration, and in 1845 the law was changed. The nominal office of Chief Superintendent was abolished, and the entire executive administration of the system was confined to the sectional Superintendents, and the provinces for all educational purposes again became separated. The law itself was thoroughly revised, and adapted to the peculiar wants of each province as ascertained by experience; and ever since, there have been two systems at work, identical in their leading idea, differing, sometimes widely, in their details, administered by independent executives, and without any organic relations at all.

After giving an elaborate analysis of the Upper Canada School system, Mr. Fraser proceeds: Such, in its leading features, is the constitution of the Upper Canada system of common schools; but before we proceed to observe the manner and record the results of its practical working, it is proper to premise that it is a purely permissive, not a compulsory system, and its adoption by any municipality is entirely voluntary. That, under these free conditions, it has succeeded in the course of 20 years in covering the province with a net-work of schools, and that in the year 1863 it had on its schools' rolls, for a greater or less period of time, the names of 339,817 children, between 5 and 16 years of age, out of a school population within those ages of 412,367, is perhaps the strongest of all proofs that could be adduced that, whether perfect or not in all its parts, it is at least adapted to the wants of the people, and commends itself both to their sentiments and their good sense.

As it was vacation time when I visited Hamilton, I had no opportunity of estimating the character of Canadian instruction there. The opinion I have formed of it I derived from what I saw in the schools at Toronto, at Ottawa, and at Clifton. The phenomena were so very uniform and similar, that even with so limited an experience one may venture to speak generally. I could not help being struck by the correspondence of the results produced by a Canadian school to those produced by an ordinary English elementary school, and by the contrast that both systems present to the more brilliant and showy, but perhaps less solid and permanent,

* "The chief outlines of the system are similar to those in other countries. We are indebted, in a great degree, to New York for the machinery of our schools, to Massachusetts for the principle on which they are supported, to Ireland for an admirable series of common school books, and to Germany for our system of Normal School training. All, however, are so modified and blended to suit the circumstances of the country, that they are no longer exotic, but 'racy of the soil' (*Sketch of Education in Upper and Lower Canada, by J. George Hodgins, p. 3*). "There is one feature of the English system"—since abandoned by us—"which I have thought very admirable, and which I have incorporated into that of Upper Canada—namely, that of supplying the schools with maps, apparatus, and libraries" (*Dr. Ryerson's Report for 1857, p. 32*).

† *Mr. Buller's Report, p. 21.*

acquirements of an American school. The range of subjects taught and learnt in the best schools in Toronto does not go beyond the standard of most of our town schools, nor indeed of many of our best village schools. Reading, writing, and cyphering, geography and history, English grammar, including etymology (to which much attention is paid with manifest advantage), the elements of geometry, algebra, and mensuration, a little drawing and a little singing; that is all that I found constituting the circle of instruction in one of the most advanced Toronto schools. The chief specialities of the Canadian methods were long lessons, generally a continuous hour to each subject; in reading, the requirement that the pupils should possess themselves of the *matter* of the lesson; in teaching grammar, the stress laid on the distinction between prefixes, roots, and affixes, and on etymology generally; and, generally, the discouragement given to rapid answering and the time allowed for reflection and thought. Entering a Canadian school, with American impressions fresh upon the mind, the first feeling is one of disappointment. One misses the life, the motion, the vivacity, the precision—in a word, the brilliancy. But as you stay, and pass both teacher and pupils in review, the feeling of disappointment gives way to a feeling of surprise. You find that this plain, unpretending teacher has the power, and has successfully used the power, of communicating real, solid knowledge and good sense to those youthful minds, which, if they do not move rapidly, at least grasp, when they do take hold, firmly. If there is an appearance of what the Americans call "loose ends" in the school, it is only an appearance. The knowledge is stowed away compactly enough in its proper compartments, and is at hand, not perhaps very promptly, but pretty surely, when wanted. To set off against their quickness, I heard many random answers in American schools; while, *per contra* to the slowness of the Canadian scholar, I seldom got a reply very wide of the mark. The whole teaching was homely, but it was sound. I chanced to meet a schoolmaster at Toronto who had kept school in Canada, and was then keeping school at Haarlem, New York, and he gave Canadian education the preference for thoroughness and solid results. Each system—or rather I should say the result of each system, seems to harmonize best with the character of the respective peoples. The Canadian chooses his type of school as the Vicar of Wakefield's wife chose her wedding-gown, and as the Vicar of Wakefield chose his wife, "not for a fine glossy surface, but for such qualities as will wear well." I cannot say, judging from the schools which I have seen—which I take to be types of their best schools—that their choice has been misplaced, or that they have any reason to be disappointed with the results. I speak of the general character of education to which they evidently lean. That the actual results should be unequal, often in the widest possible degree, is true of education under all systems, everywhere.

One of the most interesting features in the Canadian system, is the way in which it has endeavoured to deal with what we find to be one of our most formidable difficulties, the religious difficulty. In Canada it has been dealt with by the use of two expedients; one by prescribing certain rules and regulations, which it was hoped would allow of religious instruction being given in the schools without introducing sectarianism or hurting consciences; the other by permitting, in certain cases, the establishment of "separate," which are practically denominational, and in fact Roman Catholic schools.

The permission under certain circumstances to establish separate, that is, denominational, schools, is a peculiar feature of the system both of Upper and Lower Canada. Dr. Ryerson thinks that the admission of the principle is a thing to be regretted, though at the same time he considers that the disadvantages which it entails entirely rest with those who avail themselves of its provisions, and he would not desire to see any coercion used either to repeal or modify them.

THE GRAMMAR SCHOOLS.

The idea of the grammar school, as we have already seen, was historically prior in its conception in Canada to the idea of the common school. So long ago as 1807 an Act of the Legislature established a classical and mathematical school in each of the eight districts into which Upper Canada was then divided, and endowed them with an income of \$400 each. The present venerable Bishop of Toronto was the Principal of one of these original grammar schools.

The present county grammar school system, however, dates from 1853, and had, therefore, been in operation ten years at the date of the latest Report that is before me—the Report for 1863. It has been subjected more than once to modifications in detail; and a new set of stringent regulations were to come into operation on the 1st of January, in this present year (1866), for the purpose of infusing greater life and efficiency into what is felt to be still the most "feeble and defective part" in the organization of Canadian schools.

The intention of the grammar school, which is outside and inde-

pendent of the common school system in almost every feature of its organization, and so far differs from an American high school, may be collected from the language of the Act which established it.

DUTY OF MUNICIPAL COUNCIL.

The municipal council of the county, township, city, town, or incorporated village (as the case may be), are empowered from time to time to levy and collect by assessment such sums as it judges expedient, to purchase, rent, build, repair, furnish, warm, and keep in order grammar school-houses and their premises, and for procuring apparatus and text books, and for providing the salary of the teachers, and for all other necessary expenses.

It is just here that the first great hitch in the system occurs. The municipal council may levy such an assessment, but the law does not say they shall; and if they refuse, the trustees have no power, such as is possessed by the trustees of common schools, to collect a rate on their own authority; and many grammar schools are starved in consequence. A special difficulty that meets them is the difficulty of providing suitable school-houses, the erection of which, of course, involves considerable expenditure. And a result of this is that the trustees are often driven to avail themselves of that provision of the law which permits the union of a grammar with a common school, a step which appears from perfectly unanimous testimony to lead to the inevitable degradation and deterioration of the former, with no counterbalancing advantage accruing to the latter.

Indeed, the condition of the grammar schools in Upper Canada up to the present time appears to have been most unsatisfactory, and, what is more, to have been growing from bad to worse from year to year. They are far too numerous for the present wants of the community, and upon the principle that one sheep can be well kept where two would be starved, a limitation of them to one for a county, which would reduce the number from 95 to 42—perhaps even a greater reduction than that—would make them infinitely more efficient for the purposes contemplated in their establishment. Their teachers, in many cases, in spite of the requirements of the law fixing their qualifications, are reported to be incompetent for their position. What the Americans call "partial courses" are too frequently, indeed, all but universally, allowed. The classical culture they impart is the merest minimum. The teacher is too dependent upon the trustees, and these again are powerless to act in many directions in which their action, if liberal and energetic, would be beneficial to the school. Indeed, I found but one opinion prevailing in Canada among persons conversant with the subject, and that was that the whole system as it relates to grammar schools requires reconstruction; and the new regulations, though a move in the right direction, do not move nearly far enough, and in fact leave the system untouched in its most capital deficiencies.

UPPER CANADA COLLEGE.

At present, the only institution in Upper Canada which seems capable of really giving a higher education and of occupying that position in relation to the universities which is occupied by the public schools of England, is the institution originally called the "Royal Grammar School," but whose title was subsequently changed to that which it now bears—Upper Canada College.* It is situated at Toronto, and was established in the year 1829 by the Legislature, on the recommendation of the then Lieutenant-Governor of the province, Sir John Colborne (afterwards Lord Seaton), and endowed with a grant of 66,000 acres of land. It is placed by its constitution under the control of the Senate of the University of Toronto, but the Principal and other masters are appointed by the Governor. It educates some 220 or 230 boys,—40 to 50 of whom are boarders, paying at the rate of \$180 (about 35 guineas a year), and the rest day-boys, whose annual fee for tuition is \$40, or £8.

OTHER INSTITUTIONS.

Partly in consequence of the deficiency of good grammar schools, and partly, perhaps, from religious motives, other institutions, offering a liberal education, are raising their heads in different parts of the province. The Bishop of Huron has a large one for 250 pupils at London, the Bishop of Ontario another for 200 pupils on the Bay of Quinté; a smaller school is being established in connexion with Trinity College, Toronto, and the Wesleyans have a large female seminary at Hamilton. In all, there are stated to be in the Upper Province 340 academies and private schools, employing 497 teachers, educating 6653 pupils, receiving from fees an annual income of \$58,000. I had no opportunity of ascertaining the quality of the instruction given in these institutions; but it has already been observed that in some places persons were found to prefer them, though at a distance, to the grammar school which

* This was written before the Collegiate Institute at London, (U. C.) had attained its present position, and evidently with an imperfect knowledge of the many very superior Grammar Schools in the Province.—*Ed. J. of Ed.*

was at their doors; and it will be noticed that they have enrolled upon their registrars upwards of 1,000 more pupils than are enrolled on the registers of the grammar schools, though the average attendance at each is scarcely 20.

LIBRARIES, APPARATUS, PRIZES, &c., HOW PROVIDED.

Two special merits which the Canadian system claims for itself, as compared with any other established on the North American continent, are the provision which it makes for supplying schools with maps, apparatus, prize and library books, and municipalities with libraries; and secondly, its provision for pensioning superannuated or worn-out teachers.

There appears to have been almost a mania in the minds of the framers of the Upper Canada system of education for the formation of libraries. They conceived the idea of a county common school library; a public library in every township; a library in every school section; a county teachers' association library; a county jail library, &c. It is enjoined as a duty upon almost every official body connected with the school system—upon city, town, and county municipal councils: upon city, town and village boards of school trustees; upon town councils, and trustees of rural school sections; upon county boards of public instruction, school visitors, and local Superintendents, to do all that in their respective lies to establish and maintain public libraries, and foster a taste for general reading. A saying of Lord Elgin's at the opening of the Provincial Exhibition 1854, to the effect that "Township and county libraries were becoming the crown and glory of the institutions of the province," is quoted again and again as the opinion pronounced by a very competent judge of their social value. The total number of free school and other public libraries in 1863, is reported as 2,948—an increase of 92 in the year—containing 691,803 volumes.

Maps, apparatus and prize books (not text books) are provided by the Department in the same way and on the same terms, the only limitation being that the sum remitted to the Department by the locality must not be less than five dollars for each purchase.

The maps, globes, and other articles of school apparatus issued by the department are nearly all manufactured in Canada, after the most approved patterns, and exhibiting the latest discoveries; and credit is taken to the Department for having thus stimulated local mechanical and artistic skill and enterprise, at the same time that a great boon has been bestowed upon the schools. It is also noticed, as worthy of remark, that this branch of the educational Department is self-supporting, the whole expense being reckoned in the cost of the articles and books procured; so that the only cost to the provincial revenue is the public apportionment which is granted to meet an equal sum provided by the school section or municipality.*

The Canadian system on this point is compared by Dr. Ryerson with the systems adopted in the neighbouring states of Ohio and New York, and pronounced to combine many superior advantages, the chief one being the purely voluntary character of its operation. There is no doubt that the effects of the library system in the states of Ohio and New York, however beneficial they may have been at its first establishment, are rapidly declining, and the school commissioners report that in almost every district the public libraries are falling into disuse and neglect. "Now it is a system of school libraries, thus declining as rapidly of late years as it grew in former years, that we are called upon," says Dr. Ryerson, "by certain parties to substitute for our present Canadian system of public libraries.

There is no doubt, judging from the evidence furnished by the reports, that the library systems of Ohio and New York have proved a failure; and it can hardly be maintained, taking the same evidence as our guide, that the library system of Canada has been a success. Here and there, in perusing the reports of the local superintendents one finds notice taken of a library that is exercising a beneficial and refining influence upon a neighbourhood; but this case is the exception, not the rule; and the general account is either that the people are too indifferent or too poor to establish a library, or too ignorant to use it.

I do not attribute the failure in any of the cases to the system nor to the fact that in one case the impost is voluntary, in the other levied by law. The result appears to be much the same under both régimes, and is to be attributed to certain causes operating in human nature, not to any defects inherent in a system. Taking people as they are, with the average amount of intelligence and the average amount of literary interest, it is almost impossible, unless under very favourable and exceptional circumstances, to establish

* Report for 1863, p. 13. I must do the Canadian manufacturers the justice to say that the specimens of their skill and workmanship which I saw in the Depository of the Department were in the highest degree creditable to them—quite equal, it seemed to me, to anything of the kind that we produce in England.

in a rural district a successful library. In Massachusetts, township libraries, as far as they have yet been established, are said to be working well; but they are by no means universal even there, where the definition of man may almost be said to be that he is a "reading animal;" and in New York and Ohio they have confessedly broken down. There are said to be in Upper Canada about 3,000 public libraries, containing about 700,000 volumes. I do not know whether the University libraries are included in this calculation; but even supposing that they are not, these figures only allow an average of less than 240 volumes to each, and sometimes (as we have seen) the number of volumes actually in a library is not much more than a fifth of this amount. Of these again only a limited number would suit the taste of each individual; these would be soon perused, and my own experience is that it is very difficult to persuade people to read a library book through a second time, however interesting its contents, and however little they may remember them. That there should be a general desire for mental culture, or that the attractions of public libraries should be very strong, while elementary education continues to do so little to quicken literary tastes, is a thing not reasonably to be expected.

SUPERANNATED TEACHERS' FUND.

The Canadian Legislature appropriates \$4,000 per annum in aid of superannuated or worn-out common school teachers. By a liberal construction of the law, though no time is allowed to any applicant except that which has been employed in teaching a common school in Upper Canada, yet his having kept school for many years in England, Ireland, Scotland, or the other British North American provinces is allowed to admit him to the category of "worn-out common school teachers," even though he may only have taught for a few years in Canada. The whole plan does credit both to the wisdom and the liberality of its framers. That a country, comparatively so poor as Canada should be able and willing to maintain a system of equitable relief to superannuated or disabled teachers which we, with all our wealth, attempted, but felt ourselves obliged to abandon, is, to my mind, a fact not a little remarkable.

Such, in all its main features, is the school system of Upper Canada. A system, in the eyes of its administrators, who regard it with justifiable self-complacency, not perfect, but yet far in advance, as a system of national education, of anything that we can show at home. It is indeed very remarkable to me that in a country, occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from the spirit of enterprise, an educational system so complete in its theory and so capable of adaptation in practice should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as 25 years. It shows what can be accomplished by the energy, determination and devotion of a single earnest man. What national education in Great Britain owes to Sir James Kay Shuttleworth, what education in New England owes to Horace Mann, that debt education in Canada owes to Egerton Ryerson. He has been the object of bitter abuse, of not a little misrepresentation; but he has not swerved from his policy or from his fixed ideas. Through evil report and good report he has resolved, and he has found others to support him in the resolution, that free education shall be placed within the reach of every Canadian parent for every Canadian child. I hope I have not been ungenerous in dwelling sometimes upon the deficiencies in this noble work. To point out a defect is sometimes the first step towards repairing it; and if this report should ever cross the ocean and be read by those of whom it speaks, I hope, not with too great freedom, they will, perhaps, accept the assurance that, while I desired to appreciate, I was bound, above all, to be true; and that even where I could not wholly praise, I never meant to blame. Honest criticism is not hostility.

II. Papers on Teachers' Associations.

1. ANNUAL CONVENTION OF TEACHERS.

Fourth Annual Convention of Teachers, in connection with the Provincial Association of Protestant Teachers of Lower Canada, met in the Examination Hall of the Magill Normal School, Belmont street, Quebec, on the 18th inst.

The chair was taken by Principal Dawson, President. The Ven. Archdeacon Leach opened the proceedings with prayer. The President then called on the Secretary to read the minutes and the Treasurer's account, which were read and confirmed. A number of letters were then read by the President, from delegates unable to attend. Principal Dawson now read a short paper from Professor Roux, of Lennoxville College, on Civic Instruction. The paper

urged the importance of Civic Instruction, in our Normal and national schools, as necessary to preserve the liberties of the people. The proposed course was as follows:—

Preliminary notions on society in general: on the three powers in the State: legislative, executive, and judiciary; of the divers forms of government: monarchical, aristocratical, and democratical.

General view of the British Constitution, of that constitution which is becoming more and more nearer to that supreme ideal of a representative government, and where, by a combination of causes and circumstances, the three elements, the monarchic, the aristocratic, and the democratic, united and reconciled, temper and preserve each other in a truly wonderful way; and also a general view of the relations of the Imperial Government with the Colonies.

A short history of the constitutions which have successfully governed the British American Colonies, and of the formation of the new constitution.

A general view of the new constitution in its relations both to Federal and Local matters.

A general view of the rights therein guaranteed, and of the duties therein implied.

A thorough analysis of our municipalities; of the obligations that are imposed upon such who are members thereof: of elections; of duties of electors; of those that are loyally and morally qualified to be elected; of public functionaries; their qualifications and duties; of the respect and obedience due to them; of the limits of the latter (i.e. obedience.)

The text of the new constitution.

A table of the Federal and Local authorities, and of their functions.

A map of all the British American Colonies, and of the Dominion.

A table showing the extent, population, income, expenditure, debts, resources, navy, militia, etc., of the Dominion.

Principal Dawson thought that the influence of those engaged in education would be largely increased by the establishment of an official organ to treat of such matters. Professor Robbins said the suggestions were most important, and from the first establishment of the association it was necessary to look forward to changes in their constitution, and he believed the time had now come for opening communication with the sister provinces on educational matters. After some discussion it was then moved by Professor Robbins, seconded by Mr. Scarlett, That the President of this Association name a committee to communicate with the different Provincial committees with a view to form a combined association for the whole Dominion, and for the establishment of an official organ. Carried.

PROFESSOR ROUX'S PAPER.

The President now said Professor Roux's paper on Civic Instruction, was open to discussion. Archdeacon Leach said it was a matter which had long engaged his attention, but he contended along with Civic Instruction, moral duties should also be enforced. Mr. Hubbard thought the matter ought to be brought before the children and parents, as many people were ignorant of these matters. Prof. Robbins said he knew a teacher in a large school in Upper Canada who had tried to carry out this idea but failed for want of a text book. Professor Hicks complained that the difficulty was to find time with so many other studies. He thought this subject was comprised in the good teaching of history. Archdeacon Leach said the time would come when these subjects would be taught. In regard to a text book, he had once proposed to the great Dr. Whewell, of Trinity College, Cambridge, to cut down his great work on the subject. But he objected as he thought it might destroy its unity, though he approved of the plan. Mr. Howe, Rector of the High School, thought they had too much to teach as it was, that other things were most important, and that for mere children the subject was too abstruse. Professor Robbins said the newspapers were the great instructors in morals and jurisprudence. Mr. Scarlett thought a catechism on the whole theory of government and connected with the study of History would be a good thing. There was such a catechism by Brydges. Principal Dawson, on closing the debate, said he approved of the idea and that the subject should be taught in Normal Schools. That the attention of Teachers should be directed to it, and that it should form a part of the course of study of advanced classes in academies. The government even might insist that no one should have a public office who were not versed in such subjects. He believed such a manual written in good English, Latin, or French, would be invaluable.

LENGTH OF SCHOOL HOURS.

Professor Hicks said he would be glad to give his own opinion on this question which was agitating the minds of the people. Some considered three hours enough, but would not take the child away from the teacher all the rest of the time. He found, however, every day there were more subjects to teach, and did not think the length of school hours injurious to children. Mr. Howe said that it was proposed by a certain method to give the children as much instruc-

tion in three hours as had formerly been done in six, but they must not teach too fast. He did not consider five hours a-day too much, especially for those of 15 or 16. Mr. Hubbard thought the hours could not be lessened, but proposed, when necessary, to introduce hours of exercise. Instruction was not altogether a pouring in operation, but awakening the faculties of the mind. Principal Dawson pointed out the variety of conditions under which the subject had to be considered. Archdeacon Leach proposed it should be tested by experiment. If a boy exhausted his attention in half an hour, why keep him longer. Mr. Howe, said Mr. Chadwick, in England, alleged that ten minutes was the limit of sustained attention. Professor Robbins said to try the experiment it would require a complete re-organization of the school and appliances. A very long and interesting debate on this subject was continued, bringing out various points in connection with it. Principal Dawson next asked if any present had motions to make or subjects to introduce. Before the session closed he wished to bring up the conditions of membership in the Association. The Secretary was provided with a list in which all present were requested to enroll themselves. There was also a further list for all teachers not connected with any local association.

THE TEACHING OF ARITHMETIC.

Professor Robbins now introduced the subject of teaching arithmetic, contending that the text books did not contain the science of rudimentary arithmetic, and dwelling at length on the value of the distributive and commutative principles as aids in assisting children to understand the theory of elementary arithmetic. Principal Dawson remarked at the close of the discussion that arithmetic, he thought, was now much better taught than formerly, but thought much might be done in further breaking down the difficulties of learners.

ADDRESSES BY PRINCIPAL DAWSON, DR. CARPENTER, AND PROF. MILES.

Principal Dawson said this was a gathering together of local associations and teachers from all parts of the country to take counsel about educational matters, and act towards the improvement of education. This Association was still in its infancy, being only called into existence four years ago, but still it has done a great deal of good for the promotion of education in this country. Our meetings have been well attended, and have been very useful. There were some, however, who were careless and callous in the matter. The Association was in a minority in Lower Canada. But he hoped it would be a progressive minority, and would carry on in educational matters a friendly and energetic rivalry with those in this Province who are of a different origin and religion. If the education was stationary it would be scarcely necessary to act together in respect to it. The greatest advances had been made in the last half century towards the revival of education, and it was still yet demanded that further advances should be made in order to train up the young minds and fit them to take a good place in the active and useful walks of life. If the other arts have advanced in neck and neck race for improvement, surely it becomes us as educators to say that we are not behind the age, and that if we are not in advance, it is not possible for us to move in that direction at all. This was the view of educators everywhere. There was another most important question in respect to education, which, as educators, they were hardly prepared to solve. We must make up our minds to prepare the youth of our schools to enter upon the duties of life by making them acquainted with the various arts and sciences which are springing up; many go into the world entirely ignorant of these things. We must have a higher standard to meet the greater demands. It is no use for us to say that the average intelligence of the human race is not improved; that the amount of time devoted to education is not increased; that the public are desirous of shortening school hours and giving more time to physical education as well as mental. So far as possible school instruction must meet the increased demand of our day. This is the great question. It has been attempted to be solved in other cases with more or less success. It is one of the subjects for discussion in this meeting. These opinions were not thrown out by innovators who know nothing of education, and are desirous of merely introducing new modes and fancies. They were thrown out by some of the most ardent of our teachers. Some people think this has been settled long ago, and that a certain number of hours must be spent in the school every day. The question is being agitated in the mother country, and here among our own teachers and parents—what is the proper number of hours to be spent in school? Another question was—what ought to be taught in the schools; how many different subjects or studies were the scholars to be expected to learn in the school? Some people thought they should be taught everything; others thought Latin and Greek were the most important, and that it was not necessary to learn anything else. Others again limited their demands for instruction to the three R's—Reading, 'Riting, and 'Rithmetic. Then we must consider the requirements of the higher

schools, and academies, and what schools there would be of a special character. There must ultimately be a gradation of schools of various descriptions for the different kinds of arts and practical pursuits in life in which the children are to be trained. The Doctor then referred to home lessons. A very great amount of the benefit derived from the study, taught depends upon impulse and assistance given to children by their parents. But some contend that after four o'clock, nothing more should be done. Parents had an opportunity of visiting the schools and thus seeing how the scholars are progressing. It was more difficult to visit boarding schools but the common schools should be visited by parents and guardians. The Doctor then adverted to the education of Taste. In older times schools was the most unpleasant, uncomfortable, and badly ventilated place in the world, and such a thing as the education of taste was never thought of. If it was educated, it was a kind of negative education. Now, however, the school-room has changed. It must be an agreeable place; it must be clean, neat, well ventilated, comfortable and pleasant, there must be pictures, flowers, statues, paintings, and all sorts of things about the school-house, to make it agreeable and pleasant. A taste for the beautiful was thus cultivated and developed. There was another question of teachers' institutes. These originated in New England, and had existed in the United States for a long time. While he was Superintendent of Education in Nova Scotia he had introduced them, where they yet flourished. Teachers formed themselves into an institute, and held meetings lasting for a week or two, and the subjects in which teachers were interested were argued and discussed until exhausted as far as possible, and a great amount of instruction was derived by the teachers holding these meetings. He hoped soon to see institutes of this kind in Canada. In conclusion, he would say that as the country was entering upon a new era in a political point of view, he hoped to see a new era in an educational point of view. He desired that this Province should maintain a high position to the other Provinces relatively, and to the world outside. He hoped the Province of Quebec would not be the least nor the last in the progress of education.—(Applause.)

Dr. Carpenter, on behalf of the Sanitary Association, wished to call the special attention of teachers to two points—1, the sanitary condition of school-rooms, and 2, the regular teaching of health laws in schools. It was bad enough when ignorant parents (in winter for the sake of warmth, in summer to save expense and trouble) deprived their children of fresh air at home; but it was much worse when those who professed to be teachers of the coming generation not only did not teach God's laws for the body, but were continually setting an example in breaking them. In his long experience as a teacher and inspector of schools, he had known many instances of fevers and other dangerous diseases breaking out and spreading because of some bad drain, offensive privy, polluted water supply, or other cause directly under the control of the managers of schools. And apart from these graver calamities, which often worked their own cure from the injuries they caused, in how many of our schools public or private, did children breathe pure air generally, in the latter part of the school hours, the school-room is actively unhealthy. The effects are shown, if not by actual disease, at least by headaches, colds, and general lassitude and restlessness. Every teacher felt bound to give good teaching for the money he received; he was equally bound to give good air to the children. Of course there were difficulties, especially in winter; but these must be overcome. How to bring a pure air without drafts, and in winter without chills, problems more important to children than those in Euclid. Frequent "recesses," during which the whole air of the room should be rapidly changed, are necessary; unless there is provision for a continual change irrespective of windows. When the walls of a room are well heated, even cold air suddenly introduced soon loses its chill. Many children are punished for inattention, which is really caused by the bad air the teachers provides. Not merely oxygen is needed for respiration, but every living body is every moment giving off poisonous gases in insensible perspiration. These, with the carbonic acid, should be removed at the top of the room, where they rise when hot, but when cooled, they descend and enter the lungs. Sulphur of iron should be thrown into all privies, sinks, and offensive drains. If we except religious teaching, there is nothing more important for everyone to know than the fundamental laws of health. Yet many of the well-educated middle class, who can write Latin and solve equations, hardly understand the structure of the lungs or the uses of the liver, and have never been taught the effects of alcohol, tobacco, and different kinds of food on the human system. Surely, as soon as children reach an understanding age they ought to learn something of the structure of their bodies, and the law which govern them. This may be taught either *viva voce* by the teacher, the scholars being required to write recollections of the lessons, or by the help of a text book. Dr. C. exhibited one lately published in England, entitled "*Health made easy for the People*;" by the oldest School Inspector." This is sold by Bentley, 13 Pater-

noster Row, London, for one shilling sterling, with 30 engravings. The first part with 14 engravings, is sold for sixpence. The trade discount would probably cover the cost of importing in quantities, and it would be found an interesting and most useful supplement to other reading books. School lessons on these subjects might be remembered for life, preventing the formation of bad habits, and conferring incalculable happiness on the forthcoming generation.

Prof. Miles was introduced by Dr. Dawson, and said:—In reading over the list of topics proposed for discussion, some of these, apart from their separate and distinct significance as subjects for essays, presented themselves to my mind as very profitable topics for a short paper, in which they should be treated *collectively*, as it were—and with a bearing upon fundamental principles, which ought to govern the whole system of education, pursued—and with a further bearing upon the actual practice which now obtains, injuriously I believe, in most of the Canadian places of education. I allude especially to the topics numbered 3, 4, which include Home Lessons, Education out of School. The expressions "Home Lessons" and "Education out of School," although not synonymous, are, each of them, distinctly suggestive of one thing, at least—viz., that education is a business not so much of individual as of universal concern, in which parents, guardians, and teachers are alike interested, and sustain a common responsibility to God and their fellow-creatures. Nothing is, therefore, more natural than that efforts should be made to secure as far as possible the co-operation and harmonious action of both the internal and external influences to which the pupils of any place are subjected; and it is a great thing for any given pupil who enjoys the priceless advantages of exemplary and judicious parents on the one hand, with the discipline and course of instruction of a good school on the other, to perceive in its daily experience that his parents and teachers are acting in perfect harmony with each other. In such a case the confidential intercourse subsisting between teachers and parents, and the disposition to sympathise with each other, can scarcely ever fail to secure the attainment of their common object. But, admitting the value in education of the sort of harmony here referred to, let us refer generally to some details of progress whereby it is commonly sought to be established. In more boarding schools the opportunities are obviously less accessible and less constant. Still, to some extent, it is practicable to secure co-operation—by means, for example, of weekly, monthly, or quarterly reports, and by establishing periodical public examinations, or revisions of school works. But, in the case of day-schools, teachers can ask for and expect the constant assistance of parents and guardians in furthering the objects of education. The latter, in sending their children to school, will have prepared the soil for the reception of the seed which the teachers are expected to sow. While the teachers faithfully do their work, home education will keep and improve the minds of the pupils in that state of willingness towards their duties, respectful obedience to regulations and confidence in their instructors, without which the teachers' best intentions and greatest exertions are ineffectual. In fact the judicious exercise of parental affection and authority can contribute eminently to bless the teacher's daily work, and to facilitate and endear to them their avocational duties. It is to be regretted, however, that such co-operation as has been described is sometimes (perhaps in many cases) absolutely unattainable. I will not undertake to specify cases, but the fault, where it is, is not always ascribable to the viciousness, or ignorance, or indifference of parents or guardians. The interference, as it has been called, of parents is sometimes spoken of as a positive obstacle, and a thing to be avoided as much as possible; and hence, in many schools, the principle of no interference has been adopted. In such cases the usual quarterly bill forms the greater part of the periodical report, and there are no public examinations to afford parents an insight into the school work. It is rarely the case that all the requisite exercises in the different objects of tuition can be performed within the ordinary school hours. Some portion must therefore be prescribed to be performed at home, such as the preparation of lessons, the working out of arithmetical questions, writing of Latin or French exercises, executing maps and so-forth. These are to be attended to at home and the pupils friends are expected, if necessary, to see that they are not neglected. It is a very common practice to burden the pupil with too much of this sort of work, which leads to neglect on his part and defective preparation. This is a very important point and very great care and judgement are needed to render these "home lessons" subservient to progress. If the exercises be too lengthy, and if the teacher, as is sometimes the case, relies for progress more on what a pupil does for himself at home than upon the daily lessons in school, then the prescribed exercises are likely to be often not sufficiently examined and thus an additional inducement is offered for the pupils' neglect. Such lessons, such "home work" ought clearly to be carefully prescribed in strict accordance with the daily class work, moderate in quantity and duly proportioned to the capability of pupil, but it ought, when

once given out, to be always vigorously exacted and thoroughly examined. The evil consequences, however, of too much work at home prescribed and its imperfect performance and subsequent neglect by both teacher and pupil can hardly occur when the parent or guardian on his part does his own duty aright. But surely much more is embraced under the heads "Home Lessons" and "Education out of School" than has yet, been alluded to. Certainly it is so. Good habits, good moral principles and conduct, the cultivation of a kindly temper and disposition, must be the object of constant watchfulness and training as well "out of school" and at home as within its walls under the teacher's eye. In fact the general neglect of these particulars *out of doors* cannot but exercise a disastrous influence upon every pupil in spite of the utmost care and efforts of his teachers. And here again, the co-operating influences of home and school which have been adverted to become eminently essential, for surely that pupil is really making progress in good education who grows up under their constant and united exertion. Indeed it would seem that no position is more undesirable than that of a faithful and zealous pains-taking teacher, who in the training up of his pupil is without that most natural existence to his work—the father's kind authority and the mother's affectionate persuasion, the cheerful discipline of filial love, and the living morality of a well regulated family life. Even as regards modes and systems of discipline, it would be very desirable that the plans pursued at home and in schools should correspond with each other. In adverting, incidentally, to discipline, I may be permitted here to allude to modes of enforcing it which are understood to be quite common in some schools of high repute in this country, though of questioned efficacy, and in some respects attended with certain ill consequences. I allude to corporeal punishments and expulsion. It will be found that where these are indiscriminately resorted to the tone of the school and the general discipline are inferior. I am aware that I am touching on vexed questions, respecting which a great deal has been said on both sides. But while I admit that we have not yet arrived at the stage of excellence, both of teachers and systems, of education at which the use of the ferule can be absolutely dispensed with, and also that in some grave cases expulsion as a last resort must be had recourse to, yet I feel justified in remarking that these extreme punishments are too frequent in some of our schools retaining a fair reputation. The opinion, experience and practice of a majority of the best educators of the day are against those modes of enforcing discipline—more especially against the way in which they are commonly employed. As it would be out of place to go into the particular discussion of this topic, I shall only refer to a very good article on the subject embracing papers advocating both sides of the main question as there put, contained in the last month's issue of the *Ontario Educational Journal*. A full consideration of the points which would naturally come up for consideration under the heads "Home Lessons and Education out of School," would include several other particulars in addition to those noticed—but which the requirements of the occasion do not allow me to notice. I am inclined to think, indeed, that what may be here called "external influences in education" cannot be over-rated in regard to their force and effects. But who shall undertake, measurably, to define the infinite variety of ways and the extent to which the well-being of every young person is affected by the unforeseen companionships and the casual words and scenes presented every day and hour of his life out of school. Vice and folly stalk abroad and meet the vision of the young as well as the more experienced observer, and while they solicit attention constantly under so many various aspects, it is certainly not "school education" alone that can save from the injurious effects of the contact; and it is clear that there must be ever present the counteracting or co-operating influence of a wholesome and concerted system of "education out a school."

Mr. Miles then made some further remarks, relating to the Department of Education, in Quebec, in what he is now securing.—*Montreal Gazette*.

ADDRESS OF MR. SCARLETT, DELEGATE FROM ONTARIO.

GENTLEMEN,—It is with no ordinary pleasure I come amongst you as the delegate of the Teachers' Association for Upper Canada, or what is now called the Province of Ontario. I have the honour to convey to you the friendly greetings, and the warm sympathies of your fellow-teachers in the Upper Province, and to assure you of their good will, and of the deep concern which they feel for your welfare in the great work of education. Many circumstances contribute to produce feelings of friendship, and oneness of purpose, sentiment, and interest between those parts of it that dwell in the new Dominion, related as we are, socially, politically, and religiously, and forming a part of that *mighty Empire* whose greatness consists in the freedom of its institutions and the columns of whose superstructure are founded on the intelligence and virtue of its people. In the recent changes effected in the Canadas and the Maritime Provinces, we have assumed new relationships, and grave responsi-

bilities. That we may rank high amongst, and be prepared to act in concert with, the other free nations of the earth, whom Providence has designed to be instrumental in regenerating and raising the sunken millions of our species from the depths of degradation and barbarism, it is necessary that a sound education, based on God's revealed truth, should permeate all classes of our people. With our internal resources for the acquisition of wealth, with the ease and speed with which we can hold communion with each other, with ever facility for commercial enterprises with other nations, what can prevent us from taking a high position and an efficient part in the advancement of civilization? Nothing but an unpardonable apathy unworthy of the liberty-loving ancestry from which we are sprung. We can have no guarantee for our safety and growth in all that pertain to us socially, politically and religiously, excepting in the internal power we possess for creating and sustaining those privileges, and that power must be based on a thorough development of our youth, physically, intellectually and morally, by living instructors, who bear the special impress of Him who has raised them up and called them to so important a work. Important work! Language fails to give expression to it. It embodies in it an idea, that when forms of speech are exhausted to convey its purport, the mind looks beyond the boundary circumscribed by language, into an amplitude of meaning, when contemplation is lost in infinitude. The well known figures of the sculptor and a block of marble, and that of the clean white sheet of paper have been used, to illustrate the force of education. But these poor, weak, passive similitudes convey but a feeble impression of the power of education on the living organism. A little child. What is it? A poor, tiny, helpless creature, whose fragile body is the casket of a mysterious agent, on the right development of which its great future depends. The beginning of its existence, the mode of sustaining that existence, its slow growth, its improbability, its maturity and decay, are subjects that would look more like miracles than natural events were it not for the obtuseness which familiarity with scenes always produces, when frequency of recurrence brings us in contact with them. The mere novice in artistic skill by a misdirected touch may mar the statue; a careless hand may spoil the clean sheet, but there are other blocks of marble and other sheets of paper upon which the uninitiated may practice; but the man, who by misdirected instruction or bad example, blights or stultifies or mars the mind of youth has his doom pronounced by lips that "spake as man never spoke." That the masses of our people may be fitted for the mission of life, for the great and onerous duties that will devolve upon them—for this country will likely rank high on the scale of nations—the avenues to knowledge must be made as available as possible. Heaven's repositories on earth unlocked, and the bright gems of truth and wisdom brought forth, and presented as free gifts to a perishing world. As a foundation for all this, we must have in the fullest sense of the term a good common school system, with commodious school-houses placed within the reach of all. When the high and the low, the rich and the poor, parties of every description, of every shade of politics, and of every religious denomination, may meet to receive that early training that gives a bias to the greatness of a people.

Common school! What a word, fraught with the deepest interests and gravest results. The heart of a nation, the very life-spring of a great people, the miniature world, where those impressions are received, that character given those acts performed which are the "father of the man." Thou common; yea, thou free common school. Thou greatest product of unfettered thought. Thou great moral lever of freedom. Thou child of much solicitude. Thou most formidable antagonist of tyrants. Thou day star and harbinger of the millenium glory. Thou handmaid of pure Christianity, speed thee on thy glorious mission, until

Lambs with wolves shall graze the verdant mead,
And boys in flow'ry bands the tiger lead;
The ox and lion at one crib shall meet,
And serpents lick the weary pilgrim's feet;
The smiling infant in his hand shall take,
The crested basilisk and speckled snake;
Pleased the green lustre of the scales survey,
And with their fork tongues shall innocently play.

Perhaps we, in Upper Canada, have been misinformed relative to your school system in Lower Canada. If so, we wish the error rectified. We have heard, and, I think, have read, that you have no common school system, in the right acceptation of the expression, that may be practically worked; that the primary educational institutions amongst you are, in effect, under the control and management of the Roman Catholic population, who are the majority and whose school books are so managed as to teach the peculiar dogmas of their church, which prevents them from being used by a mixed population; that, as a protection, there are dissentient schools. If these statements be true, we most heartily condole with you under such a state of affairs. Your condition is not very

enviable. There must be (especially in your rural districts) some places where the mere elements of an education can scarcely be taught your children. We, in Upper Canada, have been favoured with a fine school system for more than twenty years, fostered and matured by one of the ablest men on the American Continent, the Rev. Dr. Ryerson, whose liberality of mind, benevolence of purpose, and largeness of heart, have stamped our school system with that wisdom which has fitted it for being the safeguard of the conscientious scruples of a mixed people.

Our schools are what they import to be—common schools. Children of all religious persuasions can meet in them, without any danger of infringement on their religious creeds. Indeed some of our school sections, where the greater number of the inhabitants are Protestants, Roman Catholic teachers are employed to teach the children, without reference to any other consideration, save mental qualifications and good moral character. While common Christian sentiments and a sound morality are strongly inculcated in our school books, yet they contain no expressions that interfere with the peculiar religious tenets of any party. And we know of no other way of training up a nation to act in harmony on all the great questions pertaining to that nation.

We believe, and I think, that I express the opinion on this question of a large majority of the people of Ontario, that provision should be made for free secular and moral education by the state, and taught to all on common ground, as the peculiar birthright of all, leaving instruction in special religious creeds and church dogmas to the teaching of the home circle, Sabbath Schools, pulpits and altars. Is there any other mode of forming a great nationality, which should be our aim in our New Dominion. We at present are a conglomeration of nearly all nations, kindreds and tongues. To fuse and mould this mass and give it a true national character, there are no other appliances that can be substituted for a good free Common School system, separated from sectarian elements. We have, it is true, in Upper Canada, provision made in the Consolidated School Act, for Separate Schools, and some Schools are conducted according to this provision. But, whenever such exist in rural sections, so far as my knowledge extends they are of a very inferior grade, not only detrimental to the best interests of their supporters, but injurious to the progress of Common Schools in their vicinity. Are the people of the New Dominion ready to make that sacrifice which the truth, freedom, and loyalty of the present hour demands? If they are, let us unite and petition to have purged from our statute book the leaven of sectarian education. If not, let us work, and agitate until the force of enlightened public opinion is brought to bear against the stalwart walls of brass, old costumes and old prejudices, that the unimpeded progress of science and truth may accomplish their intended earthly mission.

The educationists of all ages have had a great work to perform, and those who have gone before us met their difficulties and fiery trials with unshrinking fortitude. Let not the shades of those great men grieve for our remissness in duty. Let us follow in their wake and give a fresh impetus to the great work of improvement, and success must crown our efforts. We know of no better means of meeting the formidable obstacles in our way than by associations such as the one you have organized in this city, and kindred conventions elsewhere. It is in such meetings that men, impressed with the importance of their calling, can, through their mutual experiences, and sympathies, make suggestions and devise plans that individual effort could scarcely accomplish. Attendance at, and membership of, such conventions, are good tests of the mere hireling and the teacher stamped with the spirit of his work. No man will absent himself from these means whose deep, earnest, enthusiastic endeavor in the work show that he bears the character of the true teacher. It is an index to Trustees to distinguish, without his bearing even a diploma, the rightly constituted school teacher. The earnest man will always be in his place at such gatherings, and will not only assist with his experience, but his purse will be open for the furtherance of so good a cause. The drone and the hireling may attend, but it will be from selfishness or to find fault, or to try and discover a pretence for non-attendance, and evil reports of these meetings are frequently put in circulation by men whose position (if nothing more) should keep them from all such despicability.

Fellow-teachers, as you value your profession, as you anxiously desire the moral renovation of your race, as you look forward with earnest anticipation for the ushering in of a better state of educational affairs, sustain your teachers' assemblies. It is from these places (as from great centres) you can send broadcast over the land your thoughts on the great leading topics of your profession. It is from such gatherings our people will learn their real wants in matters pertaining to the diffusion of knowledge. It is at resorts of this kind that great educational schemes can be concocted and brought to the bar of public opinion, and pressed on the attention of those who hold the helm of our public affairs. Be true to your-

selves and your profession, and you will make yourselves heard in the council chambers of our land.

Some of you, perhaps, as you hail from the rude log school-house, in some remote woody district, may be ready to think that your position is very humble, and so far as relates to this world's goods it may be so. School teachers are not generally burdened with the mammon of unrighteousness. But remember that you occupy a very high moral position. Your power for doing good is unlimited. Your influence will be in proportion to your exertions; respect yourselves, attain a high standard of moral excellence, and try and bring others up to that standard, and you will be respected.

You will have difficulties, you will meet with discouragements, some will find fault with your best endeavors; but these things are not only necessary to try your patience, but to give you courage in the discharge of the duties of your station.

There is not in the civilized world to-day an earnest, energetic teacher, a whole-souled, enthusiastic workman in the school-room, that has not the confidence and good will of the majority, at least, of his employers. No men wield more power over the destinies of our race than teachers. Few men are in the position to acquire as much influence. Then, when you meet in your associations, your deliberations must have their weight on the community; the leaders of our people must respect the opinions of a class of men such as you! and all those great educational reforms that are in accordance with truth and justice must eventually be granted, and, if your voices are not heard in the halls of our legislature, your opinions will reach them, your influence will be felt. Then keep alive your associations; vie with each other as to who will do most for sustaining them; who will labour most for their progress; who will use the greatest self-denial to promote their welfare. Show brothers by kindness and charity one to another in your meetings; have mutual Christian forbearance with each other in your differences, and prosperity will mark your progress; the world will feel you are in it; the life current of the nation will flow more regularly through the channels of its system, its constitution will become more vigorous when the nostrums of empiricism, and the pretensions of imposters, shall have vanished before the glorious light of knowledge.

2. EVENING SCHOOLS IN CANADA.

In a letter read by Principal Dawson, at the Lower Canada Protestant Teachers' Convention on Saturday, and ordered to be inserted on the Minutes, the Hon. Mr. McGee asked the attention of the Convention to the subject of evening schools, during the winter six months, for the instruction of adults, apprentices, and others, similarly situated, in our larger towns and cities. The subject itself is one of practical interest in Montreal, and as it has been well said "some things can be done as well as others," it may be worth while referring to what has been effected in this way in other cities.

The recommendation of evening schools during the winter months for persons beyond ordinary school age, had long ago been made by several of the Boards of Education in the neighbouring States; notably by the New York Board, so early as 1837. Nothing very systematic or successful had, however, been done in this way until the fall of 1844, when Mr. McGee succeeded in getting a meeting of a few citizens of Boston, at Montgomery-hall, in favour of the project. "Deacon" Grant, Dr. Channing, (the late Medical Doctor), Mr. Brainard, and other well known friends of education attended and three males and two female adults schools were opened that season. These struggled along for some time, but in 1848 were temporarily suspended. In November, 1849, Mr. McGee opened the first session of a new school in the Orange street common school-house, New York, with an address on "The Moral and Social Value of Evening Schools," since which time the experiment in that great city has been increasingly successful. A late New York paper, (the *Evening Mail*), gives the following condensed report of the position of these schools at the present moment: "The evening schools of New York city, started in 1849 by the Hon. D'Arcy McGee, include one high school, two coloured schools, and thirteen male and eleven female schools. To these are admitted persons of every class and age, from twelve years to sixty. The schools are at present in full operation, twenty-one hundred scholars being in attendance. The languages and higher branches of education are taught in the high school."

It is difficult to estimate the amount of good represented by these figures. If 2,000 persons a year, whose early education had been neglected, should learn to read their bibles and prayer-books, the moral gain to the community must be great; if they should acquire the rudiments of doing business intelligently for themselves or others, the national gain must be considerable. We should be glad to find, here in our own city—where there must be many hundreds to whom such opportunities would be veritable blessings,—that this subject was zealously taken up. If the Teachers' Convention felt unable to move practically in the matter, the Council of Public Instruction and the Hon. Mr. Chauveau, could, perhaps, take it in hand, with immediate good results.—*Montreal Gazette.*

III. Papers on Meteorology, &c.

1. METEORIC PHENOMENON.

English astronomers predicted several months ago, that a remarkable shower of meteors or shooting-stars would fall on or about November 13th. The display took place last night, or rather this morning, and was observed by astronomers and others in all parts of this continent; according to our telegraphic dispatches.

Professor Kingston, of the Toronto Observatory, made all the necessary preparations for taking observations here. In company with a number of students of the University, who kindly volunteered their services, the Professor took up his station in the tower of the magnetic observatory at an early hour last night, surrounded by such scientific instruments as he thought would be of use should the expected phenomenon occur. The students were placed in different portions of the tower, and thus the entire heavens from the horizon to the zenith were closely observed, the students relieving each other at short intervals. The night was not favourable for such observations, the moon being at or near the full, and the sky being overcast with heavy masses of cloud. Fortunately, however, the clouds were detached and broken, and were borne away by the wind, though quickly succeeded by others. Through the space, the blue vault above was visible. Had the night been dark, with a clear sky, it would have been much more favourable for the purposes of the astronomer. In the early hours of the night nothing unusual was observed. Shortly after midnight, however, the clouds partially cleared away, and then the anxiously looked for display commenced. At first only a few meteors were seen, but they rapidly increased in number, until between four and five o'clock in the morning, when a portion of the sky was brilliant with them. As correct a count as was possible under the circumstances was made by the students with the following result:

From 1.00 a.m. to 1.20 a.m.....	6
“ 1.20 “ 1.40 “	14
“ 1.40 “ 2.00 “	24
Total from 1 a.m. to 2 a.m.....	44
From 2.00 a.m. to 2.20 a.m.....	39
“ 2.20 “ 2.40 “	40
“ 2.40 “ 3.00 “	44
Total from 2 a.m. to 3 a.m.....	123
From 3.00 a.m. to 3.20 a.m.....	85
“ 3.20 “ 3.40 “	169
“ 3.40 “ 4.00 “	306
Total from 3 a.m. to 4 a.m.....	560
From 4.00 a.m. to 4.20 a.m.....	784
“ 4.20 “ 4.40 “	382
“ 4.40 “ 5.00 “	179
Total from 4 a.m. to 5 a.m.....	1,345
From 5.00 a.m. to 5.20 a.m.....	113
“ 5.20 “ 5.40 “	61
“ 5.40 “ 6.00 “	21
Total from 5 a.m. to 6 a.m.....	195
Grand Total	2287

The state of the sky greatly interfered with the display, and it is supposed that had there been neither clouds nor moon the number would have been fully double that given above. Nearly all the stars proceeded in directions which when produced backward passed through the constellation of Leo, only about two per cent. being not conformable to this course. As a general thing the meteors were small and wanting in brilliancy, though there were some very brilliant and of considerable magnitude. So far as observed there were no explosions. It is not improbable, however, that some of those hidden by clouds exploded. Towards daylight, as shown above, the number diminished rapidly. It is not supposed from this that the shower ceased, but rather that it continued, while the meteors became invisible through the approach of the more powerful light of the sun. In fact the stars may have continued shooting during the day, and that it is not improbable that a further display may be witnessed to-night. Professor Kingston expects it, and intends being on the look out. For the above facts we are indebted to Professor Kingston, and thank him therefor, while he in his turn desires to thank the students and graduates for their valuable aid in counting the meteors.—*Daily Telegraph.*

2. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at ten Grammar School Stations for OCTOBER, 1867.

OBSERVERS.—Barrie—Rev. W. F. Checkley, B.A.; Belleville—A. Burdon, Esq.; Cornwall—W. Taylor Briggs, Esq., B.A.; Goderich—John Haldan, Jr., Esq.; Hamilton—A. Macallum, Esq., M.A.; Pembroke—Alfred McClatchie, Esq., B.A.; Peterborough—Ivan O'Beirne, Esq.; Simcoe—Rev. J. G. Mulholland, M.A.; Stratford—C. J. Macgregor, Esq., M.A.; Windsor—A. McSween, Esq., M.A.

Table with columns: STATION, North Latitude, West Longitude, ELEVATION, Barometer at temperature of 32° Fahrenheit, RANGS, MONTHLY MEANS, MEAN MAXIMUM, MEAN MINIMUM, DAILY RANGE, HIGH-EST, LOWEST, WARM-EST DAY, COLD-EST DAY, MONTHLY MEANS (7 A.M., 1 P.M., 7 P.M., MEAN), and Tension of Vapour.

Table with columns: STATION, Humidity of Air, WINDS, NUMBER OF OBSERVATIONS, MOTION OF CLOUDS, ESTIMATED VELOCITY OF WIND, RAIN, SNOW, DEPTH OF RAIN, and AURORAS.

Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. Where the clouds have contrary motions, the higher current is entered here.
Barrie.—On 17th, violent squall from NW from 5.30 to 6 p.m. 29th, aurora very bright. Fog on 4th, 23rd, 24th, 26th. Rain on 5th, 9th, 10th, 11th, 22nd, 28th.
BELLEVILLE.—On 2nd, thunder and lightning with rain from 11.30 a.m. to noon; from 7.30 to 9 p.m. brilliant aurora—first the arch appeared, then streamers shot up, occasionally dancing and waving with a tremulous motion. 5th, lightning and heavier thunder with rain from 3 to 5 a.m. 4th, at 9.30 p.m. heavy rain began and continued till about 3 p.m. on 5th, measuring 2.091 inches. During the week ending on 5th, considerable fluctuation of barometer observed. 10th, between 12 and 1 a.m. some loud thunder and vivid lightning with rain. 18th and 19th, dense fog in mornings. 20th, from 1 to 8 a.m. thunder and lightning; the lightning very vivid for a short time; on same day in evening, frequent flashes without thunder. 28th, dense fog in morning. 29th, brightness at north horizon resembling dawn, from 8 to 9 p.m. Rain on 2nd, 4th, 5th, 9th, 10th, 11th, 12th, 22nd. Frequent heavy dews during the month, days being warm and followed by cool and cloudless nights. Crops generally inferior to those of last year.
CORNWALL.—Rain on 2nd, 4th, 6th, 10th, 11th, 17th, 22nd, 23rd.
GODERICH.—On 19th, lightning. Rain on 1st, 4th, 9th, 10th, 11th, 14th, 21st, 22nd, 23rd, 29th.
HAMILTON.—On 6th, at 7.40 p.m. a bright meteor in SE fell towards SE, about 30° high. 8th, a very bright meteor at 5 a.m. passed towards the West, the light through observer's window quite distinct.

the shadow of a ladder quite perceptible. 19th, lightning in evening in NW. 23rd, ordinary meteor in NNE, 30° high, fell towards NE. Fogs on 20th, 21st, 28th. Gales of wind on 1st, 2nd, 9th, 10th, 12th, 16th, 17th, 29th. Rain on 2nd, 4th, 5th, 9th, 10th, 12th, 21st, 28th. Month remarkable for calmness and freedom from storms of all kinds, the last three weeks especially fine, and reported as Indian summer.

PEMBRROKE.—On 2nd, lightning, thunder and rain. 22nd, rainbow. 29th, three shooting stars observed. Storms of wind on 2nd, 5th, 22nd, 31st. Fogs on 1st, 7th, 8th, 18th, 28th, and very dense on 16th and 19th. Snow on 5th and 9th. Rain on 2nd, 5th, 9th, 10th, 11th, 12th, 14th, 17th. Nearly all summer birds have migrated; a few robins seen occasionally. Trees nearly stripped in the last of the month. Deer and partridge not very plenty this fall. Month unusually fine. Considerable sickness; colds prevalent and throat disease, with some typhoid fever.

PETERBOROUGH.—On 2nd, strong auroral light over NH at 8 p.m. in large irregular patches—presently streamers appeared, the light being considerably intensified where they sprang from the auroral light near H; the streamers danced and flickered and apparently moved rapidly from side to side; they extended at one time to Z, and formed, together with faint streamers which then for the first time appeared to the southward, a slight corona, which, however, faded away in about 12 minutes; before the hour for the next observation, the sky became overcast. 18th, 19th, 20th, 21st, Indian summer. Fogs on 1st, 4th, 8th, 14th, 16th, 18th, 24th, 25th, 26th. Rain on 2nd, 4th, 5th, 9th, 10th, 12th, 13th, 17th, 21st, 28th. Month remarkable for the steadiness and mildness of the weather, as well as the almost total absence of the rains usual in that part of the autumn. The "oldest inhabitant" does not recollect so fine an October in this part of Canada.

SIMCOE.—Fog on 13th. Rain on 1st, 2nd, 5th, 7th, 10th, 11th, 12th, 21st. The month presents nothing calling for remark here except the very delightful weather, and the wide range of barometer.

STRATFORD.—On 2nd, lightning, thunder and rain; at 9 p.m. large lunar halo. 19th, lightning. Indian summer from 16th to 21st, and 24th to 27th. Fogs on 1st, 14th, 16th, 19th, 20th, 24th, 26th. Rain on 2nd, 4th, 5th, 9th, 10th, 11th, 21st. Weather during the month very dry and pleasant.

WINDSOR.—On 1st, first frost of the season, injuring only the more delicate plants. 2nd, lightning, thunder and rain. 7th, meteors from Z to N. 14th, two meteors from Z to NW. 15th, three meteors from Z to SW. 23rd, meteor from N to E. 24th, first ice. Storms of wind on 9th, 16th, 21st, 26th. Fogs on 1st, 4th, 8th, 16th, 18th, 19th, 25th, 28th. Rain on 2nd, 4th, 9th, 11th, 12th, 21st, 30th. Month unusually fine, with considerable barometric variation and high mean temperature.

IV. Biographical Sketches.

No. 32.—JOHN CAMERON ESQ.

The deceased was formerly cashier in this city of the Commercial Bank of Canada, and after his connexion with that institution ceased, he was elected member of Parliament for the county of Victoria. He represented the interests of his constituents faithfully during one Parliament, and was very active and successful in his efforts to open up for settlement the fine agricultural country in the northern part of the county. Mr. Cameron was a candidate at the recent election in North Victoria, but was unable to win success over the superior claims of a resident candidate, Mr. Morrison. Mr. Cameron was moderate in his political views and highly patriotic in his feelings. He held the rank of lieutenant-colonel in the militia at the time of his death, and during the Trent difficulty was very energetic in putting his battalion into an efficient condition.

No. 33.—THE REV. JOHN SMITHURST.

The late Mr. Smithurst was born in the County of Derbyshire, England, on the 9th of September, 1807, and, consequently, had he lived another week, he would have been sixty years of age. In his early youth he was intended for a mercantile life, and passed some time in the counting house of the celebrated firm founded by Sir Richard Arkwright. When his attention was turned to the clerical profession, Mr. Smithurst entered the Missionary College at Islington, under the patronage of the Church Missionary Society for Africa and the East, whence he was ordained Deacon and Priest, somewhat later in life than usual, and was appointed Missionary and Superintendent of the Mission Farm near Fort Garry, in the Red River Territory. Here he remained about twelve years, ministering with great usefulness to both Whites and Indians, and acquiring a considerable amount of influence in the affairs of the Territory and Colony. At the end of this time he returned to England, but finding the climate unsuitable, after a tour on the Continent of Europe, he came out to Canada. He was employed for a short time on temporary duty in the Niagara district, and in the autumn of 1852, he was appointed to the Mission of Elora and Peel, in the County of Wellington. At this post he ministered until the end of the year 1857, when his health, which had never been sufficiently good for the duties of such a mission, compelled him to

retire to his property in the Township of Minto, where he passed the remainder of his life, improving, not merely his own estate, but contributing in a most marked degree, by his advice and example, to the advancement in moral and material welfare, of that fine township. As a settler, as a magistrate, as a municipal officer, and as a Clergyman, Mr. Smithurst's influence was most beneficial to those amongst whom he lived. He never entirely gave up clerical duty, although he was physically unfit for any severe or continued work of this kind, being unable to read or speak with comfort to himself.—*Church Chronicle.*

No. 34.—RECENT CANADIAN DEATHS.

—MR. SAMUEL SHERWOOD was the third son of the late Hon. Livius Sherwood. He was born in the town of Brockville, on the 31st day of October, 1819, and educated at U. C. College. He received the commission of ensign in the "Queen's Light Infantry," under Col. Hill, on the 1st of January, 1838, in which regiment he served on the frontier for three years. Among his brother subaltern officers was the present Premier of Ontario, Hon. J. S. Macdonald. Mr. Sherwood was with the detachment of his regiment that marched to the assistance of the 32nd and 34th regiments at Point Pelee. He was Chief of Police in this city for 7 years, and afterwards represented the ward of St. George, as alderman, for three years. He was appointed City Registrar in 1860, which position he held at the time of his decease. On the 15th of May, 1863, he was appointed captain in the 10th Royal Volunteer Regiment, in which (although suffering from ill-health at the time) he served as major on the frontier during the Fenian raid of 1866.

—MR. W. R. GRAHAME.—We regret to announce the death of Mr. W. R. Grahame, a gentleman well known in this country, and highly esteemed by his numerous friends and acquaintances. Mr. Grahame was son of the Rev. James Grahame, author of the poem on the *Sabbath*. He was for a number of years a resident in Vaughan where he settled when a young man, at the time when that part of the country was but thinly inhabited. He was a man of great ability, a good scholar, and of strong literary tastes and capabilities. He carried with him into the "bush" his love of learning, as his well-filled book shelves testified. He kept himself fully acquainted with the current literature of the day and delighted in the society of learned and literary men. A few years since he returned to Annan in Scotland, where he resided until his death.

V. Miscellaneous Friday Readings.*

1. THE SCHOOLMASTER'S DREAM.

(For the Journal of Education.)

One midsummer's day as the evening drew on,
The school was dismissed and the day's work was done,
The Schoolmaster sat in his old arm chair,
Resting a moment from trouble and care;
When Morpheus seized him and bound him in chains,
Which trammel the body but loosen the brains,
His mind being free followed Old Father Time,
Far, far through the future so distant—sublime;
And in a vagary (queer work of the brain)
He fancied the school in the school room again.
The room seemed to widen, the walls to recede,
A vast spreading plain seemed to be in its stead,—
So vast that the world was quite plain to be seen
With its multitudes busy, the bound'ries between.
The people seemed children let loose from their school,
Rejoicing to know they were free from its rule.
They gathered in groups all intent on some plan
Of gain or amusement peculiar to man,
The Schoolmaster looked on the wonderful scene,
Without a conjecture of what it could mean.
He sauntered among them and listened awhile,
The words that he heard made the old master smile,
For his maxims of wisdom and precepts received,
Gave strength to the weak and the weary relieved;
Greatly improved by the lessons he taught,
Though the Teacher, himself had long been forgot.
Then touching a bell he summoned them all,

* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL.—Our chief motive in maintaining the "Miscellaneous" department of the Journal is to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

And they seemed for a moment obeying the call,
 But darkness descending made everything dim,
 The bell he was touching seemed tolling for him,
 The crowd gathered round him in fun'ral array,
 And then he seemed borne to the cold house of clay.
 The crowd soon dispersed and was busy again,
 In seeking for pleasure or suffering pain ;
 The Schoolmaster wept that the world was the same,
 Though he had been labouring it to reclaim ;
 When, lo ! a bright visitor came from the sky,
 Whose radiance and beauty quite dazzled his eye,
 He held in his hand a long gold-tinted scroll,
 Held high in the air and began to unroll.
 The Schoolmaster gazed and beheld there his name,
 Inscribed on the scroll in a silv'ry flame :
 Beneath and around it, the truths he had taught,
 All, all were inscribed, not one was forgot ;
 They shone with a lustre far brighter than day,
 So bright that the darkness soon vanished away.
 And then he beheld them all blend into one,
 Whose radiance was brighter than even the sun,
 But this seemed all lost in the glorious blaze
 That shone all around from the Ancient of Days.
 The stranger then spoke and the sound of his word
 Surpassed the best music that ever was heard.
 "My friend" said the stranger, thy labours are blest,"
 "For thou hast be faithful now enter thy rest,"
 "The sun has arisen, the banner's unfurled,"
 "And truth shall soon triumph all over the world."
 The stranger then vanished and with him the dream,
 The Schoolmaster wakened again on life's stream,
 With courage renewed by the vision revealed,
 Determined with vigour to work in the field.

W. H. FINNEY.

KENDAL, ONT., November 1867.

2. NEW EDUCATIONAL TOYS.

The ingenuity of France and England has recently fabricated several little scientific playthings which are sold at wonderfully cheap prices, and should replace the hobby-horses, carts dirt pies and dolls which the present grown up generation were lovingly familiar with in their salad days. A microscope "warranted" to magnify several thousand times, is sold in London for half a crown, and toy steamers, and locomotives, exact copies of the larger "originals" and well finished are decidedly cheap at "£10s to £5." The youth of the present and future generations will soon be in a position to follow "the royal road to learning." It will shortly be able to study the mysteries of steam and engineering in the nursery, and eat the rudiments of science with a pap-spoon.

VI. Educational Intelligence.

— **TEACHERS' MEETING, WESTON.**—Minutes of the proceedings of the Teachers' meeting, held in the Village of Weston, on Saturday the 28th September, 1867. The meeting was duly organized by electing James Duncan, Esq., Chairman; H. M. Treadgold, Secretary. The Chairman, after briefly explaining the object of the meeting, called upon William Watson, Esq., Local Superintendent of Schools, (York), who delivered an address which evinced great study and thought. He dwelt particularly upon the duties and responsibilities of the Teacher, incidentally pointing out some of the essential qualities of a good Teacher. James Hodson, Esq., Principal Weston Grammar School, was next introduced. His address partook more of the practical cast, urging particularly upon Teachers the necessity of developing moral culture, in connection with scientific acquirements. The speaker frequently illustrated his remarks with incidents from personal experience. It was then moved by W. Watson, Esq., seconded by Jas. Hodson, Esq.—That we do now form ourselves into an association, to be known as the Teachers' Association for the West Riding of York.—Carried. The following gentlemen were then elected office-bearers for the present term, viz.: Jas. Hodson, Principal Weston Grammar School, President; Wm. Watson, Local Superintendent, York, 1st Vice-President; Rev. Jas. Brooks, Local Superintendent, Etobicoke, 2nd Vice-President; Geo. Treadgold, Esq., 3rd Vice President; John Campbell, Esq., Secretary and Treasurer. Managing committee,—Messrs. Wm. Burgess, M. Treadgold, Wm. Rose, John Agar, and Levi Clark. Resolved 1st—That the President, 1st Vice President, and Secretary, be a committee to prepare a Constitution and By-Laws for the

government of the Association, and report at the next meeting of the society.—Carried. The President was then appointed by the association to introduce and take charge of the following subject at the next meeting viz: "The best means of securing the attention of the Pupil in School." Resolved 2nd—That this meeting adjourn until the first Saturday in March, 1868, to meet in the same place at 10 o'clock A.M.—Carried. M. TREADGOLD, Secretary, *pro tem.*

We are requested to insert the following notice:

The Teachers of the West Riding of York and vicinity, please take notice that the next meeting of the Teachers' Association for the West Riding of York, will take place in the Common School House, Weston, on the first Saturday in March, 1868, at 10 o'clock A.M. Teachers and friends of education are respectfully invited to attend.

— **ALBERT COLLEGE.**—The President writes: During the term just closing we have had eighty-four students, one third of whom, as appears above, are in the Recitation Honor Class. These Honor Classes are the summary of our daily records in recitation, and are distinct from our University Honors, which are conferred upon University students, and only upon the possession of a certain extra course of study and the attainment of a certain standing in it. The Preceptress of the past term retires at our present closing. Her place will be filled by Mrs. M. A. Smith, a lady of several years' experience in a similar position at Belleville, Jefferson Co., N.Y. The music classes will be under the tuition of Mr. C. E. Reynolds, of Toronto, a gentleman deservedly popular as a musician. The Ornamental branches will be taught by the Preceptress. The Exhibitions—Tuesday and Wednesday evenings of this week—seemed to please the public even in a greater degree than their predecessors of former terms. They were given altogether by students of the Preparatory and Academic Departments, not taking in any candidates for matriculation or any of the undergraduates, leaving those grades of students for the public exercises preceding the Easter vacation and the University Convocation at close of year.—*C. C. Advocate.*

VII. Departmental Notices.

REVISED LIST OF TEXT BOOKS.

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

NOTE.—In the following list some books are *prescribed* under the authority of the fifteenth section of the Consolidated Grammar School Act, and others are *recommended*. The use of the books *recommended* is discretionary with the respective Boards of Trustees.

The list given below of books under the heads I, II, III, *viz*: Latin, Greek, Ancient History, Classical Geography, and Antiquities, will, from the present date, be enforced, in accordance with the notice to that effect published in the *Journal* for December 1866.

With respect to the books under the heads IV, V, VI, VII, a similar notice is now given, which will be strictly observed, *viz*: that during the year 1868, the books already sanctioned by the Council may continue in use, as circumstances require, but on and after January 7th, 1869, the new list will be enforced.

I. LATIN.

TEXT BOOKS PRESCRIBED:

Harkness's New Series, *viz*::

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

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

Arnold's First and Second Latin Book and Practical Grammar, revised and corrected. By J. A. Spencer, D.D.

A Smaller Grammar of the Latin Language. By William Smith, LL.D.

LATIN DICTIONARY RECOMMENDED: (See note above.)

A Latin-English and English-Latin Dictionary. By Charles Anthon, LL.D.

or

The Young Scholar's Latin-English and English-Latin Dictionary. By Joseph Esmond Riddle, M.A.

II. GREEK.

TEXT BOOKS PRESCRIBED :

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

GREEK LEXICON RECOMMENDED: (See note above.)

Liddell and Scott's Greek-English Lexicon.

III. ANCIENT HISTORY, CLASSICAL GEOGRAPHY, AND ANTIQUITIES.

TEXT BOOKS PRESCRIBED :

A Manual of Ancient History. By Dr. Leonhard Schmitz.
First Steps in Classical Geography. By Prof. James Pillans.

CLASSICAL DICTIONARIES, &C., RECOMMENDED: (See note above.)

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

A Dictionary of Greek and Roman Antiquities. By William Smith, LL.D.

or

A Classical Dictionary. By Charles Anthon, LL.D.

A Manual of Roman Antiquities. By Charles Anthon, LL.D.

A Manual of Greek Antiquities. By Charles Anthon, LL.D.

IV. FRENCH.

TEXT BOOKS PRESCRIBED :

The Grammar of French Grammars. By Dr. V. De Fivas, M.A.

An Introduction to the French Language. By De Fivas.

History of Charles XII. of Sweden. By Voltaire.

Horace: A Tragedy. By Corneille.

A Complete Dictionary of the French and English Languages. By Gabriel Surenne. Spiers' New Abridged Edition.

V. ENGLISH.

TEXT BOOKS PRESCRIBED :

The Canadian National Series of Reading Books. (Authorized edition.)

Miller's Analytical and Practical English Grammar. (Authorized edition.)

An Introductory English Grammar will be prepared.

A History of English Literature, in a Series of Biographical Sketches. By Wm. Francis Collier, LL.D.

VI. ARITHMETIC AND MATHEMATICS.

TEXT BOOKS PRESCRIBED :

National Arithmetic in Theory and Practice. By J. H. Sangster, M.A., M.D. (Authorized edition.)

An Elementary Treatise on Arithmetic will be prepared.

Elements of Algebra. Todhunter's or Sangster's.

Euclid's Elements of Geometry. Potts' or Todhunter's.

VII. MODERN GEOGRAPHY AND HISTORY.

TEXT BOOKS PRESCRIBED :

Lovell's General Geography. (Authorized edition.) By J. George Hodgins, LL.B., F.R.G.S.

Easy Lessons in General Geography. By ditto. (Authorized edition.)

A School History of the British Empire. By Wm. Francis Collier, LL.D.

A History of Canada, and of the other British Provinces of North America. By J. George Hodgins, LL.B., F.R.G.S.

VIII. PHYSICAL SCIENCE.

TEXT BOOKS RECOMMENDED: (See note above.)

Introductory Course of Natural Philosophy. Edited from Ganot's Popular Physics, by W. G. Peck, M.A.

How Plants Grow; a Simple Introduction to Botany, with Popular Flora. By Asa Gray, M.D.

Hooker's Smaller Treatise on Physiology.

IX. MISCELLANEOUS.

TEXT BOOKS RECOMMENDED: (See note above.)

A Comprehensive system of Book-keeping, by Single and Double Entry. By Thomas R. Johnson.

Field Exercises and Evolutions of Infantry. Published by Authority. Pocket Edition (for Squad and Company Drill).

The Modern Gymnast. By Charles Spencer.

A Manual of Vocal Music. By John Hullah.

Additions to the revised list will appear as soon as approved.

EDUCATION OFFICE, Toronto, December 31st, 1867.

CANADIAN SERIES OF SCHOOL BOOKS.

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Published by JAMES CAMPBELL & SON,

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