

Imperial Parliament previous to the dissolution removes the grievances about which the medical profession in Ontario have been making loud complaints for some years. The trouble was that licentiates of any of the colleges in Great Britain or Ireland could come to Ontario and compel the Ontario college to register them, thus giving them the right to practice without passing an examination here. For many years after Confederation it was thought that in this as in other educational matters, Canadians had supreme control, but in a case which came before the courts, in which an English licentiate compelled the Ontario College to register him, it was shown that English legislation as affecting the colonies had not been repealed. This repeal the medical profession in Ontario have been persistently seeking for several years, and their efforts have now been crowned with success. After June first of next year it will be necessary for English, as well as all other licentiates, to pass the examinations required by the Ontario College of Physicians, before they can practice in this province. The same Act also contains provisions which will tend to raise the standard of the profession in England.

OFFERS MADE TO VICTORIA COLLEGE.

THE quadrennial meeting of the Regents of Victoria College was held on the 31st ult., when the progress made financially and in regard to students was discussed. The whole question as to the future of the college and all information which had been gathered as to the proposed removal were considered and sent to the conference without comment. An overture from the Mayor and Board of Trade of Hamilton was received, offering twenty-five acres of land in case the college was taken to that city, and stating that a bonus of \$75,000 or \$80,000 could be raised, as well as a large amount by private subscription. An offer of twenty acres of land was also received from the town of Cobourg. A sub-committee reported that the principal Methodist residents of Toronto had been visited, and asked what they would be willing to contribute if the University were taken to that city. The replies obtained were not considered encouraging. The report on the condition of the college was encouraging, the graduating class of last year being double that of the year before, and the matriculants being also double.

Correspondence.

THE ONTARIO EDUCATIONAL SOCIETY.

[In order to be able to discuss entirely unprejudicedly the merits of the proposed Educational Society for Ontario, a communication was sent to Mr. Boyle to the effect that the columns of the EDUCATIONAL WEEKLY would be open to him if he wished to contribute a succinct and detailed account of the proposed Teachers' Union, together with an exhibition of the arguments to be adduced in its behalf. We still adhere to the opinion we have already expressed upon this subject. The following is Mr. Boyle's reply:—E.D.]

To the Editor of the EDUCATIONAL WEEKLY.

SIR,—In reply to your request for a statement of the aims and objects of a teachers' union, I would say, first, to protect teachers against th-

elves; second to protect them from the rapacity and ignorance of many boards of trustees; third, to correct abuses that have unsensibly grown up with our system; fourth to elevate the social and intellectual status of the profession; and fifth, to secure some measure of control, directly or indirectly, over professional examinations, selection and authorization of text-books, and generally, any other matter affecting the interests of teachers.

The Ontario Educational Society purposes to overcome the difficulties that fall under the first head by compiling a registrar of every school in the Province, particulars of which will be available for the use of all members purposing to apply for a situation, regarding whose past and present history they may be totally ignorant. As matters now stand, those in want of places have to "go it blind," when replying to an advertisement, and a frequent result is the round teacher "getting into a square hole"—or *vice versa*—with consequent dissatisfaction to trustees as well as to teacher followed by the inevitable change at the end of the year, if not sooner.

These particulars will include kind, size, ventilation and fittings of school-house; similarity of grounds, outhouses and water supply; facilities for getting good board and lodging; whether the last teacher was a man or a woman; if possible, why the teacher left; whether changes are frequent in the section or municipality; the salary paid; the salary that ought to be paid proportionately to those of neighbouring sections; the nationality and religion of the population; the amount of interest taken in education; average attendance; standing of the school; nearest post-office, railway station, church, and bookstore, and such other details as may prove of interest to an applicant. The beneficial possibilities here involved, all admit.

Again, and under the same head, it is well known that not a few of "our craft" are contemptible enough to underbid and undermine others who have no intention of removing from their schools. Now, sir, speaking for myself only, I do not hesitate to say that persons of this sort deserve to be effectually "sat upon." As a rule they are not of much account as teachers anyhow, and a very little logic should convince trustees that such is the case. I hope, therefore, that the O. E. S., will undertake to teach persons of this class better manners.

I trust also that, in the second place, it will support teachers whose parents happen to live in the section, against the parsimoniousness of trustees who, for that reason, insist upon "hiring" a pedagogue at a less rate than would be levied for one who had to "pay for board." If there is to be any advantage in such a case, it ought to be in favour of the teacher, and not of the section.

The O. E. S., too, will always be prepared to stand up in defence of the teacher who may be the victim of any ignorant (but wealthy, and therefore, it may be influential) ratepayer who plays the bully to the great discomfort of all concerned, except the bully himself.

In course of time I am hopeful that our society will agitate for a modicum of scholarship as a necessary qualification for school trusteeship. Instances are known of trustees who cannot write their own names!

Under the head of abuses, one of the worst is the "permit" system, for it is a system, by means of which hundreds of qualified teachers are unable to gain situations at remunerative salaries. I am informed that in one of the oldest and wealthiest counties in the province, there are not fewer than thirty situations held by persons who "keep school" by the grace of the inspector and the Minister of Education!

At least seven hundred qualified teachers now unable to get schools might readily find places if permits were granted only as a matter of sheer necessity.

The O. E. S. also wishes to discourage the "tender" method of applying for schools. According to this mutual cut throat plan, each offers to teach at what is thought to be the salary that will secure the place, and trustees naturally enough take advantage of the numerous offers by engaging (they call it "hiring") the lowest bidder.

These are some of the immediate, practical advantages, likely to be secured by the O. E. S. if loyally supported by the fraternity. Nothing utopian or chimerical is aimed at, neither is it the intention to use any power the society may possess for the purpose of coercing or intimidating teachers or trustees. Indeed, those who have given the subject most thought, believe that the latter will, in course of time, come to regard the society as a real blessing, for, besides enabling only the right kind of teachers to apply for suitable schools, it will aim at purging the profession of unworthy members.

So far as I know the sentiments of those most active in support of the O. E. S., it will be conducted on a strictly honourable professional basis, to which every teacher, male and female, may subscribe.

Yours truly,

DAVID BOYLE,

August 25th.

353 Yonge St., Toronto.

Examination Papers.

BOARD OF EDUCATION, MANITOBA

(Protestant Section.)

Examination of Teachers, July 1886.

COMPOSITION—SECOND CLASS.

Examiner—D. J. GOGGIN.

Time—2½ hours.

1. Write out in your own words the following sketch of the Lady of the Lake:

The maiden paused, as if again
She thought to catch the distant strain.
With head upraised and look intent,
And eye and ear attentive bent,
And locks flung back, and lips apart
Like monument of Grecian art.
In listening mood she seemed to stand,
The guardian maid of the strand.

A chieftain's daughter seemed the maid,
Her satin snood, her silken plaid,
Her golden brooch, such birth betrayed.
And seldom was a snood amid
Such wild luxuriant ringlets hid,
Whose glossy black to shame might bring
The plumage of the raven's wing:
And seldom o'er a breast so fair
Mantled a plaid with modest care,
And never brooch the folds combined
Above a heart more good and kind.