

professional honor have come in along unfortunately with a proportion of drones to keep down the reputation and the pay of the profession. These evils let us trust, as many feel sure, are lessening and will soon disappear. Meantime let us not cry out for legal assistance or raise our pay, till we have exhausted our resources in ridiculing the profession of those who have hitherto only lessened its efficiency, its reputation and its remuneration.

On the other hand we have the right to expect that those who hold the power to legislate and administer will look above and beyond the conflicting interests of the present to the unchanging principles that underlie the full development of social, intellectual and moral forces; that they make ample and far-seeing provision for the education of the young, including the untrammelled and uninterrupted discharge of the teacher's duties.

It should be within the sphere of legislation to make adequate and attainable provision for a teacher's residence in every well-to-do section. No one thing could help the cause of permanency more. *How* to provide this cannot be here discussed, but till this is done there cannot be true permanency. And why should the teaching profession alone be expected to live without homes, and on incomes so small and precarious that teachers cannot in reason be expected to provide homes for themselves? Why cannot some provision be made in law by which a fair proportion of public grants shall go to the sections that provide residences for their teachers, and to the teacher who holds a life certificate and resides in that residence from year to year? Thus liberality on the part of trustees and higher qualifications and permanency on the part of the teacher would be directly rewarded.

Provision should be made that will secure prompt and simple supply of appliances both as to accommodation and apparatus for the efficient discharge of the teacher's duties. Many a teacher is worried and discouraged, sometimes to the extent of changing schools because he cannot get needed supplies.

Provision should also be made for a teacher's assistance and self-improvement during his months and years of labor. Why should not every Board of Trustees be required to furnish a library containing a few of the best authors on departments of professional work, some works of reference, and at least one educational periodical? While such provisions may be classed among the less important means of securing permanency, it and others have their place and should not be overlooked.

Following are some of the papers presented at the annual meeting of the Ontario Teachers' Association, held in Toronto, August 11th, 12th and 13th, 1895:—

ENTRANCE EXAMINATION.

SHOULD IT BE PLACED AT THE END OF THE FIFTH CLASS?

Perhaps it would be well at the outset to inquire if it should, as it exists at present, be placed at the end of any class. Some years ago when the amount of Government grant to the high schools and collegiate institutes depended largely on the number of pupils in attendance, there was naturally a desire on the part of high school teachers and others to gather in by every laudable means, and sometimes by means not very laudable, as many pupils as possible. The result of such a course would soon be that the high schools would be crowded with a class of young pupils for whom these institutions were never intended. In this way their usefulness would soon be imperilled if not altogether destroyed.

To prevent such an undesirable state of affairs "entrance examination" was introduced. It appears to be a necessity at the time. It was predicted it would fail; but it didn't. It fulfilled well the purpose for which it was intended. Many a high school in the Province owes a debt of gratitude to the originator of the plan. But now as the disease is cured, why continue taking the medicine?

The grants to the high schools and collegiate institutes no longer

materially depend on the number of pupils in attendance; therefore we venture the opinion that within certain limits the right of admission might safely be left in the hands of the high school masters themselves. Should any restriction be found necessary we would suggest that the candidates be examined only in the subjects of Arithmetic and Grammar with a paper on English. This would be sufficient to show if they were fit to enter on a high school course. Should pupils unduly strain for this examination theirs would be the loss. It would readily be discovered during the term. The classification in the high school would not be more uneven than at present.

By this change High School masters and inspectors would be relieved of a burden of unnecessary work, at a time of the year when they need rest more than money; and the country would gain considerable, not so much in the saving of the small amount of money paid for services to examiners, as from vigorous and healthy work done by these gentlemen after a well spent holiday season.

Let it be granted that this "entrance examination" is to be continued. We shall now proceed to inquire whether it should be a test of the work done in the fifth class, or as it is supposed to be at present, a test of the work of the fourth class.

If the recent examination papers for entrance to High Schools are really a test of the work that should be expected of pupils before entering the fifth class, then we do not wish, so far as these subjects are concerned, to see the standard of entrance to High Schools raised, at least for some time to come. We refer specially to the last History paper, as being outside the range of fifth class work. In fact this paper should come last on examination, as it is calculated to discourage pupils who have prepared only the prescribed course. I may not be a competent judge. Let us put it to a fair test.

We would like to ask how many teachers in the Province make it a test of fourth class work in their schools? In how many schools in cities and towns is it adopted as a test for entrance to fifth class? We venture to answer, in very few, if any. Further, we are of opinion that in the subjects covered by the examination papers it is already practically placed at the end of the fifth class by the committee who prepare the questions. We think this is right; but we see no good reason why the other subjects of the fifth class course should not be included.

By the time a pupil is prepared to pass the entrance examination as at present, he is well advanced in Algebra, Geometry, Book-keeping, etc., in a good Public School. He then enters the lowest form in the High School, and finds that he must work for six months or a year with pupils who are just beginning these latter subjects. There is evidently a loss of time here. For this reason, as also on the principle of economy, we say that the work of the High School and that of the Public School should not coincide, but should rather be continuous. There is no good reason why the work in the senior class in a Public School and the work in the junior class in a High School should be the same. Where such is the case, the same municipality or corporation has to pay twice for a certain amount of work, and frequently the work is not so efficiently done in the High School, because the salaries paid in the lower positions are not usually such as to guarantee the services of first-class experienced teachers. These positions are frequently filled by comparatively inexperienced teachers—often by young men fresh from the University without any training in the art of teaching, and lacking in that knowledge of commercial work so necessary for boys, the majority of whom are so soon to be engaged in the active duties of life.

When we hear of a graduate of a university accepting a position in a high school at \$500 per annum, we may be pretty well assured it is all his services in that position are worth.

Here we might advance another reason why it would be to the advantage of the great majority of pupils to remain at the public school in preference to going to the high school for six months or a year. As soon as a pupil enters upon his high school course his attention is divided among a number of new studies, most of which he does not pursue far enough to be of any practical benefit to him. Dr. Morgan, a celebrated English mathematician, would call this the first state, viz.: that in which the pupil learns simply the alphabet of the subject, and which is of no use to him except as preliminary to the second state, in which he can think and follow reasoning well. His third division—that of original discovery, is one upon which we cannot hope that our pupils may enter upon a system assumably based upon psychological foundations, but in reality defined by programmes, limit tables, and orders-in-council.

We think then in all cases where circumstances do not permit, or