

have also done much harm. They have ruined the reputation of many an excellent teacher, who honestly endeavoured to do his duty, not by cramming, but by instilling an education that will hold for time and eternity. This being comparatively slow and opposite of flashy, has not obtained the reward given to the charlatan, who has cultivated every trick, and put in practice every device to "produce monster gooseberries." This system was first introduced into England in 1854, through the exertions of Professor Mosely. It was introduced into Canada, in 1871, through the exertions of Professor Young. It was also introduced into Victoria, South Australia, but its condemnation by the person who was instrumental in its introduction may be seen in the *Educational Journal* of last month. Hear what the senior Professor of the Dublin Normal says of it:—"This is nothing less than a revolution in popular education, and it will seriously affect the interests of thousands of highly qualified teachers, who had calculated upon the continuance of a system from which they derived so many advantages, and by which, it may be said, they were produced. It will also seriously affect a large number of Training or Normal Schools, which are chiefly supported by grants made to them by the Committee of the Council of Education,

for producing a succession of highly qualified teachers, and in many instances, as experience has shewn, too highly qualified—that is in their own opinion—for the work they were expected to do. But students and scholars and a three years' curriculum in such institutions will no longer be required, or at least paid for by the Committee of Council." The same writer calls it elsewhere "the *coup d'état* on education."

But the system introduced into Canada, through the persuasion of Professor Young is even worse than it is in Ireland, England or Victoria. It is super-imposed on the High Schools of Ontario whereas the system is used only in connection with the Public Schools of the three latter countries and in relation only to reading, writing, arithmetic and spelling.

Thanking you, Mr. President, and the officers and members of the Norfolk Teachers' Association, for the opportunity you have given me of putting my views upon the educational affairs of this Province before this Institute, I close this paper, which has been prepared somewhat hurriedly, by urging all the teachers interested as I know they are in everything appertaining to educational matters, to give them that consideration and attention which their great importance demands.