

violating the etymology. By the operation of these rules proceed, exceed, and succeed would be conformed to accedo, recedo, concedo, intercedo, and secedo; ascendant and resistance would conform to ascendancy and subsistence; receive, deceive, conceive, perceive would lose the "i"; programme would be conformed to anagram, diagram, telegram, and monogram; island, rhyme, foreign, sovereign, ghost, aghast, whole, and while would become island, rime, foren, soverrn, gost, agast, holo, and hwile. Nouns ending in "o" would all form the plural by adding only "s"; all nouns ending in "f" or "fo" would form the plural either one way or the other; words ending in "our" would all drop the "u," etc. He also read lists of words from Milton, Spenser, and still older writers to show that old English spelling was much more phonetic than modern spelling, and quoted the explicit testimony of Mr. Skeat to the same effect, adding the explanation that in making their list of changes the Spelling Reform Associations aimed at restoring wherever it was practicable the old spelling. After an interesting discussion of the subject and a vote of thanks to the lecturer the convention adjourned.

THE PRESIDENT'S ADDRESS.

At eight o'clock the meeting was called to order and the annual address of the President, Mr. MacMurchy, was delivered. It dealt with education in Ontario and teachings therefrom. He said:—

The work to be done under any school law is threefold. *First*, to provide sufficient and suitable school accommodation; *second*, to enforce regular attendance of all children of school age at the schools thus provided; *third*, to adopt the necessary means to secure for the children thus assembled a complete and efficient education.

SCHOOL ACCOMMODATION.

On the first object, *viz.*, school accommodation, I do not intend to say anything, except to state that very satisfactory progress has been made, and to express the conviction, which I have had for some years past, that too much attention has been paid to the material development of the schools—and slight interest taken in the well-being of the living agent—to the detriment of the progress of the country, since it is true for all time, like master, like school.

SCHOOL STATISTICS.

The population of this Province of the Dominion of Canada is now over 2,000,000, and by the last annual report (1881) of the Minister of Education the whole number of school children is 489,924. From this number deduct one-seventh for those who are not likely to be found in the public elementary schools, and we have 419,935 as the numbers which would be taught in these schools. I may be allowed to express a doubt as to the accuracy of the returns in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of five and fourteen inclusive forms about a sixth of the population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual departmental reports on education, I find that for the year 1858 the daily average attendance was 35 per cent. of the number on the roll, for the year 1868 the daily average attendance was 40 per cent., for 1880 46 per cent., and for 1882 45 per cent. So that apparently the average increase in the average daily attendance has been $\frac{1}{2}$ per cent. Examining the last report issued by the educational authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was 34, whereas the daily average percentage of the number on the roll for the same year was 59 per cent.; in one city the daily average attendance of those on the roll is reported to have been 89 per cent. The school age in England and Wales is between 5 and 13; the percentage of the whole number of school children whose names were on the roll for 1881 was 70; the daily average attendance of those whose names appeared on the roll for the same year was 83.45 per cent., and is year by year becoming higher. For Scotland, where the school age is between 5 and 14, the percentage for 1881 of the whole number of school children expected to attend public elementary schools was 66, and for those whose names were on the roll the percentage of the daily average attendance for the same year was 79; also, as in England and Wales, this percentage is annually becoming greater. From these figures it is seen that

we are far behind England and Wales, Scotland, and even the States of the neighboring Union in the matter of school attendance. Though the machinery provided is complete in all its parts, the learners are not in the school-rooms. Much more attention is required from trustees, inspectors, teachers, and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions in the essential requisite of prosperous school-keeping.

QUALIFICATIONS OF TEACHERS.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers: as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. In all the public elementary schools there are 6,927 teachers engaged. By the last annual report of the Minister of Education they are classified as follows:—Number of teachers holding third-class certificates, 4,346; number holding second-class certificates, 2,059; and number holding first-class, 523; that is, the percentages of third, second, and first-classes, respectively, are 63, 29, and 8. You will observe no distinction is made between County Board certificates and those issued by the Minister upon the recommendation of the Central Committee of Examiners, nor is the number of those holding permits only excluded from the third-class. It is not satisfactory to observe that the number of those holding the lowest grade of certificate is continually increasing. Every legitimate facility and inducement should be afforded to teachers, to improve the grade of their certificates, and to continue without interruption in the profession. To secure those worthy ends, the providing of residences for teachers would be of special value, as enabling a most desirable class to remain in the service; and not only so, but the tendency of such wise and fitting provision would be the lessening of the too frequent change of masters, which is the best interests of the country we all regret so much. I found it impossible to obtain any reliable information as to the average length of service of teachers in Ontario; I suspect it is comparatively very short. Some statistics can be given as to the longest period of service. Examining the list of those who are receiving the allowance from the superannuation fund, I find the following figures bearing upon the ages and length of service in Ontario of the recipients. Five consecutive years were taken. The average ages were 65, 65, 64, 63, 63; average length of service in Ontario was respectively for the same years, 22. From this it is manifest either that these men began to teach somewhat late in life, or that they had taught for years somewhere else. The professional life should at the very least be 50 per cent. more. A man is only at his best as a teacher between the ages of 40 and 60 or 65.

THE AIM OF THE TEACHER.

The training of a child should aim at the development of his whole nature, moral and religious, as well as intellectual. The being is one and indivisible; we should not attempt to split it. Cleanliness of person, purity of manners, truth, honesty, kindness, respect for the rights of others, forbearance, carefulness, thrift, love and obedience to parents and teachers, are of great importance, and the earnest, conscientious teacher will never have them out of view. Every good school is more than a place for the acquirement of knowledge. It should serve as a discipline for the orderly performance of work all through life, it should set up a high standard of method and punctuality, should train to habits of organized and steadfast effort—should be, in miniature, an image of the mighty world. And education must ever keep in view the great principle that its highest object is the mental, moral, and religious elevation of the scholar, the evolution of all that is best and noblest in his powers and character. It must aim at the highest possibilities or its results will be failure. It must not be regarded as simply ministering to our selfish ends. Principal Dawson, of McGill College and University, says that no education worthy of the name can overlook the religious instinct of man, and the late Chief Superintendent of Education, Rev. Egerton Ryerson, said that "as Christian principles and morals are the foundation of all that is noble in man, as well as most prosperous in a country, it is gratifying to see the Public Schools avowedly impregnated with these to so great an extent, thus tending to build up a comprehensive system of Christian education." The case being so, how are we to realize this, the highest function of our life work? I know of no way, and the