

Whether I am right or wrong, no harm can arise from having the subject ventilated. In the first place, then, I dislike the proposed Collegiate Institutes because of the character of instability which must necessarily attach to them. The Act provides, as we have seen, that, if in any year the average of male pupils fall below sixty, or the number of masters be less than four, the additional grant shall cease for that year; and if the said average shall continue to be less than sixty, or the number of masters less than four, for two successive years, the institution shall forfeit the name and privileges of a Collegiate Institute. Thus, a school may this year be a Collegiate Institute, with the pecuniary advantages, such as they are, which that dignity brings along with it; but next year it may lose all special pecuniary advantage, and, the year following, the extinguisher may descend upon it, and out it goes—as a Collegiate Institute. I cannot persuade myself that it is desirable that the Institutions intended to be the great centres, where boys preparing for a University are to be fitted for matriculation, should be established under such conditions of uncertainty. In the second place, the Collegiate Institutes are to be developed out of the ordinary High Schools; and this, I believe, is considered by some persons whose judgment is entitled to great respect, a recommendation of the system; but I look upon it as an objection, because it entails the consequence that the Institutes may be established in any locality where a High School exists. I cannot help thinking it would be better to have these institutions fixed in the leading cities of the Province. In the third place, the funds provided by the 41st clause of the School Bill for the support of the Institutes are inadequate. I have already said that my conception of the Collegiate Institutes is, that they are to be somewhat of the type of the Upper Canada College, though on a less extensive scale. Now, it is simply idle to talk of setting up institutions of this character, unless you are prepared to give the masters salaries on which persons with the tastes of educated gentlemen can live. The salary of the Head Master of a Collegiate Institute should not be less than \$1,600 a year; if you have two other masters with \$1,200 each, and a fourth with \$800, this makes in all \$4,800. But what provision does the Act make for the support of Collegiate Institutes? A Collegiate Institute will have its share of the Government Grant, one half as much more from local sources, and a *bonus* of \$750. The Government Grant will probably not amount to much more than \$1,000. Some very intelligent High School Masters, who have spoken to me on the subject, are afraid that this estimate is too high; but, if we say \$1,000, this will make the annual income of a Collegiate Institute, independently of fees, only about \$2,250. It may be supposed that the fees will amount to a large sum. This is the case at present in some schools, as, for instance, in Galt and Kingston; but, throughout the Province, the current is strongly flowing in the direction of free education, in the High Schools as well as in the Public Schools. The effect of this tendency will be to lower the fees in all the High Schools, except a few which happen to be placed in peculiar circumstances; so that the income which may be looked for from this source will be, in most cases, precarious, and is likely to become more and more so every year. The 36th clause of the Act may, perhaps, be thought sufficient to meet the difficulty; for it gives High School Boards the power to levy, not only a sum equal to one-half the Government Grant, but such other sums as may be required for the maintenance of the High Schools; but the masters of Collegiate Institutes would not, I suspect, care very much to have their salaries from year to year dependent on the generosity of High School Boards. For these reasons, I should have been better pleased with the School Act, had the 41st clause been omitted. It is a cumbrous, and I fear it will prove a not very manageable, appendage to an otherwise complete and harmonious school system.

Would you give no special encouragement, then, it may be said, to superior classical education? Certainly, I would. In the first place, if the principle were adopted, which I have advocated in this address, of paying schools for results as well as for attendance, and if such payments were made, not by the division of a definite total sum among the schools, but by the allotment to each school of a fixed amount for each pupil, according to the educational rank taken by the school, such a scheme, the rate of payment to first-class schools being made (as I think it should be) greatly in excess of that paid to the lower schools, would provide for schools of the first-class, whether classical or non-classical, as liberal pecuniary encouragement, at least, as the 41st clause of the Act proposes to allow to the Collegiate Institutes. And, in the second place, I would be prepared, as I before intimated, to found, when the proper time should seem to have arrived, in the more important localities, such as Ottawa, Kingston, Hamilton, and London, schools somewhat of the character of Upper Canada College, only on a reduced scale. Of course, if those who hold the strings of the public purse will not give money to carry out such plans, nothing

more can be said; there is an end of the matter. But we are bound to proceed upon the assumption that the Legislature will not grudge a moderate expenditure—for after all, it would be moderate—demanded by the best interests of the country.—Our Legislators surely all understand that there are higher feats of statesmanship than saving money.

The address was listened to with marked attention, and Professor Young took his seat amid applause. A vote of thanks was passed to the lecturer.

THE PRESIDENT'S CHAIR.

The PRESIDENT then said that he had considered the matter to which he had alluded on the previous morning, viz.: Whether he should continue to occupy the chair during the convention, and had also taken the opinion of several members of the Association thereon; and the conclusion he had arrived at was that it would be well for him to retire. But if it were the desire of the Association that he should retain the Presidency he would be willing to do so on condition that one of the Vice-presidents be permitted to occupy the chair during the discussions. This proposition being concurred in by the Association, Mr. Watson, second Vice-president, was called to the chair, and the President left the hall.

SOME CAUSES OF FAILURE IN TEACHING.

Mr. H. I. STRANG, B.A., of Owen Sound, conceived the first of the causes of failure in teaching to be poor education in the teacher, but he thought that this evil would soon be remedied under the new law. Another cause of failure appeared to him to be that persons undertook to teach without having received professional training. He might be told that such persons should attend the Normal School, but he held that that institution was not adequate to train all the teachers the country required. A good deal might be done, however, by the teachers themselves, in reading educational works and papers and in attending the meetings of this Association. He thought that teachers failed, also, from lack of judgment. A great many teachers did not consider sufficiently the differences of intellectual ability in their pupils and laid down too many rules. But perhaps the most serious cause of the failure was the entering of teachers into the profession and continuing in it without any taste for their work. This fault was readily noticed by the pupils. If a teacher showed himself enthusiastic in his work, pupils would be the more likely to be earnest in their studies. Mr. McALLISTER, of Toronto, thought the chief cause of failure among teachers was lack of interest in their work. He would recommend teachers to make few rules, but to enforce those they did make. In reference to a remark by one of the gentlemen present, the speaker said that as a general rule, he thought that teachers should confess their ignorance when pupils asked them a question on some subject on which they might not be posted or have only a partial knowledge. Mr. SCARLETT, of Northumberland, thought that to pursue such a course might do very well in cities where trustees did not expect a teacher to know everything; but to acknowledge ignorance in some of the rural sections would, he thought, injure the reputation of the teacher seriously. He thought that it would be better for the teacher in case of a difficult question to allow it to remain in abeyance while he prepared himself to answer it. He agreed with Mr. Strang that two of the principal causes of failure were lack of interest and lack of judgment on the part of teachers. Mr. TILLEY, county of Durham, held that teachers trained in the Normal School were much superior to teachers who obtained their certificates from county boards. He had no doubt that when the standard of teachers is raised they will be better remunerated than at present. Then, too, the causes of failure would be fewer than they are now. Mr. S. Woods, M.A., of Kingston, thought that teachers were not nearly as well remunerated as they should be, and he held that they themselves were to blame for it. Some of them thought the life an easy one, and therefore accepted small salaries for their work. Were teachers but to stand upon the dignity of their profession they would be more respected and be better remunerated than at present; the standard of the teachers of the Province would be raised, and they would feel an increased interest in their work. He thought that teachers should always endeavour to be cheerful in their schools. Some members of the profession habitually looked as though their tomb-stones were continually standing before them, with their names, ages, and all the other particulars engraved on them. As a general thing the teacher had not sufficient enthusiasm in his work. He suggested that if a boy asked a teacher a question concerning some subject with which he the (teacher) was not well acquainted, he should, instead of displaying his ignorance, direct the inquirer to some work in which he could find the information he desired. There might, however, be isolated instances in which it would be no disgrace for a teacher to confess his ignorance. Mr. TAMBLYN, of Newcastle, held it to be