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THE PROVINCIAL ASSOCIATION
—OF—
Public and High School Trustees
OF ONTARIO.

MINUTES OF PROCEEDINGS

—AT THE—

SIXTH ANNUAL MEETING

HELD AT TORONTO,

8th and 9th NOVEMBER,

1892.

REGISTER OF ATTENDANCE, CONSTITUTION, Etc.,

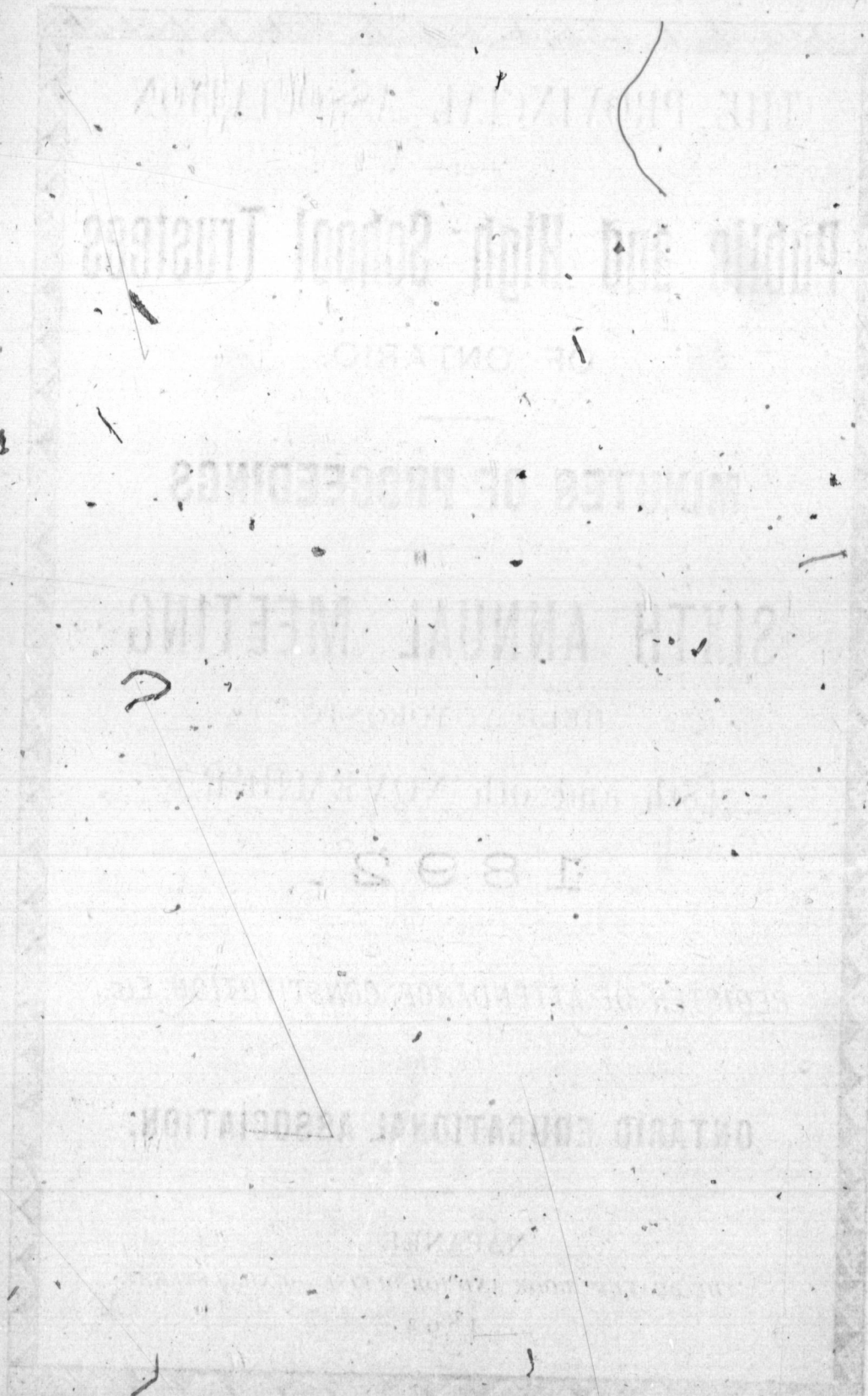
OF THE

ONTARIO EDUCATIONAL ASSOCIATION.

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ONTARIO EDUCATIONAL ASSOCIATION.

EX-PRESIDENTS.

1887-1888—MR. JOHN E. FAREWELL, LL.B., Q.C..... Whitby
1889—HIS HONOR JUDGE A. BELL..... Chatham
1890—REV. JOHN SOMERVILLE, M.A..... Owen Sound
1891—MR. JOHN I. MCCrackEN, B.A..... Ottawa
1892—REV. G. G. McROBBIE, Ph. B., Sc. D.. .. Shelburne

OFFICERS, FOR 1893.

President—MR. S. F. LAZIER, M.A., LL.B., Q.C.. .. Hamilton
First Vice-President—THOS. A. HASTINGS..... Toronto
Second Vice-President—ALEX. SHAW..... Kingston
Secretary-Treasurer—GEO. ANSON AYLESWORTH,
Newburgh, Addington County

EXECUTIVE COMMITTEE.

The above-named Officers and ex-Presidents, together with

Mr. John Ball Dow, B.A Whitby
Mr. Wm. Houston, M.A..... Toronto
Mr. Walter McGibbon..... St. Catharines
Mr. Geo. J. Fraser..... Woodstock
Mr. John Hoodless..... Hamilton
Mr. Jas. Anderson..... Windsor
Rev. Dr. Alex. Jackson..... Galt

The next meeting of the Association will be held in the Education Departmental Buildings, St. James Square, Toronto, beginning at 2 p.m., Tuesday, 4th April, 1893—the Executive Committee to meet at the same place, on the same day, at 11 a.m.

GEO. ANSON AYLESWORTH,
Newburgh,
Addington County, Ont., 25th Nov., 1892. Secretary.

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PROCEEDINGS

OF THE

PROVINCIAL ASSOCIATION

—OF—

Public and High School Trustees of Ontario.

1892.

The Sixth Annual Meeting of the above named Association was held on Tuesday and Wednesday, 8th and 9th November, 1892, in the York street Board-room of the Toronto Public School Trustees.

Representatives were sent from the Trustee Boards of the following places:

Boards of Education—Arnprior, Guelph, Hamilton, Napanee, Newburgh, Oshawa, Owen Sound, Paris, Pembroke, Trenton, Whitby, Windsor.

Public School Boards—Brantford, Galt, Grimsby, Kingston, Mitchell, Ottawa, Shelburne, St., Catherines, Toronto, Woodstock.

High School Boards—Arthur, Bowmanville, Grimsby, Mitchell, Oakville.

Collegiate Institute Boards—Brantford, Chatham, Collingwood, Galt, Toronto.

(For Delegates' names see Appendix A.)

FIRST SESSION.

2 P.M. TUESDAY, 8TH NOVEMBER, 1892.

The President, Rev. G. G. McRobbie, Ph.B., Sc.D., Shelburne, occupied the chair.

After the registration of delegates, the minutes of proceedings of the Annual Meeting of 1891, as printed in pamphlets, were considered as read, and upon motion were adopted.

The Secretary read the following report :

"The minutes of the proceedings of the Annual Meeting of 1891, having been printed in December, a copy was sent in time for the Annual School and Municipal Elections to every officer of this Association, and member of a committee, and to every Board represented at the Annual Meeting

"The committee appointed to inquire into Kindergarten Schools, met at Ottawa in April, 1892 : circulars were prepared and sent to the Public School Boards of the cities and larger towns of Ontario. The information elicited will be reported upon by the committee.

"The Executive Committee met in the Legislative Library old Parliament Buildings, Toronto, and early in July prepared a programme for this convention. The topics for discussion were allotted, as best they might be, considering the difficulty of arranging such a matter satisfactorily within a limited time, almost altogether by letter.

"In the last week of September and first of October, copies of the minutes of '1891,' along with the programmes for the present meeting, were distributed over the Province almost broadcast. How to attract representatives from the Public Schools of the Townships, seems to be a problem as yet unsolved by this Association.

"The bills and accounts of this Association are all paid, and there is now in the treasury a balance of \$40.09.

GEO. ANSON AYLESWORTH,
Sec.-Treas.

Toronto, 7th Nov., 1892.

The Executive Committee recommended :

I.—That this Association receive the delegation from the "Ontario Educational Association" at the hour of 3 p.m. to-day.

II.—That with the exception of Topic I, and sub-section (a) of Topic II, the programme for 1892 be carried out in the order in which it is printed.

III.—That the Election of Officers for 1893 be held at the hour of 11 a.m. to-morrow.

IV.—That this Association vote the sum of thirty dollars to the Secretary to defray his expenses incurred in attending Committee meetings during the year 1892.

V.—That Topic IV of this year's programme—"Agriculture in Public Schools"—be taken up at the hour of 10 a.m. to-morrow.

Moved by Mr. S. F. Lazier, M.A., LL.B., Q.C., (Hamilton), seconded by Mr. Linus Wolverson, M.A., (Grimsby), that the report of the Secretary, and the recommendations of the Executive Committee, be received and adopted. Carried.

On motion a delegation from the "Ontario Educational Association" was received, and the President of that Association, Mr. S. B. Sinclair, B.A., (Hamilton), and Messrs, J. L. Hughes and W. F. Chapman, Inspectors of Public Schools,

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Topic iii—"

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To the Associat
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Toronto, addressed the meeting, explaining the constitution of the "Ontario Educational Association," and inviting this Trustees' Association to affiliate therewith.

The President, Rev. Mr. McRobbie, Ph. B., Sc. D., etc., briefly replied to the delegation. After a number of pertinent questions had been asked by trustees, and answered by members of the delegation, it was moved by Mr. T. W. Kenny, J. P., (Arnprior), seconded by Rev. J. Somerville, M.A., (Owen Sound), that "the thanks of this Convention be accorded to the delegation from the 'Ontario Educational Association' for the addresses and information with which they have just favored us." Carried.

Moved by Mr. J. E. Farewell, LL.B., Q.C., (Whitby), and seconded by Mr. James Anderson, (Windsor), that "the question of affiliating with the 'Ontario Educational Association' be referred to a committee composed of His Honor Judge Bell, (Chatham); Mr. S. F. Lazier, M.A., LL.B., Q.C., (Hamilton); Col. F. Cubitt, (Bowmanville); Rev. J. Somerville, M.A., (Owen Sound); Mr. Wm. Houston, M.A., (Toronto); Mr. James H. Burritt, (Pembroke); Mr. John Hogg, (Collingwood); the Secretary, (Newburgh); and the mover, with instructions to report to-morrow morning."

In amendment, moved by Mr. John Hoodless, (Hamilton), seconded by Mr. T. W. Kenny, (Arnprior), "that the Committee report this evening at 8 o'clock, after the President's address."

In further amendment, moved by Mr. John Anderson, Registrar, (Arthur), seconded by Mr. G. W. Ostrom, (Trenton), "that the question of affiliation be discussed in Committee of the whole, to-night."

Both amendments, after a lively debate, were voted upon and declared lost, and the original motion prevailed.

On motion of Mr. S. F. Lazier, M.A., etc., seconded by Mr. J. E. Farewell, LL.B., etc., it was resolved "that in all discussions of this Association no member shall speak more than once on the same question, nor for more than ten minutes, except that the mover of a motion may speak a second time for five minutes, in reply at the close of the debate."

Topic iii—"County Model Schools.

Rev. J. Somerville, M.A., (Owen Sound), read the following paper:

To the Association of Public and High School Trustees of Ontario:

GENTLEMEN,—

Your committee, appointed at the last meeting of the Association, "to enquire into the working of the County Model Schools, and to

suggest such changes as shall be for the interests of the pupils in such schools, and at the same time not interfere with the efficiency of the instruction of the Teachers in Training," begs leave to submit the following report :

On the 16th September last the following questions were sent to members of the committee and to others interested in the subject :

- 1.—What plan is adopted in your County Model School in giving the teachers in training experience in teaching ?
- 2.—Should the Model School term be lengthened ?
- 3.—What is the cost, exclusive of County and Government grant, of your Model School ?
- 4.—What proportion of the teachers remain in the county and go to the country to teach ?
- 5.—Is the general school work hindered by the Model School students teaching their thirty lessons? If so, in what way and to what extent ?
- 6.—Would you approve of a smaller number of Model Schools? Say twenty-five for the whole Province?
- 7.—What improvements would you suggest in the management of the Model School ?

Replies were received to the questions showing that enquiry had been made, and care taken to make the information as accurate as possible.

This subject is a most important one, and touches very closely our work as Trustees. It lies at the very foundation of an efficient Public School system. The Model School for the training of third-class teachers was instituted in 1877. Before that time any one who had the literary qualifications was permitted to enter directly on the work of teaching without receiving any direct practical training for the work. A raw beginner was placed over a band of fifty young persons to experiment with them—to train their minds and their morals, to give them habits of thinking which would influence them to the end of their days. Pupils were put into his charge for six hours per day and five days in the week to make or mar them intellectually.

When the Model School to give practical training was introduced, it was a new thing and an experiment. There was nothing exactly of the same nature elsewhere. The pupil-teacher system in Britain was not like it, for only one or two pupil-teachers were put in charge of a master who gave them instructions in literary branches in return for the aid they gave him in teaching the classes under his care. It was supposed that time would develop the system and suggest improvements in the management, but it has remained practically where it was at its first introduction. It is of the utmost importance that before a teacher is engaged to take charge of the education of fifty scholars, the trustees who are responsible for them, should have some guarantee that he is qualified to teach.

Not merely that he has sufficient knowledge laid past in his own mind to pass a literary examination, but that he has skill in drawing out and developing the powers of mind and heart of the pupils to be entrusted to his care. Because unless he has that the year spent

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No one will question the advantage which the teaching profession, and the whole community have gained from the Model Schools. Inspectors speak of the improvements in methods of teaching, which has been the result of professional training. The necessity for such training becomes all the greater when we remember that so many teachers continue only a short time in the profession. Notwithstanding the training given in the Model School, it is a generally recognized fact that the first year of a teacher's work is largely spent in learning how to teach. Who can estimate the waste of time and money in giving the thousand teachers who pass through our Model Schools every year, that year's experience before they can really do efficient work?

Everything goes to show that the attention of the Department of Education should be given to perfect the system which has already done so much to raise the standard of teaching.

The present system of Model Schools may be considered under the following divisions:

I. The Number of Schools.

At present there are 59. The regulations call for one or more Public Schools in each county to be set apart to give a knowledge of the theory and the practice of teaching. In some counties two and even three are in operation. When a school is set apart as a training school for teachers, the staff must consist of a head master with a first class certificate, and at least three assistants holding second class. A substitute must be engaged to take the principal's regular school work while he is engaged with the Model School students. A separate room must be provided for use in teaching them. The term lasts from September 1st to December 10th. No county is reported as furnishing a separate building with full equipment for Model School purposes.

II. The Principals of Model Schools.

The report of the Minister shows that some of the Principals hold only second class certificates; others different grades of first class; others are University graduates. The headmasters of the Model Schools are frequently changed. In some cases the headmaster has no regular class under his charge in his school, but is simply the supervisor of his staff, and so can give up his time to the work of the Model School term; whereas in others a substitute has to be engaged. In some cases, also, the report shows that a Model School master is engaged for the Model School term. To say the least of it, this lack of uniformity shows that the question has not been vigorously laid hold of yet by the Department.

III. The Methods Employed in Conducting the Schools.

The regulations require that each teacher in training shall teach thirty lessons. The following is the general system followed throughout the Province:

During the first few weeks of the term the Principal gives his lectures on the theory and principles of teaching—discusses the school law and regulations of the Department of Education, and takes up the course of study in hygiene. Theories are illustrated with a class by

the Principal. Part of the day is given up to instruction in the subjects required all through the term. The students for a time are allocated to the various rooms in the school to be silent observers of the methods adopted by the various teachers. They are then assigned subjects which they teach the classes under the supervision of the Principal or one of the teachers, and the quality of the teaching is pronounced upon, marks being assigned for each lesson. At the close of the term an examination is held, the questions being set by the Department. The marks for practical work in the school-room are given on the report of the term's work by the Principal, taken in connection with the lessons assigned by the examiners and taught in their presence. Should a satisfactory examination be passed, a certificate is granted for the county for three years.

The theory is that a Model school should be of great benefit to teachers and pupils in the school with which it is connected for the following among other reasons:

1. The teachers of the school, when they teach before Model students, will give special preparation to their work.
2. The Model students will do their utmost when they teach.
3. The teachers who criticise defective work in students will be trained thereby to avoid defects in teaching.

The theory may be all right on paper, or in the air, but the enquiry of your committee shows that facts and theory are not in harmony. The complaint is quite general that the regular work of the school suffers from the presence of Model School students practising on the classes in the following ways:

1. Time is lost by a strange teacher coming in.
2. Attention is taken from the work in hand and given to the mere manner of the teacher.
3. The class becomes the critic of the Model school students.
4. Discipline is interfered with, and progress is hindered.

The net result is that the 25 Model School students gain experience and proficiency at the expense of the school where they serve their apprenticeship, but the community at large, or the whole county gets the benefit of the training they receive. So, many school boards are asking the question, Why should our school suffer so that Model School students may learn to give efficient service elsewhere?

The regulations of the Department seem to have a double object in view in the Model School scheme:

1. Imparting to teachers in training a knowledge of the correct theory of teaching with illustrations by experienced teachers.
2. Making them serve an apprenticeship of three months so that they may take schools of their own as skilled laborers.

It may be questioned whether either of these ends can be attained in the short time allotted to the work.

Theory may be learned partially, but an apprenticeship can not be served. There can be no doubt of the value even of the short time given to practical teaching, but every trustee who notes carefully a new, raw teacher's work will be convinced that the first six months of teaching is mainly spent in getting hold of the work and learning how

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to do it. In all the Model Schools where experience is gained the rooms are graded, whereas all our country schools, where most of the teachers begin their work, are ungraded schools. Of course something can be done in the Model School to give a little experience in managing an ungraded school, but from the necessity of the case this must be very little.

Of course some are born teachers, and in a short time will strike out a line for themselves and be successful and efficient from the beginning almost, but these are the exceptions.

IV. This leads us to the Cost of Maintaining the System.

At present the Government contributes \$9,000, or an average of \$150 per school. The county contributes a like sum, and the students pay a fee of \$5, when required by the Board to do so. Whatever else is required must be raised by the section in which the Model School is situated. In many cases the expense may be fully met by these grants and fees.

V. What are the Defects of the System?

1. The school work is hindered during the Model School term.
2. The students do not gain the varied experience in teaching, before being certified as having the qualification necessary to take charge efficiently of a Public School.
3. The changes in masters in the Model Schools is a serious hindrance to gaining the experience necessary in the proper training of teachers.

VI. Recommendations.

1. (a) That the number of Model Schools in the Province be reduced to 25; (b) And that a separate building or rooms be provided, to be equipped fully and used for Model School purposes; (c) That these be located, where the school population is sufficiently large to furnish classes which shall meet for half a day during the term in the Model School. This will give an ungraded school for the Model students to teach.
2. That the qualifications of the head master be raised to that of University graduate of five years' experience in teaching, at least three years of which must have been in a Public School; or First Class Certificate, Grade A.
3. That the Government grant at present used for Model School purposes be divided among these schools, and the balance required for the proper maintenance of the school be levied on the county or union of counties forming the district.
4. That there be two terms each year of four months each, commencing on September 1st and January 15th.

On motion the Rev. Mr. Somerville's report was received and taken into consideration.

The recommendations were discussed separately, and the First, Second and Third sections were adopted.

It was moved by Rev. W. T. Wilkins, B.A., (Trenton), seconded by Rev. Dr. Jackson, (Galt), to substitute for section Four, "Two terms of four months each shall be necessary to obtain a third class certificate, but the terms need not be taken consecutively."

This amendment was put to the vote and declared lost, and section Four as in the original report was adopted.

It was moved, "that the report with its recommendations be adopted as a whole."

In amendment Mr. John Ball Dow, B.A., (Whitby), moved, seconded by Mr. L. K. Murton, B.A., (Oshawa), "that all the words after 'that' be struck out, and the following be inserted: 'the further consideration of the question be postponed until the next meeting of this Association, and that in the meantime the matter be referred to the several School Boards in the Province for their consideration.'"

The amendment carried.

In the temporary absence of Mr. MacCracken (of Ottawa), the following report of the Kindergarten Committee was read by the Secretary:

To the Provincial Association of Public and High School Trustees of Ontario:

Your Committee appointed to enquire into the question of Kindergarten Schools, respectfully report as follows:

Finding it impossible to visit the schools throughout Ontario, your Committee issued a circular to the various School Boards for the purpose of obtaining information as to the methods employed in teaching, the cost of equipment, maintenance, etc., and from the replies received, they have compiled the report herein set forth.

Kindergarten Classes are now regularly established and taught in fourteen cities and towns in Ontario, namely:—Toronto, West Toronto, Hamilton, Ottawa, London, Brantford, Stratford, Strathroy, Dundas, Chatham, Brockville, Aylmer, Niagara Falls, and Tilsonburg, and the reports received from these places show that the results are most satisfactory.

The requisites for the Kindergarten Class are a table for each two children in the class, (such tables to be ruled in squares of one inch), one chair for each child, floor painted or inlaid with a large ring in two colors for use in the games, and a black board placed within fifteen inches of the floor and divided into small squares. The usual supplies consist of card board, colored papers, needles, etc., and the usual gifts consist of balls, cubes, building blocks, etc. These requisites cost from one hundred dollars to four hundred dollars, according to the quality and quantity of materials and the taste of the trustees. A certain proportion of this will last for several years, but constant additions, alterations and repairs are required, which are estimated to cost in the neighborhood of one hundred dollars per annum for each school.

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To cover this expenditure, fees are exacted in almost all the schools, and these range from ten cents to seventy-five cents, the average being about twenty-five cents per month per pupil. Classes usually consist of about forty children, who are taught by one paid teacher and one or more assistants. The salaries to teachers are generally between three hundred dollars and four hundred dollars, but in several instances higher salaries are paid, namely: - in Hamilton, Toronto and Ottawa. Assistants are not paid except in some cases in Toronto, Brantford, Hamilton, and (formerly in) St. Catharines, the rule being that their services are given in lieu of the instruction which they receive from the regular teacher. The exercises are, with one or two exceptions, performed with piano accompaniments. The hours are almost invariably from 9 a.m. to noon.

Your Committee believe that the Kindergarten system having now passed from the experimental stage should be accorded its proper place as one of the leading factors in the education of the young. The training therein is eminently qualified to fit the pupils for the work of the higher classes of the schools.

Your Committee would suggest that so far as practicable a senior Kindergarten Class should be taught in each school in order that the pupils might pass through a transition stage before they are placed in the primary classes in which no teaching on Kindergarten principles is given.

Your Committee are of the opinion that one of the great drawbacks to the Kindergarten system is the difficulty of obtaining teachers with all the necessary qualifications for such work, but they believe that the steps now taken by the different boards and by the direction of the Education Department, will have the effect of producing teachers who combine with the ordinary knowledge of English subjects the proper manner and kindness of disposition requisite for the treatment of young children. The reports received from the various School Boards indicate that the results of the Kindergarten training upon children advancing to the primary classes are most beneficial, and that children who have been trained in Kindergarten Schools advance much more rapidly than those who have not been thus trained.

Your Committee have attached hereto a copy of the circular referred to, together with a synopsis of the answers received, all of which is respectfully submitted.

Over one hundred copies of the following questions were distributed among the Public School Boards of all the cities and larger towns of Ontario:

1. Has your Board established a Kindergarten School?
2. If so, how long since?
3. How many such schools?
4. What attendance-fees are charged?
5. (a) No. of teachers employed? (b) Number of assistants?
6. (a) Salaries paid? (b) Are salaries paid to assistants?
7. Hours of attendance?
8. (a) What instruments of music are used? (b) Is each Kindergarten School supplied with a musical instrument?

9. Is any system of calisthenics other than Kindergarten games adopted?
10. Have you an intermediate class between the Kindergarten, and the Primary class in the Public School?
11. What was the original cost of equipment for each Kindergarten School-room?
12. What is the estimated yearly cost of maintaining the equipment for each room?
13. (a) What are the results of Kindergarten training upon children advancing to the Primary class in the Public School?
 (b) Any other information or suggestions.

"Forty-four replies were received, of which twenty-nine answer "No." to question 1. Two of the twenty-nine say they are seeking information on the subject, with a view to the establishment of such schools. Cornwall and Whitby say, that "in the Primary classes, Kindergarten songs and exercises are employed, with good results."

The following is a synopsis of the answers to the first twelve questions, received from fifteen Boards:

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Aylmer.....	1½	1	10	1	5	9-1½	Piano	Yes	No	\$3 per pupil	10 cents per month per pupil pays it.
Brantford.....	4	2	10	2	7	9-11.50	Piano	Yes	No	\$365 00	\$65 00
Brockville.....	2	1	25-75	1	2	9-12 2-4	Organ	Yes	No	750 00	120 00
Chatham.....	1	1	12	1	4	9-12	Piano	Yes	No	165 00	.....
Dundas.....	7	1	.....	1	.....	10.30	Voice	No	Yes	150 00	15 00
Hamilton.....	7	16	10	16	45	1.30 2.45		No	No	150 00	50 00
London.....	7	5	10-20	5	18	(3 hours)	Piano	Yes	No	200 00	.....
Niagara Falls.....	3	1	10	1	4	9-12	Piano	Yes	No	200 00	100 00
Ottawa.....	1½	3	25	3	4	9-12	Piano	Yes	Yes	240 00	200 00
St. Catharines.....	14	1	16½	1	2	1.30 4.00	Piano	No	No	400 00	450 00
Strathroy.....	2	1	.....	1	2	9-12	Piano	Yes	No	300 00	500 00
Stratford.....	1	1	20	1	2	9-12	Piano	Yes	No	300 00	.....
Tilsonburg.....	5	1	.....	1	2	(3 hours)	Piano	No	No	800 00	100 00
West Toronto.....	1½	2	20	2	4	10-2.45	Organ	No	No	300 00
Toronto.....	27	29	119	9-12	Piano	Yes	No	100 00	72 00
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NOTES:—*Brantford* pays assistants \$160, after they have obtained *Assistant's Certificates*.

Q. 13.—“Good on the whole: Their preceptive powers are better trained. Their general intelligence is greater. They are more cheerful. Perhaps their order is at first a little deficient, judging it from a Public School standard; but their general desire to please and to improve—combined with the frank way in which they act—make amends. Any inclination to over-freedom soon disappears.”

Hamilton, (which has 17 schools) pays the Supervisor \$1,000; Directors, \$350 each; Assistants holding certificates, \$50 each per annum.

Q. 13.—“Half as much more work can be done by Kindergarten pupils in one year than is done without Kindergarten training. Discipline, easier.”

“The proper directing of the child from 3 to 6 years of age, by psychologically applied work in the form of play, is a most potent factor in Education, as it comes in touch with the greatest mass of humanity at the most impressionable age. The strength and solidity of the superstructure depends upon its base.”

St. Catherines had a Kindergarten school for fourteen years. “It was closed in December, 1891, because being in the Central School, it was not accessible to pupils living in the distant parts of the city—the extension of the system (at least three more schools would have been needed) would have involved too much expense.”

“The general results with the pupils were beneficial.”

Stratford, (Q. 13.)—“Thinks it will have no particular effect more than a little dissatisfaction at being removed from play to work.”—“Trusts educationists will not extend the system so as to embrace a nursery and a new kind of sucking-bottle.”

Tilsonburg suggests “That Third-Class Teachers who have been successful, and who spend one year at least in attendance at a Kindergarten Training School, should be granted a third class permanent and Kindergarten certificate for life, to enable graded schools to supply the transition class with teachers having a knowledge of Kindergarten work.”

Toronto, Q. 13. (a)—“There has been no more marked development in Education during the past ten years, than the rapidity with which the Kindergarten has won the confidence of the leading educators of America.”—“The desirability of making the Kindergarten the foundation of a thorough educational system, is no longer a debatable question.”

Q. 13. (b) “Laying eucaustic tiles of the desired colors in the floors, is better than painting lines for marching and other Kindergarten exercises.”

On motion the foregoing report of the Kindergarten Committee was received, and laid on the table for further consideration.

The Convention adjourned at 5.30 p.m., to meet again at 7.30.

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Topic VII

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SECOND SESSION.

TUESDAY, 8TH NOV., 1892.

At 7.30 p.m. the Convention re-assembled, Rev. Mr. McRobbie, Ph.B., Sc.D., presiding.

Mr. John I. MacCracken, B.A., (Ottawa), re-opened the discussion of the report of the committee on Kindergarten Schools.

Mrs. J. A. Harrison, of Toronto Public School Board, Mr. Shaw, (Kingston), and Mr. J. Hoodless, (Hamilton), and others took part in the discussion which followed, and which resulted in the passing of the two following resolutions :

Moved by Mr. MacCracken, seconded by Mr. Wm. Houston, M.A., (Toronto), "that in the opinion of this Association it is advisable wherever practicable, to have Kindergarten classes established in our schools, and to establish a senior or transition class in each school. Carried.

Moved by Rev. Mr. Somerville, M.A., seconded by Mr. T. W. Kenny, (Arnprior), that the report of the Kindergarten Committee be referred to the Secretary, to be condensed and printed in the Minutes. Carried.

Rev. Dr. Alex. Jackson, (Galt Public School), gave Notice of Motion,

"That this Association memorialize the Minister of Education either to have the semi-annual entrance examination re-introduced, or that a supplemental examination be available for such candidates as may have failed in one or two subjects, or have only come short of the necessary average of marks, but have obtained (blank) number of marks."

Topic V—"Legislative Grant to High Schools."

This subject was introduced by Mr. S. F. Lazier, (Hamilton), and the discussion was continued by Mr. T. H. Race, (Mitchell), and after the topic had been thoroughly debated by the Convention in general, the following resolution was adopted:

Moved by Mr. S. F. Lazier, seconded by Mr. Farewell, (Whitby),

"That in the opinion of this Association, the amount of the Legislative grant to individual High Schools and Collegiate Institutes should not be diminished from year to year (as is the effect of the present system), but ought rather to be increased."

Topic VII—"Physical Education in our High Schools."

Mr. John E. Farewell, (Whitby), read the following paper :

PHYSICAL EDUCATION IS NOT RECEIVING TOO MUCH ATTENTION IN OUR HIGH SCHOOLS.

Many advocates of physical training in our schools point to the practice of gymnastics by the Ancients as a reason for giving the matter attention. The Ancients divided gymnastics into three classes, *Gymnastica Militaria*, *Gymnastica Medica*, and *Gymnastica Athletica*.

As to the latter those who have studied the subject are by no means agreed as to their benefits. The celebrated Physician Galen described Athletic Gymnastics of the Ancients as *Gymnastica Vitiosa*, on account of their injurious effects on the health and morals of those who practised them. A writer in "The Revue Scientifique" while approving of physical training and advocating judgement and precision in teaching it, says:—"To take deliberate means to restore athletic brutality would be a remedy worse than the disease."

The adoption of physical training in public schools seems in modern times to have been first practised by the Germans after the country had been over-run by the French armies in the Revolutionary times.

Two purposes were sought to be accomplished by this:—1st, to prepare the boys for enduring the hardships incident to army life in which every able-bodied German must be engaged for some years. And secondly to cultivate a spirit of unity and patriotism by bringing together in the accomplishment of this object the boys of all classes of society.

Fortunately for the people of our favored country we have neither the necessity for compulsory military service nor those class distinctions of European nations which tend to divide rather than unite their people.

Physical training in schools has amongst English-speaking people made but slow though sure progress. While it is no argument against its utility that it is comparatively an innovation, it is worthy of note that an examination of Mr. Staunton's work on "The great schools of England" shows that while all out-door sports and games are encouraged in all the great schools where there is room for practising them, it is only in city schools such as the "Blue Coat" and "Charter House" schools that masters to teach drill and gymnastics were employed. More attention has doubtless been given the matter since the work was published in 1865. Much attention is now given to physical education in the schools of every country where a large standing army is maintained.

The great difficulty which the Education Department has to encounter in requiring a general system of physical education in our Collegiate Institutes and High Schools is that the circumstances of the pupils are so different as to the location of the schools which they attend and as to their leisure and need for such education.

To the city boy who is required to do no work and who takes the street cars to ride to and from his school, and who has no convenient grounds for indulging in out-door games, physical education is almost a matter of necessity. By this means a large number can be taught simultaneously in a small space, exercises which are most beneficial for the development and strengthening of their mental and physical powers.

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On the other hand in High Schools in small towns and villages many of the pupils walk comparatively long distances either to the schools or to the railway trains which they use in going to the schools.

Drive out of any small town in which there is a High School, in the morning during the school term, and whatever road you take you will meet boys and young men who are walking in to school from a radius of two or three miles.

Many of these boys have to do a considerable amount of work about home before they leave for school. In the small towns there are but few boys who have not to be similarly engaged to a greater or less extent both before and after school. Then there is the opportunity for out-door sports and games which is pretty sure to be taken advantage of by all the pupils whether in the town or from the country.

The amount of physical training as a part of school work which would be beneficial and necessary to the city boy, would to the large number of boys attending schools in small towns be unnecessary if not injurious.

There is also the element of danger from accident and over-exertion which is more likely to occur in schools in which no well-trained and judicious instructor is employed to give his special attention to this work. In cities and large towns the services of such instructors can be had and the danger is very slight. In small towns and villages experience enables you to know that a special instructor cannot be had. It would seem that in cities and large towns with competent instructors there is certainly not too much attention given the subject.

The regulations require that one and one half hour in each week shall be given to this subject in forms one and two, and not less than one hour a week in the other forms.

If this were all the time devoted to the subject perhaps little complaint could be made as to any school, but the regulations require that "additional provision shall be made for practice by the pupils under efficient supervision." Just how much that practice amounts to depends largely on the amount of enthusiasm the master who has charge of this department brings to it.

When he is enthusiastic and organizes public exhibitions, a very large amount of time, perhaps altogether too much will be taken up in this way.

When he is not interested in the subject the amount of "competent supervision" over these gymnastic practices will be very limited and the danger from accident and over-exercise will be proportionately increased.

There will also be the probability that the exercises may partake too largely of the class which are better fitted for the training of the acrobat or circus man than the ordinary citizen.

There is no doubt that a moderate amount of reasonably well divided physical training is of great importance in securing at least three important ends:—

1. The giving of an erect graceful figure and easy carriage.
2. Benefit to the health.
3. And aid in securing effective discipline in school.

I think if it is proposed to give much attention to this department there should be no hard and fast rule applicable to every pupil, but that in schools in small towns and villages it should be optional with pupils who by reason of their circumstances or residence are compelled to take a reasonable amount of exercise.

My remarks have had reference to the physical training of boys. From a careful examination of the subject I think in view of the great and undoubted benefits derived by girls from calisthenics it may be safely said that too much attention is not given to the physical education of girls in our High Schools.

The liberality of the Government in providing for the payment annually of a sum sufficient nearly to meet the interest on the money necessary for the erection of a gymnasium, has done much to remove the objections which might otherwise have been made by the overburdened School Boards.

At the conclusion of this paper it was moved by Rev. Dr. Dickson, (Galt Collegiate Institute), seconded by Mr. G. W. Ostrom, (Trenton), "That the paper read by Mr. Farewell be received, adopted, and printed with the minutes, and that the thanks of this Association be tendered to Mr. Farewell." -Cd.

Topic VIII—"Fifth Form work in Public Schools."

In the absence of Mr. W. D. McPherson, Chairman of the Public School Board, Toronto, and of Mr. J. Frith-Jeffers, M.A., etc., (London), the consideration of this subject was deferred, and the Convention adjourned until 9 a.m. Wednesday, 9th Nov.

THIRD SESSION.

9 A. M. WEDNESDAY, 9th Nov., 1892.

The President resumed the chair.

Topic IX "Should not the Boards have power to admit to Special High School Classes occasional students who may never have passed the Entrance Examination?"

The debate on this question was led by Mr. A. Shaw, of Kingston, and after having been participated in by the Rev. Mr. Somerville, Rev. Dr. Jackson, Mr. John Ball Dow, Mr. Thos. A. Hastings, His Honor Judge Bell, Mr. Geo. J. Fraser, the discussion was closed by Mr. D. H. Preston, Q.C., (Nap-
anee).

It was moved by Mr. A. Shaw, seconded by Mr. Thomas A. Hastings, (Toronto), "that the Boards should have the power to admit to special High School classes occasional students who may never have passed the Entrance Examination."

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It was moved in amendment by Rev. Mr. Somerville, seconded by Mr. Houston, that the following words be added to the motion: "Provided that candidates who have passed the Entrance Examination have precedence in the matter of admission, and that the attendance of occasional pupils be not reckoned as part of the regular High School attendance."

The amendment having been accepted the original motion thus amplified, was carried.

Topic VI.

Mr. C. C. James, B.A., Deputy Minister of Agriculture for Ontario, favored the Association with a lecture on the subject of "Agriculture in the Public Schools."

"The hon. gentleman said that judicious instruction in Agriculture in our Public Schools might tend to correct what the Germans aptly call "world-thirst" - the eagerness displayed by the younger population to quit the farms and congest itself in cities.

"Not too much ought to be attempted; but the instruction in Reading, in Composition, and in Drawing, might easily be given an Agricultural trend and application. Problems in Arithmetic might with advantage be so constructed as to lead the pupils' thoughts less along commercial lines and more along those of the farm, the market, and the dairy.

"No attempt should be made to introduce the sciences as such, but much could be done by tracing in familiar talks the life-history, for instance, of a bean-plant; of wheat; of a pig; a sheep; a cow. Then a very large amount of instruction, both useful and interesting, might readily be imparted upon such subjects as the soil; sprouting seeds; weeds; birds; roads, etc.

"At the conclusion of a most instructive lecture, the hon. gentleman said that nearly everything in this matter depended upon the feeling, the sentiment, the mental attitude of the teacher, and that effective teaching of Agriculture in all our Public Schools could be brought about only very gradually."

Moved by Mr. S. F. Lazier, seconded by Rev. Dr. Jackson, that "this Association tenders to Mr. C. C. James, B.A. Deputy Minister of Agriculture for Ontario, a hearty vote of thanks for his very able address on the subject of 'Agriculture in the Public Schools', and for the very valuable information on this subject which his address contained; and that this Association requests the Department of Agriculture to publish this address in full, and send a copy thereof to every school trustee and teacher in the Province of Ontario." Carried.

Moved by Mr. Wm. Houston, M.A., seconded by Rev. Wm. Thos. Wilkins, B.A., (Trenton), "that a committee be appointed on the nomination of the President to consider and report to the next meeting of this Association as to the best

means of imparting agricultural instruction through the medium of our Public Schools." Carried.

The President nominated and the Association sanctioned, the following committee: Mr. Geo. J. Fraser, (Woodstock); Mr. G. W. Ostrom, (Trenton); His Honor Judge Bell, (Chatham); Rev. Dr. Alex. Jackson, (Galt); Mr. T. H. Race, (Mitchell); Mr. S. F. Lazier, (Hamilton); and Mr. Wm. Houston, (Toronto). Mr. Houston to be convener.

ELECTION OF OFFICERS.

In accordance with the established custom of the Association, a Nominating Committee, having been appointed by resolution, retired to select, and returning submitted to the Association names of Officers for 1893.

On motion of Mr. T. H. Race, (Mitchell), seconded by Rev. Mr. Wilkins, (Trenton), it was resolved that the Report of the Nominating Committee be received and adopted.

OFFICERS FOR 1893 :

- President*—MR. S F. LAZIER, M.A., LL.B., Q.C. . . . Hamilton
- First Vice-President*—THOS. A. HASTINGS Toronto
- Second Vice-President*—ALEX. SHAW Kingston
- Secretary-Treasurer*—GEO. ANSON AYLESWORTH,
Newburgh, Addington County

EXECUTIVE COMMITTEE.

The above-named Officers and ex-Presidents, together with

- Mr. John Ball Dow, B.A. Whitby
 - Mr. Wm. Houston, M.A. Toronto
 - Mr. Walter McGibbon St. Catharines
 - Mr. Geo. J. Fraser Woodstock
 - Mr. John Hoodless Hamilton
 - Mr. Jas. Anderson Windsor
 - Rev. Dr. Alex. Jackson Galt
- And *Ex-Presidents* Farewell, Bell, Somerville, MacCracken and McRobbie.

Mr. J. E. Farewell, LL.B., etc., presented the following report:

To the President and Members of the Provincial Association of Public and High School Trustees of Ontario:

"Your committee, to whom was referred the question of the affiliation of this Association, with the "Ontario Educational Association," beg to report:—

I.—That they have examined the Constitution and By-Laws of the "Ontario Educational Association," and found that there are but one or two of its articles to which members of this Association could object; for example, Article iv, Section 2, fixes the third day of the meeting of the Ontario Educational Association for the election of officers. Your committee are of opinion that if affiliation takes place the meeting of the Trustees' Section should commence on the second day of the Association's meeting—or that it should be made a condition of the union, that the constitution of the "Ontario Educational Association" should be so amended as to provide for holding the election of officers on the second day of the meeting.

II.—Your committee find that by affiliation there would be a great saving financially.

1st.—By a reduction in the railway fares of delegates.

2d.—In the amount of membership fees.

3d.—In the payment of the travelling expenses of those members of the Executive Committee who are members of the Board of Directors, in attending the meetings to prepare programmes for the Conventions.

4th.—By the funds of the general Association paying for the printing of the Minutes of the Sections.

"Your Committee believe that the expense of sending delegates to our Association has prevented many School Boards in towns and villages distant from Toronto, as well as nearly all the rural School Sections in the Province from being represented at our meetings; and that by affiliation, with a reduction of expense in railway fares and membership fees, a largely increased representation may be expected."

III.—Your Committee are of opinion that by effecting such a union, trustees would have opportunities of becoming acquainted with teachers, which would be useful in the matter of considering teachers' applications for situations.

IV.—"Your Committee believe that the benefits to be derived from this Association's affiliation with the "Ontario Educational Association," are such that said affiliation is desirable."

(Signed)

A. BELL,

Committee-Room, Nov. 9th, 1892.

Chairman.

On motion of His Honor Judge A. Bell, (Chatham), seconded by Geo. Anson Aylesworth, (Newburgh), the Report of the Committee on Affiliation was received for immediate consideration.

Moved by Mr. Farewell, seconded by Mr. Jas. H. Burritt, (Pembroke), "that the report just received of the committee recommending affiliation with the 'Ontario Educational Association be now adopted."

The motion was carried, after having been debated by His Honor Judge Bell, Mr. Geo. J. Fraser, (Woodstock), Mr. Geo. Rutherford, (Shelburn), Geo. Anson Aylsworth, Mr. E. Sweet, LL.B., (Brantford), Mr. W. Clark, (Guelph), and others.

Moved by Rev. Dr. Jackson, (Galt), seconded by Rev. Wm. Thos. Wilkins, B.A., (Trenton), "that the affiliation just resolved upon, be referred to the Executive Committee for arrangement of details, and consummation." Carried.

Rev. Dr. McRobbie, by request, vacated the chair, after having called thereto His Honor Judge Bell.

It was moved by Mr. Walter McGibbon, (St. Catharines), seconded by Mr. Geo. J. Fraser, (Woodstock), "that the best thanks of this Association be and are hereby tendered to the Rev. G. G. McRobbie, Ph.B., Sc. D., etc., for the able manner in which he has filled the chair." Carried.

The convention adjourned at 12.20 p.m., to re-assemble at 2 o'clock.

FOURTH SESSION.

2.15 P.M., WEDNESDAY, 9th Nov., 1892.

The Convention resumed.

Mr. Jas. H. Burritt, (Pembroke), read the following paper :
THE WORKING OF THE PUBLIC SCHOOL LAW OF 1891

I. TEXT BOOKS.

Mr President,—The section to which I shall first refer is not part of the School Act, but so intimately connected therewith as to justify a reference thereto. It opens a wide field; it is felt by every parent in the Province. I refer to the text book question. Section 4, Sub-section 2 of Chapter 54, 54th Victoria, (1891), enacts that "The Education Department shall have power to make regulations for the authorization of text books for the use of pupils," and Section 174 of the Public Schools Act forbids the use of any book in the schools except such as are authorized as aforesaid. The public feel that the changes are altogether too frequent and the choice in some cases unfortunate. The Minister of Education is not necessarily an educationist, and although he might consult outside parties, no body knows who is consulted, and the greatest care should be taken before a change is made or a work authorized, and I would suggest this Association to recommend that no authorization or withdrawal be made without the consent of a Committee of Educationists to be named by the Legislature

II. MINISTER OF EDUCATION NOT A COURT OF LAW.

54th Vic. (1891), Section 8 of Chapter 54. By this section power is given the Minister of Education to decide upon all disputes laid before him, the settlement of which is not otherwise provided by law. So long as the head of educational institutions is one of a political ministry, to avoid the mere suggestion of a possible bias, the settlement of disputes should be withdrawn from him. There should be no complaint or dispute the settlement of which should not be amply provided for by law; the Minister should not be the vehicle, but the statute should itself contain the remedy.

III. UNION BOARDS.

Section 8, Subsection 5, Public School Act. "It shall not be lawful for the Trustees of any Public School to unite hereafter with the Trustees of any High School to form a Board of Education.

From this section it is fair to presume the Legislature believe Union Boards to be an evil. If so, then they should go further, and provide that after a certain named day they shall be dissolved. Not having done so, they do not consider the union detrimental to the interest of the schools and in that case the section quoted should be repealed and power given to unite and dissolve just as the parties concerned see fit. The granting existing boards power to dissolve does not meet the case, for it is rarely resorted to, and should it be exercised and they found they had made a mistake financially or otherwise, they could not re-unite because of this section.

IV. TRIAL OF CONTROVERTED ELECTION OF TRUSTEE.

Section 32, Trial of the Controverted Election of a Trustee, &c., by the Inspector. With this Section read Section 105, which provides for the same matter in Villages and Towns being investigated before the County Judge. What I wish to point out is that if the Inspector is competent in the one case, he is competent also in the other. The sections are parallel, the complaints the same, the intricacies equal, and as the matter to be investigated is technical and legal, the arbitrator should be a legal man. (2) The County Inspectors are not legal men, and are not (by virtue of their qualification for their office) competent to try a controverted election case. Again, whilst under Section 105, the County Judge has full power to order before him, assessment rolls, voters' lists, witnesses, &c., the Inspector has no such power. It may be said he can invoke Section 178, but I submit that a controverted election is not a "matter of inquiry which the Minister is by law authorized to institute, make or direct," to enable the Minister of Education to issue a praecipe for a subpoena from the High Court. In my opinion the Minister has no power, by law, to interfere in any way in the election of a Trustee, nor in any proceeding touching said election, and if so, a praecipe issued under Section 178 would be illegal, and if so, the Inspector would be absolutely powerless to get before him any material for the investigation of the matter in question. I would suggest that the Association recommend a change, by which the County Judge would be the party to try all these matters.

V. BOARDS' POWER TO BORROW MONEY.

Section 40, Sub-section 9. By this section Trustees have power

to borrow money for teachers' salaries only. The machinery provided otherwise for their getting money, you will find in Sections 110 and 116. This method is cumbersome, and when money is wanted quickly, as it often is, a great deal of time is wasted and the method is costly. Boards are usually as intelligent as Councils and know their wants better. The Legislature by the Separate School Act grants full power to Roman Catholic School Boards to borrow on mortgage. If it is right and useful in one case so it is in the other; then why the discrimination?

VI. ARBITRATORS.

Section 65. By this section no authority is given to any body to call a meeting. So far as the act is concerned there is no priority and it has actually happened, two separate meetings have been called and each claimed as the proper one. The Inspector should be made the Chairman of all such meetings. The wording of this section is also unhappy. What is meant by "the majority differing as to the suitability of the site selected by the Trustees?"

Suppose again there should be no question as to the suitability of the site, but the price asked was exorbitant, in my opinion this section could not be invoked. Again power should be given the Inspector as Chairman to compel the parties to arbitrations to deposit with the Secretary of the Board sufficient to cover the expenses of the arbitration, rather than that the arbitrators should be compelled to sue if parties refused to pay the costs. It is true Section 72 does provide that the parties shall pay the expenses, yet if they do not pay them a suit is the only remedy. I have known one Inspector to lose his fees rather than sue.

This section 72 should be made plain. Does it mean that the arbitrators have power over the costs or that they shall follow the event? Either contention is tenable. If the meaning is that the costs follow the event (and it has so been decided) then it is in conflict with Section 161, which says the arbitrators shall determine the liability of the parties as to costs, &c. If not really in conflict then Section 72 is surplusage and might well be repealed.

VII. UNION SCHOOL SECTIONS (RURAL).

Section 92. Every Union School Section shall, for the election of trustees, be deemed one School Section, and in respect to inspection shall be considered as belonging to that municipality in which the school house is &c. See how this works where the union section is formed of parts of two townships. It will be conceded that the government grants to two adjoining townships are never equal and in many cases very unequal. Take a case in existence, in the county in which I live: A Union School is formed of lands in Bagot and McNab Townships. Territorially they are about the same, but Bagot is sparsely and McNab densely settled. The government grant is based upon the population but distributed according to school attendance. Now, say 20 pupils from each township attend this Union School. Bagot's grant is say \$180, school attendance 120. Each pupil then draws a per capita rate of \$1.50. McNab's grant is, say \$400, school attendance 421. (These are about the proportions in each case.) The per capita rate of each pupil would be about 95 cents. In this Union School then, the 20 Bagot pupils drew \$30 as against \$19 to the McNab pupils. This is

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not all. When you come to raise the equivalent to the government grant, the difference in assessed value being so great the rate to be raised on the Bagot Section of this school is about 7 mills on the dollar to 3 mills on the dollar on the McNab portion. These are two inequalities which should not be. I am told that during Mr. Crook's regime they did not exist as he made such a section, one for all school purposes. Then the Clerk of the Township within which the school house was, notified the Clerk of the other that a certain amount was required of them for school purposes, and this amount when collected was handed over. I would suggest that the Association should recommend an amendment of this section so as to make it one section for all school purposes.

VIII. UNION SCHOOL SECTIONS (VILLAGE.)

Section 93. Now we come to another difficulty where a Union Section is formed in a municipality, by the incorporation of a village in a school section. This section provides that the village and the balance remaining shall be a Union Section. Let us see how this works. The village gets its share of the government grant. The equivalent, however, is raised upon all of the sections in the township except the village, which, although contributing nothing, is granted a portion of this tax, whilst the remaining portion of the section has to bear its share of the equivalent for the whole township as well as of the general expenses of the village school. The consequent result is that the rural portion of this section pays really two levies to the one paid by the village. This is manifestly unjust. The remedy, in my opinion, would be to have the balance of the section, that is the rural portion, made part of the village for all school purposes and have it withdrawn from the township for such purposes. This, I believe, is as it was during Mr. Crook's regime.

IX. BY-LAWS CHANGING SCHOOL BOUNDARIES.

Section 96. This section provides that any by-law shall be good unless motion to quash be made within one month, &c., notwithstanding any defect in the time of passing, &c., of such by-law. Now Sec. 81, Sub-Sec. 3, says that no by-law altering school boundaries shall be passed later than the first day of May, nor take effect before the twenty-fifth day of December thereafter and by Sec. 82 an appeal to the County Council may be made within 20 days. There is good reason for the provisions of Sections 81 and 82, but the reason for one section saying that a by-law shall not be passed after the first of May and another that it is good no matter when passed, is far to seek. In my opinion they are not harmonious and should be made to harmonize.

X. AGREEMENTS WITH TEACHERS (BROKEN BEFORE SEALED.)

Section 132. All agreements shall be in writing, signed by the parties and sealed with the Corporate seal of the Trustees. By parity of reasoning any such document, without the seal and proper signatures would not be an agreement. I think this is too stringent. Take a case of very frequent occurrence. A Board advertises. A teacher applies and the Board wires or writes back acceptance. This constitutes a valid contract in the commercial world, perhaps involving thousands of dollars. The teacher fails to put in appearance, which gives the Board considerable trouble and puts them to extra expense.

Is there any remedy? I fail to find one in the School Act. Section 133 does not meet the case. It only provides for a case where a teacher has entered into an agreement and breaks it. In the case I have put to you he has entered into no agreement under the Act in question because he has not signed anything nor is the seal of the Board put to anything in which he is concerned. Even if Section 133 could be invoked it only gives the Board the questionable satisfaction of recommending him to the Inspector for suspension of his certificate, and he may not be suspended. Why should this agreement or the requisites of what constitutes an agreement be any more severe in a public school matter than in a high school matter? See Sec 40 of the High School Act. There the agreement is left to be interpreted by the courts, as it should be in this case.

XI. NON-RESIDENT PUPILS' FEES.

Section 172. The Board shall admit and the parent shall pay the fee mutually agreed upon, provided the fee does not exceed the average cost of instruction of each pupil. This making the amount of the fee conditional upon mutual agreement before a fee can be asked is to my mind placing the trustees too low down. Power should be given to them to fix a fee not exceeding the amount as provided. Then there would be no bartering or bantering with the parents. My view is that under this section the Board should not be asked to make a special agreement with the parent of each pupil referred to. The old provision of the Statute in this respect I believe covered the ground.

XII. QUALIFICATION OF COUNTY EXAMINERS.

Section 145. Under this section the only persons qualified for a County Board of Examiners are the Inspectors and two other persons holding first class certificates. By this legislation, in some counties, it is impossible to form a County Board without going out of the county for a qualified man. This is not an entrance examination, but one for the granting of third class certificates to teachers. High School teachers are now, necessarily University graduates. Their technical qualifications are higher than those of the others, and in most cases they are better teachers and better qualified to be the judges of papers set for third class certificates. There are many High School teachers in every county easy of access, and why they are all shut out, disqualified, and inferior men, as to qualification, preferred in their stead, is one of the things hard to be explained. The law should certainly be amended so as to put University men, at least on a par with their inferiors. Section 38, Sub-Sec. 3 of the High School Act is under the same indictment.

XIII. THE FIFTH FORM IN PUBLIC SCHOOLS.

Regulations, Sec. 8, Sub-Sec. 3 (page 105.) Trustees are recommended not to open a Fifth Form in the Public School of any city, town or village in which a High School is in operation. Suppose a Board, relying upon the wisdom of this recommendation, does not open a Fifth Form, what is the result? See Sec. 9, Sub-Sec. 5, page 111. The subjects there prescribed for the Senior Leaving examination are those prescribed for and taught in the Fifth Form, so that Public School pupils in cities towns and villages having High Schools, (whose Boards embrace the recommendation of the Legislature), who may be desirous of passing such examinations, are rendered unable to do so because the

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subjects prescribed are beyond their reach. To all these, then, the Senior Leaving examination is a dead letter. When it is conceded that the Public Schools are our national institutions, at which the great majority are the children of poor parents, who have to commence the battle of life early and never enter the High School; when it is felt, as it is by many, that the High School is really being turned into a cramming institution to fill our Universities, and in which the curriculum is so framed that anything like a reasonable completion of the studies therein cannot be effected sooner than three years and the compulsory subjects, containing books which the the poor child who cannot go on, has no practical use for, it strikes me as it does very many with whom I have spoken on the subject, that the efficiency of the school which, above all, should give the means of completing a good sound English education to all the citizens of our Dominion, is deliberately shorn of its usefulness to that end for the benefit of the few children of the rich who can afford the time and money to go on to the higher career by endeavoring to force pupils into the High Schools by cutting off or discountenancing the very form which goes towards the completion of that education, which every citizen has a right to demand in our national schools. I am no enemy of higher education, but believing, as I do, that High Schools ought not to be state aided, and that he who wishes to give his child an education beyond the one which ought to be given in the Public Schools, should put his hand in his pocket and pay for it, thereby relieving the poor taxpayer (who has no child in the High School learning classics) from paying taxes of those who have, and who in the very large majority of cases can pay for such education, I deplore the present state of the law. I believe the Fifth Form should be compulsory in all Public Schools and the Junior Form in the High School start where such Fifth Form leaves off, and that the Legislature should give a special grant for such Fifth Form to be apportioned as provided by Section 107, Sub-Sec. 8.

XIV. NIGHT SCHOOLS.

The Rev. Dr. Jackson has just asked me if I have considered the question of night schools for the children of those parents who cannot send them to school during the day, and others whose occupations will not admit of their attending the day schools. This I may say is out of the scope of the matter assigned to me by the Committee, and I have not given it attention. *There are many cases in almost every town where the enforcing of the Truancy Act would be wrong done.* The Industrial Schools Act R. S. O. Cap. 234 does not meet such cases, but it appears to me the latter act might be used with a slight amendment, if the matter were laid before the Minister of Education, I am sure he would give it the consideration it deserves.

Moved by Mr. Aylesworth, seconded by Rev. Dr. Jackson, "that the able paper presented by Mr. Burrill be received with the thanks of this Association; and that Mr. Burrill be requested to prepare his paper for publication in our Minutes." Carried.

The Auditors brought in the following report, which upon motion was adopted :

To the President and Members of the Provincial Association of Public and High School Trustees :

Your Auditors, having examined the books, vouchers, etc., of the Secretary-Treasurer of this Association, report that they have found the same correct in every particular, showing a balance in hand of \$40.09, (forty dollars and nine cents.)

(Signed)

A. SHAW,
T. H. RACE, } Auditors.

Toronto, 9th Nov., 1892.

On motion, the Secretary-Treasurer was authorized to pay the customary complimentary fee to the caretaker of the place of meeting ;

And to convey to the Public School Board of Toronto, the thanks of this Association for their repeated kindness in providing a place for the annual meetings of this Association.

The Deputy Minister of Education, Mr. John Millar, B.A., was called upon by the President, and informally addressed the Association.

He said that in the absence of the Minister of Education, it had fallen to him to have the pleasure of visiting the Trustees' Convention, and to renew former assurances that the Department of Education highly appreciated the invaluable aid afforded by this Association. The Minister himself, and indeed all upon whom devolved the conduct of the educational affairs of the Province, were close observers of the work of the Trustees in Convention. He instanced the handling of the County Model School question yesterday ; remarking that the discussion was particularly interesting and instructive. He concluded by expressing the hope that the School Boards of Ontario would continue to send representatives to this Association, thereby directly and materially promoting at once their own interests and those of our educational system generally."

It was moved by Rev. Dr. Jackson, seconded by G. W. Ostrom, that this Association return to the Deputy Minister of Education its thanks for his kind words of appreciation and encouragement. Carried.

At 4 p.m. it was moved by Mr. Walter McGibbon, seconded by the Secretary, that this Convention adjourn, to meet at the call of the President.

The motion carried, ending the sixth in number, but in interest and importance of the subjects discussed and the things done, well nigh the first of the Annual Meetings of the Provincial Association of Public and High School Trustees of Ontario.

GEO. ANSON AYLESWORTH,
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APPENDIX A

Register of Delegates to the Sixth Annual Meeting of the Provincial Association of Public and High School Trustees of Ontario, held at Toronto, 8th and 9th November, 1892.

VISITOR—The Hon. George W. Ross, LL.B., etc., Minister of Education, Ontario.

Allen, John.....	Paris.....	B. of E
Anderson, James.....	Windsor.....	B. of E
Anderson, Hugh H.....	Grimsby.....	P. S
Anderson, John, <i>Registrar</i>	Arthur.....	H. S
Aylesworth, Geo. Anson, <i>J.P.</i>	Newburgh.....	B. of E
Baird, R. S.....	Toronto.....	P. S
Barclay, John.....	Oakville.....	H. S
Bartlett, Alex., <i>P.M.</i>	Windsor.....	B. of E
Bell, Judge, A.....	Chatham.....	Col. I
Brown, C. A. B.....	Toronto.....	P. S
Burritt, Jas. H., <i>Barrister</i>	Pembroke.....	B. of E
Clark, W. B.....	Guelph.....	B. of E
Cubitt, Col., F.....	Bowmanville.....	H. S
Dickson, Rev. J. A. R., <i>B.D., Ph.D.</i>	Galt.....	C. I
Douglass, J.....	Toronto.....	P. S
Dow, John Ball, <i>B.A., Barrister</i>	Whitby.....	B. of E
Farewell, J. E., <i>LL.B., Q.C.</i>	Whitby.....	B. of E
Fraser, Geo. J.....	Woodstock.....	P. S
Gullen, Mrs. Augusta Stowe, <i>M.D.</i>	Toronto.....	P. S
Hagerman, A. E.....	Toronto.....	P. S
Hambly, W. J.....	Toronto.....	P. S
Harrison, Mrs. J. A.....	Toronto.....	P. S
Hastings, Thos. A.....	Toronto.....	C. I
Hogg, John.....	Collingwood.....	C. I
Hoodless, John.....	Hamilton.....	B. of E
Houston, Wm. <i>M.A.</i>	Toronto.....	C. I
Jackson, Rev. Dr. Alex.....	Galt.....	P. S
Kenny, T. W., <i>J.P.</i>	Arnprior.....	B. of E
Kent, H. A. E., <i>Barrister</i>	Toronto.....	P. S
Kerr, J.....	Toronto.....	P. S
Lazier, S. F., <i>M.A., LL.B., Q.C.</i>	Hamilton.....	B. of E
Lee, Walter S.....	Toronto.....	P. S
MacCracken, J. I., <i>B.A., Barrister</i>	Ottawa.....	P. S
Madden, E. J., <i>J.P.</i>	Newburgh.....	B. of E
Mason, J. J.....	Hamilton.....	B. of E
McGibbon, Walter.....	St. Catharines.....	P. S
McMillan, Hugh, <i>Barrister</i>	Guelph.....	B. of E
McPherson, W. D., <i>Barrister</i>	Toronto.....	P. S

McRobbie, Rev G. G., <i>Ph. B., Sc., D.</i>	Shelburne.....	P. S
Murton, L. K., <i>Barrister</i>	Oshawa.....	B. of E
Ogden, W. W., <i>M.D.</i>	Toronto.....	P. S
Ostrom, G. W., <i>Barrister</i>	Trenton.....	B. of E
Preston, D. H., <i>Q.C.</i>	Napanee.....	B. of E
Race, T. H.....	Mitchell.....	P. S
Rae, Francis, <i>M.D.</i>	Oshawa.....	B. of E
Rutherford, Geo.....	Shelburne.....	P. S
Shaw, A.....	Kingston.....	P. S
Somerville, Rev. J., <i>M.A.</i>	Owen Sound.....	B. of E
Sweet, E., <i>LL.B.</i>	Brantford.....	P. S
Tizard, G. L., <i>Q.C.</i>	Oakville.....	H. S
Turner, Alex.....	Hamilton.....	B. of E
Whitelaw, Chas.....	Paris.....	B. of E
Wilkins, Rev. Wm. Thos., <i>B.A.</i>	Trenton.....	B. of E
Woodyatt, Thos., <i>Barrister</i>	Brantford.....	C. I
Woolverton, Linus, <i>M.A.</i>	Grimsby.....	H. S

Board of Education representatives.....	22
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APPENDIX B.

List of places that have ever been represented at any of the meetings of the Provincial Association of Public and High School Trustees of Ontario :

[At the top of the columns "p" stands for the Preliminary Meeting held 1st June, 1887; "87," "88," etc., for the Annual Meetings held in November, 1887, 1888, etc. The figures opposite the names of places show the number of delegates sent].

Names of Places.	P	1887	1888	1889	1890	1891	1892	Names of Places.	P	1887	1888	1889	1890	1891	1892
Arnprior.....		1	1		1	1	1	Oakville.....	1	2	2		2	2	2
Arthur.....								Orillia.....	1						
Beamsville.....				2	1	1		Orillia shawa.....	1	1	1	1	3	2	
Belleville.....	1	2	2	1	1			Ottawa.....	1	1	2	2	3	3	1
Bowmanville.....				1		1	1	Owen Sound.....	1	1	1	1	1	1	1
Brampton.....			1	1				Paris.....	1	1	2				2
Brantford.....		1					2	Parkhill.....	1	1					
Caledonia.....	1	1	1	1	1			Pembroke.....							
Cannington.....		1						Picton.....	1	1	1			1	1
Chatham.....		1	1	1	1		1	Pt. Colborne.....			1				
Clifford.....				1				Port Dover.....					2	2	
Collingwood.....	1	1	1	1	2	1	1	Port Hope.....	1						
Cornwall.....			1	1				Port Perry.....	1						
Drayton.....			1	1	1	1		Port Rowan.....							
Dundas.....		2	2					Reston.....			1				
Elora.....		1	1	1				Richm'd Hill.....			2				
Essex Centre.....				1				Ridgetown.....	1	1	1	1	1		
Fenel'n Falls.....			2	1				St. Catharin's.....	1	1	1	1	1	1	
Fergus.....	1	2						St. Mary's.....	1	1					
Galt.....	1	1	1	1	1	1	2	Seaforth.....	1				1		
Glencoe.....					1	1		Shelburne.....				1	1	2	
Goderich.....			1					Smith's Falls.....				1	1		
Grimsby.....	1	2	1	1	1	1	2	Smithville.....		1					
Guelph.....	1	2		1	2	2	2	Stamford.....	1		1	2			
Hamilton.....	2	1		2	3	3	4	Stratford.....	1	2	1		1	1	
Harriston.....	2	2	2	2				Strathroy.....	1						
Ingersoll.....			2	1	2			Streetsville.....		1	1				
Kincardine.....	2	1	1	1	1			Thorold.....	3	1	1	1			
Kingston.....		1			1	1	1	Toronto.....	3	2	2	12	11	14	14
Lucan.....								Trenton.....		2	2	2		2	2
Listowel.....	1	1	1					Tuckersmith.....	1	1	2	1	1		
London.....	2	3	3	3	2			Uxbridge.....	1	2	2	1	1		
Markham.....	2		1					Vankle'k H'l.....		1					
Milbrook.....			2					Wallaceburg.....			1	1			
Milton.....			1					Walkerton.....					1	1	
Mitchell.....	1		1	1	1	1		Waterdown.....			2	1			
Mt. Forest.....			2		1			Weston.....	1	1	1				
Napanee.....				2	1	1		Whitby.....	5	2	2	2	3	1	2
Newburgh.....			1	1	1	1		Warton.....					1		
Newmarket.....	1	1	1	1	1	1		Windsor.....		2			2	2	2
Niag'ra Falls.....			1	1	1			Woodbridge.....		2	1				
Norwood.....	2	2	2	1	1			Woodstock.....		2			2	1	

APPENDIX C

CONSTITUTION, BY-LAWS, RULES, ETC.,

—OF THE—

Ontario Educational Association.

PREAMBLE—The objects of this Association are to elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in Ontario.

ARTICLE 1—Name.—This Association shall be styled "The Ontario Educational Association."

ARTICLE 2—Departments :—

Section 1—It shall consist of at least six departments: 1 University and College Department; 2, High School Department; 3, Public School Department; 4, Training School Department; 5, Inspectors' Department; 6, Kindergarten Department.

Section 2—Other Departments and Sections may be organized in the manner prescribed in this Constitution.

ARTICLE 3—Membership—Section 1.—Any person connected in any way with the work of Education shall be eligible for membership. Such person may become a member of this Association by paying a fee of 50 cents and signing this Constitution, and may continue a member by the payment of the same fee annually. Neglect to pay such fee shall cause the membership to cease.

Section 2—Each Department and Section may prescribe its own conditions for membership, provided that no person be admitted to such membership who is not a member of the General Association.

Section 3—Any person eligible for membership may become a life member by paying at any one time the sum of ten dollars.

ARTICLE 4—Officers—Section 1—The officers of this Association shall consist of a President, Vice-Presidents, a Secretary, a Treasurer, and a Board of Directors. The Board of Directors shall consist of the officers of the Association, the presiding officers of the several departments, (who are Vice-Presidents of the Association), the Secretaries of the several departments, and one Director elected by each department.

Section 2—On the third day of each annual convention, a President, a Secretary and a Treasurer shall be nominated in open meeting and elected by ballot, a majority of the votes cast being necessary for a choice. The officers thus elected shall continue in office until the close of the annual convention subsequent to their election.

Section 3—Each department and section shall be administered by a Chairman, Secretary, and such other officers as it shall deem necessary for the management of its affairs; but no person shall be elected to any office of any department or section, or of the Association, who is not at the time of the election a member of the Association.

Section 4, Duties of President—The President shall preside at all meetings of the Association, and of the Board of Directors, and shall perform such other duties as by custom devolve upon a presiding officer; and shall be *ex-officio* member of all committees. In his absence one of the Vice-Presidents shall preside; and in the absence of all the Vice-Presidents, a *pro-tempore* chairman shall be appointed on nomination, the Secretary putting the question.

Section 5, Duty of Secretary—The Secretary shall keep a full and just record of the proceedings of the Association and of the Board of Directors; shall give notice of the meetings of the Association and of the Board of Directors; shall conduct such correspondence as the Directors may assign; prepare a daily order of business for the use of the chairman; and shall have his records present at all meetings of the Association and of the Board of Directors.

Section 6, Duties of Treasurer—The Treasurer shall receive and hold in safe keeping all moneys paid to the Association; shall invest, deposit or expend the same as the Board of Directors shall order; and shall keep an exact account of his receipts and expenditure, with vouchers for the latter, which account he shall render to the Board of Directors prior to each regular meeting of the Association; he shall also present an abstract thereof to the Association, and shall give such security for the faithful discharge of his duties as may be required by the Board of Directors.

Section 7—The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the Association; shall make the necessary arrangements for its meetings, and shall do all in their power to render it a useful and honorable Institution. The Board of Directors shall hold their regular meetings two hours before the time of the assembling of the Association; as occasion may require during the meetings of the Association, and immediately after the adjournment of the same. Five of the Board of Directors shall form a quorum for business. The President shall have power to call a meeting of the Board whenever the interests of the Association may seem to demand it. Upon the written application of fifteen members of the Association, for permission to establish a new department, the Board of Directors may grant such permission. The formation of such department shall in effect be a sufficient amendment to this Constitution for the insertion of its name in Article ii, and the Secretary shall make the necessary alterations.

Section 8—Two *Auditors* shall be elected at each annual meeting, for the purpose of auditing the accounts of the Association. These auditors shall hold no other office in this Association during their term of office.

Article V—Meetings—Section 1—A meeting of this Association shall be held annually during the Easter vacation, at which meeting

twenty members shall form a quorum. The place and the precise time of meeting shall be determined by the Association, at its annual meeting. Special meetings shall be held at such times and places as the President shall determine, on the recommendation of twenty members.

Section 2—The General Meetings of the Association shall be held only in the evenings; and no meetings of departments or of sections shall be held at these times. Any department or section of the Association may hold a special meeting at such time and place as by its own regulations it shall appoint.

Article VI—Amendments—This Constitution may be altered or amended at any regular meeting of the Association, by the unanimous vote of the members present; or by a two-thirds vote, providing the alterations or amendments have been substantially proposed at a previous regular meeting.

BY-LAWS.

1—At each regular meeting of this Association there shall be appointed a Committee on Resolutions.

2—The bills for any expense, sanctioned by the Board of Directors, upon being certified by the President and Secretary, shall be paid by the Treasurer.

3—Each member of this Association shall be entitled to a copy of the Annual Report.

4—All questions proposed for debate shall be in accordance with the declared objects of the Association, and shall be delivered in writing to the Secretary, for the approval of the Board of Directors.

5—Theological questions of a sectarian nature shall not be introduced or discussed at any meeting.

6—Each speaker in a discussion shall be allowed ten minutes; the mover shall be allowed five minutes at the close for a reply; and twenty-five minutes for the reading of a paper.

RULES OF ORDER.

1—On a point of order being raised while a member is speaking, the member speaking shall at once take his seat. The point of order shall then be stated by the member objecting, and the chairman shall without further debate, decide thereupon, stating the rule applicable to the case without argument or comment.

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2—No motion shall be put from the chair unless submitted in writing, except a motion to adjourn, to lay on the table, or of the previous question.

3—Without the permission of the Chairman, no member shall speak when there is not a motion before the Association.

4—No member shall speak to a motion until it has been delivered to the Chairman in writing, with the names of the mover and seconder thereon. The mover shall then have the first, and the seconder the second right of speaking to such motion.

5—No amendment to a motion can be received after an amendment to an amendment, nor any motion unless for the previous question, to lay on the table, or to adjourn simply.

6—A motion to adjourn simply shall take precedence of all motions and amendments; a motion to lay on the table, of all except to adjourn; a motion for the previous question, of all except to adjourn or to lay on the table.

7—The yeas and nays upon any question shall be recorded on the minutes, when called for by five members.

8—When a member intends to speak or submit a motion, he shall rise in his place, and respectfully addressing the chair, confine himself to the question and avoid personalities; and any member once reprimanded for the indulgence of improper language and persevering in it, shall be liable to public censure or expulsion, as the Association may determine.

9—Should more than one member rise to speak at the same time the Chairman shall at once, and without appeal, determine who is entitled to the floor.

10—Members shall speak but once on any question, including amendments, without the consent of the Association.

11—The previous question shall be put in this form—"Shall the question be put now?" If this be carried, no further motions, amendments or debate shall be permitted, but the question put without delay.

12—The following questions shall not be debateable—1st, to adjourn simply; 2d, to lay on the table; 3rd, the previous question.

13—No amendment to the minutes shall be allowed after their adoption, and no resolution to expunge any part of them shall have any other effect than the erasure of the record; nor shall any motion to expunge be in order until after a motion for their adoption.

14—A motion to adjourn simply shall always be in order, except, 1st, when a member is in possession of the floor; 2nd, when members are voting; 3rd, when an adjournment was the last preceding motion; 4th, when it has been decided that the previous question shall be put.

15—A rule may be suspended at any meeting of the Association, by a two-thirds vote.

16—These Rules of Order shall also, as far as possible, apply in committee of the whole.

ORDER OF BUSINESS.

The following shall be the Order of Business at the Annual Meetings :

- 1st—Meeting opened with reading of Scripture and prayer.
- 2nd—Roll of Officers called.
- 3rd—Reading the Minutes.
- 4th—Reading Communications.
- 5th—Reports of Committees.
- 6th—Discussion of topics announced in the annual circular.
- 7th—New Business.
- 8th—Election of Officers.
- 9th—Closing business—Time and Place of next meeting.
- 10th—Adjournment.

The Association may at any time, by a majority of votes, alter the Order of business.

Adopted 21st April, 1892.

ROBT. W. DOAN,

Secretary "*Ontario Educational Association*," 216 Carleton St., Toronto