

# MINUTES

OF THE

TWENTY-EIGHTH ANNUAL CONVENTION

OF THE

# ONTARIO TEACHERS' ASSOCIATION

HELD IN THE

PUBLIC HALL OF THE EDUCATION DEPARTMENT,

TORONTO,

AUGUST 14th, 15th and 16th, 1888.



TORONTO:

C. BLACKETT ROBINSON, PRINTER, 5 JORDAN STREET.

1888.

# UNIVERSITY OF TORONTO.

## MEDICAL FACULTY,

### WINTER SESSION, 1888-9.

- WM. T. AIKINS, M.D., LL.D., 282 Jarvis Street, Professor of Practical Surgery.  
H. H. WRIGHT, M.D., L.C.P. AND S., U.C., cor. Sherbourne and Gerrard Streets. Professor of Principles and Practice of Medicine.  
J. H. RICHARDSON, M.D., M.R.C.S., ENGLAND. 46 St. Joseph Street. Professor of Anatomy (General and Surgical).  
UZIEL OGDEN, M.D., 18 Carlton Street. Professor of Gynecology.  
JAMES THORBURN, M.D., EDIN. AND TORONTO UNIVERSITIES, cor. Wellington and York Streets. Professor of Pharmacology and Therapeutics.  
W. W. OGDEN, M.D., 170 Spadina Avenue. Professor of Medical Jurisprudence.  
M. H. AIKENS, B.A., M.D., M.R.C.S., ENGLAND, Burnhamthorpe. Professor of Primary Anatomy.  
W. OLDWRIGHT, M.A., M.D., cor. Carlton Street and Homewood Avenue. Professor of Sanitary Science, and Curator of Museum.  
L. McFARLANE, M.D., 26 Gerrard Street East. Professor of Clinical Surgery.  
J. E. GRAHAM, M.D., L.R.C.P., LOND., 66 Gerrard Street East. Professor of Clinical Medicine and Medical Pathology. Lecturer on Dermatology.  
R. A. REEVE, B.A., M.D., 22 Shuter Street. Professor of Ophthalmology and Otolaryngology.  
A. H. WRIGHT, B.A., M.D., M.R.C.S., ENGLAND, 30 Gerrard Street East. Professor of Obstetrics.  
R. RAMSAY WRIGHT, M.A., Spadina Avenue. Professor of General Biology and Physiology.  
W. H. PIKE, M.A., Ph. D., John Street. Professor of Chemistry.  
W. H. ELLIS, M.A., M.B., St. Alban's Street. Professor of Applied Chemistry.  
JAMES LOUDON, M.A., Professor of Physics.  
I. H. CAMERON, M.B., cor. Gerrard and Sherbourne Streets. Professor of Principles of Surgery, and Surgical Pathology.

### LECTURERS, DEMONSTRATORS AND INSTRUCTORS:

- A. B. McCALLUM, B.A., Lecturer on Physiology and Demonstrator of Histology.  
JOHN FERGUSON, M.A., M.D., L.F.P.S., GLASGOW, 321 Spadina Avenue. Demonstrator of Anatomy.  
THOS. McKENZIE, B.A., M.B. Demonstrator of Practical Biology.  
G. H. BURNHAM, M.D., M.R.C.S., ENG. John St. Clinical Lecturer on Ophthalmology and Otolaryngology.  
GEO. R. McDONAGH, M.D., L.R.C.P. LONDON, 68 Gerrard Street East. Instructor in Laryngology and Rhinology.  
J. J. MACKENZIE, B.A. Demonstrator in Comparative Anatomy.  
W. J. LOUDON, B.A. Demonstrator of Practical Physics.  
O. R. AVISON, M.D., cor. Gifford and Carlton Sts. Demonstrator of Materia Medica and Pharmacy.  
JOHN CAVEN, B.A., M.D., L.R.C.P., LONDON. 238 Victoria Street. Demonstrator of Pathological Histology.  
H. WILBERFORCE AIKINS, B.A., M.B., M.R.C.S., ENG., Church St. Assistant Demonstrator of Anatomy.  
GEO. PETERS, M.B., Yonge Street. Assistant Demonstrator of Anatomy.  
ALEX. McPHERDAN, M.B., Assistant Lecturer on Clinical Medicine.

Biology, Physiology, Normal Histology, and Chemistry will be taught in the mornings at the University class-rooms and laboratories. Anatomy, Practice of Medicine, Surgery, Obstetrics, Gynecology, Materia Medica and Therapeutics, Medical Jurisprudence, Sanitary Science, Pathology, Ophthalmology and Otolaryngology and Rhinology will be taught in the building formerly occupied by the Toronto School of Medicine, on the corner of Gerrard and Sackville Streets.

ADAM H. WRIGHT, B.A., M.B.,

WM. T. AIKINS, M.D., LL.D.,

Secretary.

Dean.

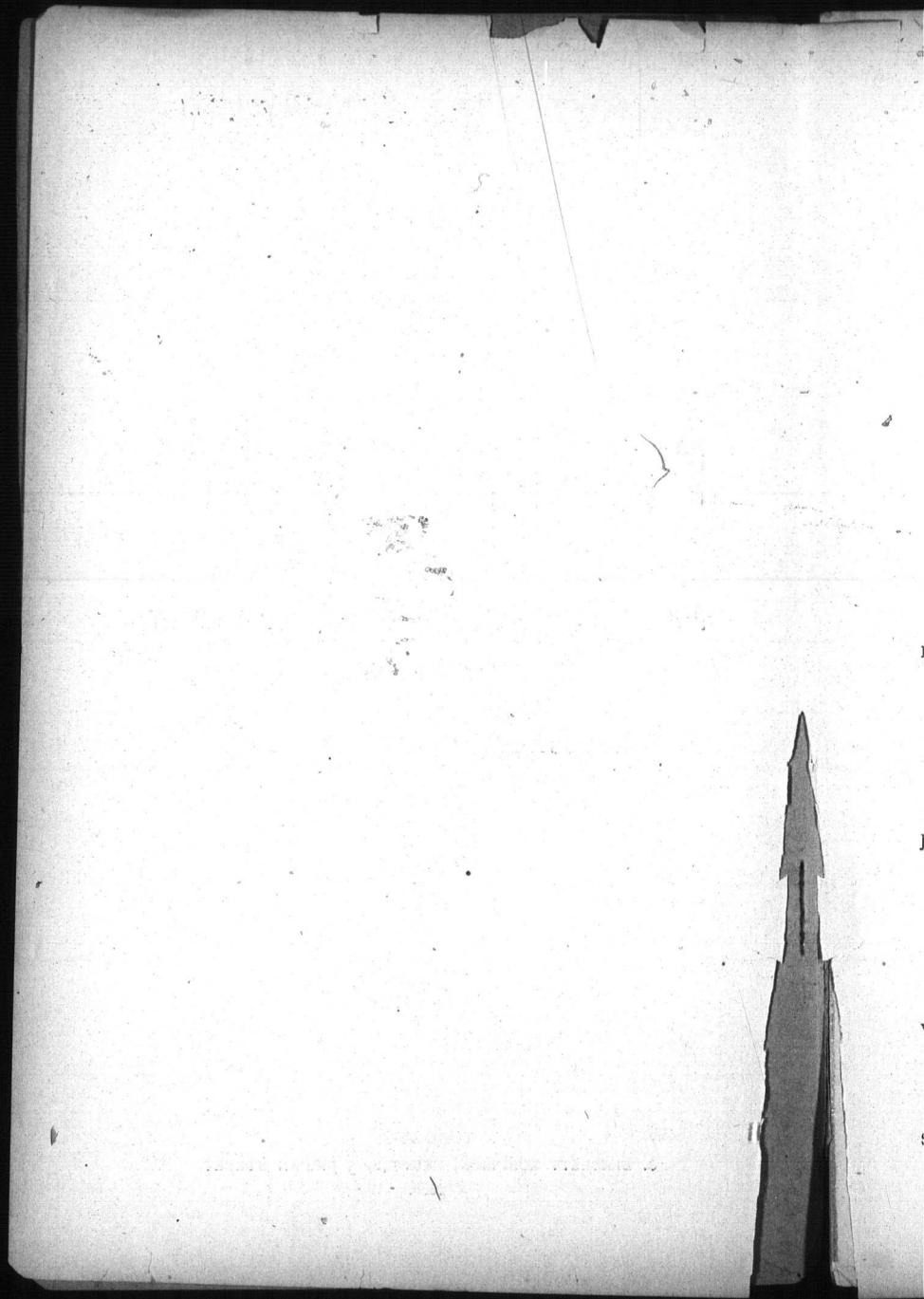
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## OFFICERS, 1888-1889.

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*President :*

ROBERT McQUEEN, Kirkwall.

*Recording Secretary :*

R. W. DOAN, Toronto.

*Corresponding Secretary :*

D. H. HUNTER, Woodstock.

*Treasurer :*

W. J. HENDRY, Mimico.

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*Secretary :*

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*Directors :*

W. H. BALLARD, Hamilton; WM. MACKINTOSH, Madoc; JOHN DEARNESS, London; JAMES McBRIEN, Prince Albert; J. E. DICKSON, Newmarket.

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### LEGISLATIVE COMMITTEE.

S. McALLISTER, W. F. CHAPMAN, R. W. DOAN, Toronto; A. CAMPBELL, Kincardine; W. E. TILLEY, Bowmanville;

D. J. MCKINNON, Mimico.

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**MINUTES**  
OF THE  
**TWENTY-EIGHTH ANNUAL CONVENTION**  
OF THE  
**ONTARIO TEACHERS' ASSOCIATION,**

*Held in the Public Hall of the Education Department, Toronto, on Tuesday,  
Wednesday and Thursday, August, 14th, 15th and 16th, 1888.*

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TUESDAY, August 14th, 1888.

The Convention met at 11.15 a.m.

In the absence of the President, Mr. John Millar, of St. Thomas, took the chair.

Mr. Duncan read a portion of Scripture, and led the Convention in prayer.

The chair was then taken by Mr. J. H. Smith, President.

On motion of Mr. Duncan, seconded by Mr. Barnes, Mr. Campbell was appointed Minute Secretary.

On motion to that effect, the Minutes of last meeting of Association, having been printed and distributed, were considered as read and approved.

The Secretary read the following communications:—

From Mr. Workman, regretting his inability to give a paper on "Vocal Music as an Auxiliary in Teaching Language," on account of illness.

From the Managing Director of "The Niagara Assembly," inviting the Association to hold the next Annual Convention upon the grounds of the Assembly. Referred to Executive Committee, on motion of Mr. MacMurchy, seconded by Mr. Doan.

From South Essex Institute, containing resolution regarding cheap rates to Teachers while travelling during vacations. Referred to Executive Committee.

From Northumberland Institute, regarding Industrial Education. Referred to Executive Committee.

From Toronto Ministerial Association, regarding Religious Instruction in Public Schools.

From Ryerson Memorial Committee, regarding representation at unveiling of Statue. Referred to different sections.

Moved by Mr. D. Fotheringham, seconded by Mr. S. McAllister,—That the Secretary of the Association be instructed to acknowledge the receipt of the communication of the Toronto Ministerial Association, and direct the attention of that reverend body to the resolution of last and other years anent the subject of religious instruction and Scripture reading in the schools of the country, as indicating fairly the views of this Association. Carried.

Moved by Mr. A. MacMurchy, in amendment, seconded by Mr. McPherson,—That the communication be referred to a committee to be named by the President, to report at a subsequent session of this Convention. Lost.

Moved by Mr. P. C. McGregor, seconded by Mr. Houston,—That the Convention meet each day at 2 p.m., and adjourn at 5.30 p.m., and meet again at 7.30 p.m., and adjourn at 10 p.m.

The Secretary announced the rooms appointed for the different sections.

Mr. Hendry, Treasurer of the Association, read his Annual Financial Report.

Moved by Mr. Hendry, seconded by Mr. Hunter,—That the report be received and referred to a Committee to be named by the President. Carried.

The President appointed the following Committee :—Messrs. Barnes, McQueen, and Embree.

The Convention then adjourned.

#### AFTERNOON SESSION.

The Convention assembled at 2 p.m.

Mr. J. H. Smith, President in the chair.

The President introduced Mr. Hoskin, Q.C., who in a very neat speech invited the Association to a Garden Party at his place on Wednesday at 4 o'clock.

Mr. A. T. Cringan was then introduced, who read an excellent paper on "Music in Public Schools," and illustrated his system by suitable exercises, with class in attendance.

Moved by Mr. Doan, seconded by Mr. Sinclair,—That the thanks of the Association be tendered Mr. Cringan and pupils. Carried.

Mr. Herbert C. Creed, Mathematical and Science Master in Normal School, New Brunswick, being introduced, briefly addressed the Association.

Mr. Haultain read an essay "On the Preparation of Candidates for Teachers' Certificates." The essay was then discussed by Messrs. Dixon, Campbell; Pomeroy, Merchant, Millar, P. McGregor, McAllister, Wilson, Squair, Embree, Knowles, Strang, Dickson, and Mr. Haultain replied.

Moved by Mr. S. McAllister, seconded by Mr. D. H. Hunter,—That a vote of thanks be and is hereby tendered to Mr. Haultain for his address. Carried.

Moved by Mr. MacMurchy, seconded by Mr. Carry,—That Mr. Merchant's address be given, but that the discussion on his subject be postponed until the evening session. Lost.

Mr. Merchant addressed the Association on the changes in the Constitution of the Ontario Teachers, with a view to make it a representative body.

Moved by Mr. R. H. Cawley, seconded by Mr. Colin A. Scott,—That in view of the general desire on the part of the Local Associations to secure an efficient system of provincial representation, a committee consisting of Messrs. Deacon, Fotheringham, Merchant, MacMurchy, McAllister, Alexander, McPherson, Powell, Talbot, Sinclair, Munro, and the mover and seconder be appointed to consider the question of representation and to report to this meeting, at as early a moment as possible, such changes in the Constitution as they may deem desirable.

Moved in amendment by Mr. A. Barber, seconded by Mr. A. McQueen,—That the discussion on Mr. Merchant's subject be postponed until this evening, and at the close of said discussion it be referred to a committee named by the President to report to-morrow afternoon. The amendment was carried.

The following notices of motion were given:—

Moved by Mr. A. H. Plummer, seconded by Mr. A. S. Scott,—That this Association recommend that Geometry be again placed on the curriculum for teachers' third class certificates.

Moved by Mr. Plummer, seconded by Mr. A. S. Scott,—That the attention of the Hon. The Minister of Education be drawn to the fact that on account of the examinations for teachers' first class certificates, grades A and B, being held in May, many who might desire to take these examinations are prevented from doing so.

Mr. Woods gave notice that at the next session of the Association he will move,—That in the opinion of this Association additional Normal School accommodation for Ontario is urgently required.

Mr. Garvin gave notice that he will move at a subsequent session of this Convention,—That in view of the rapid advance in this Province of the Tonic Sol-fa system of vocal music—there being not less than 30,000 pupils taught daily by this method—this Association holds the opinion that Tonic Sol-fa

should be placed on the same basis in our Public and High Schools as the Staff Notation, and would recommend that a Tonic Sol-fa reader or series of readers be authorized at an early date by the Education Department.

Mr. Embree gave notice of the following motion,—That the time of holding the meetings of this Association be changed to the week beginning with Easter Monday, and that the Minister of Education be requested to declare this period a vacation to those schools whose teachers attend the meetings of this Association.

The Convention then adjourned.

#### EVENING SESSION.

The Convention met at 7.50 p.m.

The President in the chair.

The Minutes of the forenoon and afternoon sessions were read and confirmed.

The Auditing Committee reported as follows:—We, the Auditors appointed by the Association, hereby certify that we have examined the accounts and vouchers of the Treasurer and find them correct.

C. A. BARNES,	} Auditors.
L. E. EMBREE,	
R. McQUEEN,	

The report was adopted on motion of Mr. Doan, seconded by Mr. Alexander.

The resolution regarding the Tonic Sol-fa system of which previous notice was given was moved by Mr. J. H. Garvin, seconded by Mr. Alexander McQueen. Carried.

The President then read the Annual Address, taking as his subject, "Our Educational System: its developments; its administration; and its possibilities."

Moved by Mr. Alexander, seconded by Mr. MacMurphy,—That the cordial thanks of the Association be tendered to the President for his instructive and eloquent address. Carried.

A discussion then took place on Mr. Merchant's motion regarding representation, which was taken part in by Messrs. N. Campbell, McPherson, MacMurphy, Woods, McIntosh, Dearness, Dixon, Embree, Clary, Munro, Alexander, Cowley, and Strang. The President appointed the following Committee to report on the matter at next session, viz., Messrs. Cowley, Scott, Deacon, Fotheringham, Merchant, MacMurphy, McAllister, Alexander, McPherson, Talbot, Munro and Sinclair.

The Convention adjourned at 10 o'clock.

## WEDNESDAY—AFTERNOON SESSION.

The Convention assembled at 2 p.m.

The President in the chair.

Mr. Woods read a portion of Scripture and led the Convention in prayer.

Mr. J. H. Hill gave notice that he will move the following resolutions at the next session of this Association:—

(1) That in the opinion of this Association the present method of apportioning the Legislative and Municipal School Grants is unsatisfactory, inasmuch as the small section whose needs are greatest receive but a small grant, whilst the large and wealthier sections receive large grants.

(2) That these grants should be distributed with a view to secure: (a) Good equipment; (b) The enforcement of the compulsory clauses of the Public Schools Act; (c) To aid the smaller and weaker sections.

(3) That we approve of the following method of distribution:

(a) That the apportionment be made but once in each year (30th June).

(b) That the schools be classified on the basis of equipment into First, Second and Third Class, and, out of the total grants, such sum to be deducted as will give \$12 to each First Class School, \$8 to each Second Class School, and \$4 to each Third Class School.

(c) That the balance of the grant be distributed upon the basis of the average attendance of only such pupils as have attended 100 days or over during the year, such average to be taken from the annual report of the year preceding.

(d) That no school employing but one teacher be allowed to draw from an average attendance of more than thirty-five pupils, said average to be calculated from the total aggregate attendance of such pupils as have attended one hundred days or over; and where more than one teacher is employed for no more than an average of forty to each teacher.

Mr. D. D. Yule gives notice that he will move the following:—

That the Minister of Education be requested to substitute book-keeping for drawing at the Entrance Examination.

That rural school boards shall consist of six members instead of three (four forming a quorum).

That teachers holding a first-class certificate of any grade, and having an experience of ten years successful teaching in public school work shall be eligible to the position of Inspector

of Public Schools by passing an examination bearing on the work of the Public School Inspector.

That the Public School History is not suitable, and does not meet the wants of teachers and pupils.

That a certain portion of history be prescribed for Entrance Examination.

That the holidays commence on the 1st July and end on the 31st August, in towns, cities, and incorporated villages, and in rural districts the holidays shall end on the third Friday in August.

That the Secretary be instructed to correspond with steam-boat companies with a view to arranging a teachers' excursion next midsummer holidays to Lake Superior.

That candidates at the departmental examinations having taken 50 per cent on the whole, but having failed in one subject, shall be considered as having passed the examination.

Mr. Fotheringham read the report of the Committee on the Professional Training of Teachers, which was received and ordered to be discussed this evening after Dr. Badgley's address.

The Committee on the Professional Training of Teachers reported as follows:—

(a) Deficiencies which need to be remedied in the training of teachers:—

1. Their training secures them little or no experience in the work of ungraded schools.
2. They have little or no training and experience in actual governing and classifying.
3. The non-professional training is not now given, as a rule, with a view to qualifying for professional work.
4. The age now required for teachers entering the profession does not guarantee sufficient maturity for its responsibilities.
5. The low percentage now required to pass in the non-professional examination does not protect against immaturity of judgment and character any more than against imperfect knowledge.
6. Different standards in the professional examination in different counties interfere seriously with the general efficiency of teachers.
7. The work of Normal Schools is not now sufficiently confined to professional training, and especially to practice in teaching.
8. The training of High School Assistants is not now extended over sufficient time to admit of adequate drill in the theory and practice of teaching.

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Remedies suggested :—

1 (a) Require all Model School students, after a session at a Model School, to serve for a year as pupil teachers under first or second-class teachers, and thereafter to pass their professional examination.

(b) During this year of service require a course of reading and study, and at its close, an examination, in subjects on which the Model School Master reports defective knowledge.

(c) To induce Trustees to employ normal trained teachers and pupil teachers as assistants, there should be a special grant of say \$50 per annum, either from a special fund provided by the Government or out of the Legislative Grant, for every normal trained teacher employed ; and say \$25 for employing an undergraduate of county model school as an assistant.

(d) The age before admission to the Model Schools should be, of females, 17 years, and of males, 18 years.

(e) Pupil teachers should be required to attend the Teachers' Institutes and Conventions of their county.

2. A decidedly higher percentage for passing the now professional examination should be required in Reading, Writing, Arithmetic, English Grammar, Literature and Composition.

3. Unless a Central Board of Examiners to read the professional papers of Third Class Candidates be provided, the certificates granted in any county should be valid in that county only, unless indorsed by the Inspector of another county for some school in his county.

4. The time now devoted in the Normal Schools to non-professional work should be employed in practical teaching in both the Provincial Model Schools and in city and rural schools to which access is practicable.

5. Until lectures on Pedagogics, accompanied with practical work, are delivered in University College, the professional training of High School Assistants should be extended over at least a year.

6. Only teachers of thorough professional training and lengthened experience should be employed in Model Schools.

7. If arrangements could be made by which the Normal School Masters should conduct Institutes and Conventions throughout the Province, much would be accomplished towards bringing the whole educational system into harmonious working by placing most recent normal methods before the profession.

Moved by Mr. R. W. Doan, seconded by Mr. A. Campbell,— That Messrs. Dearness, Dickson and Duncan be, and are hereby appointed a Committee to collate the items in the Reports of Delegates to this meeting. Carried.

Mr. W. T. Tilley read a paper on "What Limitations are Desirable in the case of Teachers' Third Class Certificates."

Moved by Mr. Woods, seconded by Mr. Steele,—That the discussion on Mr. Tilley's paper be adjourned until this evening, inasmuch as its recommendations are in the same line as Mr. Fotheringham's report, to be taken up at the evening session. Carried.

Moved by Mr. McIntosh, seconded by Mr. Duncan,—That the thanks of the Association be tendered Mr. Tilley for his thoughtful and able paper. Carried

Mr. C. Carpmael, M.A., read a paper on the "New Time Notation."

Moved by Mr. Chapman, seconded by Mr. Dixon,—That the cordial thanks of this Association be tendered Mr. Carpmael for his very able and instructive lecture. Carried.

The Convention then adjourned on motion of Mr. MacMurchy, seconded by Mr. McKee.

#### EVENING SESSION.

The Convention met at 8 p.m.

The President in the chair.

The Minutes of two former sessions were read and confirmed.

Mr. G. W. Holman gave notice that at the next session he would move the following resolutions:—1st. That it is the opinion of this Association each Public and High School should be supplied with a copy of the School Law and Regulations; said copy to remain in the School Room for reference by the Teacher. 2nd. That it is the opinion of this Association, that each Public and High School Teacher should be notified of all new regulations affecting Public and High Schools, either through the Inspector or otherwise.

The Rev. Dr. Badgley delivered his lecture on Psychology.

Moved by Mr. Chapman, seconded by Mr. Deacon,—That the thanks of the Association be tendered Dr. Badgley for his able and eloquent address on Psychology. Carried.

Mr. Woods, seconded by Dr. Sullivan, moved the resolution regarding additional Normal Schools of which notice was given at a former session.

The motion was discussed by Messrs. Woods, Barber, Dearness, Holman and Sullivan.

Moved by Mr. Strang, seconded by Mr. McPherson,—That the discussion be continued for fifteen minutes after the usual time of adjournment. Carried.

Moved by Mr. Embree, seconded by Mr. Powell,—That a Committee of five be appointed by the President at the next

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session of this Association, the Committee to collect all possible information respecting the desirability of establishing additional Normal Schools, and to report at the next Annual Convention of the Association. Carried.

Moved in amendment by Mr. J. Houston, seconded by Mr. N. Robertson, That the further discussion of Mr. Woods' motion be adjourned till Professor MacVicar's paper on Normal Schools has been read. Lost.

The Association then proceeded to consider the Report of the Committee on the Professional Training of Teachers, clause by clause.

Moved by Mr. H. Gray, seconded by Mr. A. D. Campbell,—That the Report be amended by striking out clause one.

Moved in amendment by Mr. Alexander McQueen, seconded by Mr. Fotheringham,—That the Report be printed in Minutes, and be laid over for consideration at the next Annual Meeting of this Association. Carried.

The Convention then adjourned.

#### THURSDAY AFTERNOON.

The Convention met at 2 p.m.

The President in the chair.

The Minutes of former meeting were read and approved.

The President appointed the following Committee to report on Additional Normal Schools, viz.: Messrs. Woods, Ballard, Mitchell, Alexander, and the President elect.

A report of the Board of Directors was then read.

#### I. OFFICERS.

<i>President,</i>	- . . .	MR. F. C. POWELL, Kincardine.
<i>Recording Secretary,</i>	- . . .	MR. R. W. DOAN, Toronto.
<i>Corresponding Secretary,</i>	- . . .	MR. D. H. HUNTER, Woodstock.
<i>Treasurer,</i>	- . . .	MR. W. J. HENDRY, Mimico.

2. That the Secretary be instructed to acknowledge the receipt of the invitation to hold the next Convention of the Ontario Teachers' Association at Niagara-on-the-Lake, and thank Mr. Peake for the same. At the same time, owing to lack of information in regard to various matters essential to a full attendance, we recommend that no change be made in the place of holding the Convention.

3. That Mr. McAllister and Mr. Fotheringham be a deputation to recommend to the Minister of Education that a room be set apart in the Departmental Buildings to be called the Reception Room, in which teachers and others connected with the education of the Province shall have the privilege of meeting friends and transacting business connected with their professional duties.

4. That we recommend to the Executive Committee for next year, that instead of calling the whole Committee together in November to prepare a programme for next meeting of the Association they appoint a Sub-Committee of their number for that purpose; but that, while only the expenses of such Sub-Committee shall be paid, the other members of the Committee shall be notified of the meeting, and shall be at liberty to attend and take part in the deliberations.

5. That the subject of industrial training referred to in the notice of motion by Mr. J. Houston, M.A., be placed upon the programme for the next meeting of the Association.

6. That in view of the fact that sufficient time is not allowed for the discussion of Reports of Committees and other important matters, the incoming Executive be recommended to consider the advisability of dispensing with evening addresses, other than the President's, and devoting the evening session to the regular work of the Association.

7. That the sum of one hundred dollars be paid to the Ryerson Memorial Committee in aid of the Ryerson Memorial Fund.

In amendment to the Report—

Moved by Mr. J. Dearness, seconded by Mr. P. Talbot,— That the choice between Toronto and Niagara-on-the-Lake as to the place of meeting next year be referred to the Board of Directors with power to decide upon the place of meeting for 1889. Carried.

Moved by Mr. T. O. Steele, seconded by Mr. R. Coates,— That the report of the Nominating Committee be amended by the insertion of the name of Mr. Robert McQueen, of Kirkwall, in place of Mr. Powell of Kincardine. Carried.

The Report as thus amended was carried.

Moved by Mr. R. Alexander, seconded by Mr. J. Suddaby,— That the list of topics to be discussed at the annual meeting be sent to the Secretary of each County Association as soon as possible. Carried.

#### REPORT OF COMMITTEE ON REPRESENTATION.

Your Committee on Representation beg leave to report :—

1. That the principle of Representation be affirmed.
2. That each Local Association be entitled to send one Delegate for every fifty members or fraction thereof to this Association.

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3. That any five Delegates may demand a strictly delegate vote upon any question that has been submitted by the Executive of this Association to the Local Associations.

And we further recommend that this report be sent down to the Local Associations for consideration.

Moved by Mr. R. H. Cowley, seconded by Mr. C. H. McPherson,—That the report be received and printed. Carried.

Mr. Houston in behalf of Committee on Spelling Reform reported progress.

Moved by Mr. W. Houston, seconded by Mr. James Duncan, That the Committee on Spelling Reform be re-appointed, with instructions to report at the next meeting of this Association. Carried.

Moved by Mr. G. W. Holman, seconded by Mr. H. Gray,—That this Association desires to place on record its high appreciation of the kindness of Mr. and Mrs. Hoskin, who so kindly and courteously entertained the members of this Association at such a pleasant Garden Party last evening, and hereby return hearty thanks to them for the same, and that the Secretary be instructed to forward a copy of this resolution to Mr. Hoskin. Carried.

Moved by Mr. Embree, seconded by Mr. MacIntosh,—That a Committee be appointed to consider the advisability of changing the rule which now applies to the election of officers, and to report thereon at the next meeting of the Association, the following to form the Committee:—Messrs. Smith, McAllister, Powell, and the mover and seconder. Carried.

Moved by Mr. Embree, seconded by Mr. McKinnon,—That in the opinion of this Association it is desirable to hold its Annual Meeting during the week following Easter, and that the Minister of Education be requested to grant the whole of the aforesaid week as a vacation in those schools whose teachers attend the meetings of the Association. Carried.

Mr. Thomas Shaw, Secretary, Farmers' Institute, Hamilton, read an able paper on "Agricultural Education in our Rural Schools."

Hon. Mr. Drury gave a short address on the same subject.

After a short discussion, it was moved and seconded, that the thanks of the Association be tendered to Mr. Shaw for his very able lecture on Agricultural Education. Carried.

The Rev. Prof. M. MacVicar read a valuable paper on "The Proper Functions of a Normal School."

Moved by Mr. Munro, seconded by Mr. Chapman,—That the thanks of this Convention be tendered to Dr. MacVicar for his able and valuable address. Carried.

The Hon. The Minister of Education favoured the Convention with an eloquent and suitable address.

Moved by Mr. Yule, seconded by Mr. D. Sullivan,—That the Minister of Education be requested to substitute book-keeping for drawing at the Entrance Examination. Lost.

Moved by Mr. Woods, seconded by Mr. Holman,—That all notices of motions received and entered on the Minutes stand as notices of motion for next meeting. Carried.

The Board of Directors recommended that a committee consisting of two members be appointed by the President to make arrangements for reduced rates of travel for teachers during the holidays.

Moved by Mr. MacMurchy, seconded by Mr. Munro,—That the report of the Committee be amended so as to read three instead of two, and that the Committee be empowered to arrange for Dominion as well as Provincial rates, having in view an excursion to the Pacific Coast. Carried.

The Report as amended was then carried.

The President appointed Messrs. MacMurchy, Munro, and Fessenden.

Moved by Mr. Doan, seconded by Mr. McMillan,—That the thanks of this Association be and are hereby tendered to the Hon. The Minister of Education for the use of the rooms in the Education Department; to the retiring President for the satisfactory manner in which he discharged his duties; to the railway authorities for reduced rates to members in attendance; and to the publishers of the daily newspapers for full reports of the meetings. Carried.

After singing the National Anthem the President declared the Convention adjourned.

### MINUTES OF PUBLIC SCHOOL SECTION.

August 14th, 1888.

The first meeting of the Public School Section of the Ontario Teachers' Association was held in the Public Hall, Education Department, beginning at 12 o'clock, noon.

In the absence of Mr. A. Barber, Chairman, Mr. A. McQueen, London South, occupied the chair.

On motion of Mr. J. Duncan, seconded by Mr. W. F. Chapman, the Minutes of the last Annual Meeting, as printed and distributed, were considered as read and adopted.

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On motion of Mr. T. O. Steele, seconded by Mr. C. McPherson, Mr. J. Munro, was appointed convener of the committee on Public School Studies etc.

Mr. R. Alexander moved, seconded by Mr. J. Duncan,—That inasmuch as the first and last subjects on the programme are similar in character, the papers on these subjects be read and discussed together at the opening of the next session.

On motion the Section adjourned until Wednesday at 9 a.m.

SECOND DAY.

August 15th, 1888.

The Section met in the Public Hall, Education Department, at 9 a.m., Mr. A. Barber, Chairman, presiding.

The meeting was opened with devotional exercises by Mr. R. McQueen.

The Minutes of the previous day's session were read and confirmed.

Mr. R. Coates, Burlington, was introduced and read a paper on "Model Schools."

Mr. A. McIntosh, Toronto, then read a paper on "The Professional Training of Teachers."

On motion of Mr. S. B. Sinclair, Hamilton, seconded by Mr. T. O. Steele, Parkdale, cordial votes of thanks were tendered Messrs. Coates and McIntosh for their valuable papers.

A prolonged and profitable discussion followed in which Messrs. Suddaby, Garvin, F. C. Powell, N. M. Campbell, A. D. Campbell, J. H. Wilson, Falconer, Alexander, McQuarrie, Holman, Boddy and Embury took part.

Mr. J. Duncan moved, seconded by Mr. W. E. Norton, That the papers read by Messrs. Coates and McIntosh be referred to a committee named by the Chairman to report thereon at a subsequent session. Carried.

The Chairman named the following as the Committee:— Messrs. N. M. Campbell, Suddaby, Rannie, F. C. Powell, Coates, McIntosh, and A. D. Campbell.

Mr. J. Suddaby moved, seconded by Mr. J. Munro, That the Executive Committee be requested to have the papers read by Messrs. Coates and McIntosh printed in the Minutes of the General Association, and that the essayists be requested to furnish the papers for that purpose. Carried.

On motion the Section adjourned until Thursday morning.

## THIRD DAY.

August 16th, 1888.

The Section met in the Public Hall, Education Department, at 9 a.m., Mr. A. Barber, Chairman, presiding.

The meeting was opened with devotional exercises by Mr. J. Duncan.

The Minutes of the previous day's meeting were read and confirmed.

On behalf of the committee appointed on Wednesday, Mr. Suddaby presented the following report, which, on motion, was received and considered clause by clause:—

(1) That no candidate be allowed to attend a County Model School, till he has passed the non-professional examination for a second class certificate.

(2) That no male be permitted to enter upon his Model School course till he has completed his 19th year, and that no female be permitted to enter upon her Model School course till she has completed her 18th year.

(3) That the training of candidates for third class certificates be extended to one year.

On the motion to adopt clause 1, Mr. N. M. Campbell moved, seconded by Mr. C. McPherson, the following amendment:—That third class certificates be local instead of provincial, and that Boards of Examiners have the power to say whether the qualification for entrance to County Model Schools be second or third class non-professional standing.

Both the amendment and the clause were declared lost.

On the motion for the adoption of clause 2, Mr. R. Alexander moved, seconded by Mr. N. M. Campbell, the following amendment:—That the students-in-training before the close of the Model School term shall have attained (males) to the age of twenty-one years, and (females) to the age of twenty years.

The amendment was carried.

On the motion for the adoption of the third clause, Mr. H. Beaton moved, seconded by Mr. L. Gilchrist, the following amendment:—That the Model School term be the same as required for second class certificates.

The amendment was lost and the clause carried.

Moved by Mr. W. E. Norton, seconded by Mr. J. W. Garvin, that the following clause be added to the report, viz.—That in the event of the professional training of third class teachers being extended to one year, the certificates be valid for five years. Lost.

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On motion of Mr. J. Suddaby, seconded by Mr. N. M. Campbell, the report as amended was adopted.

Moved by Mr. H. Gray, seconded by Mr. C. S. Falconer,—That the examination of the papers for third class professional certificates be performed by a Central Committee of examiners. Lost.

The election of officers was then proceeded with and resulted as follows:—Chairman, J. A. Brown, Whitby; Secretary, W. Rannie, Newmarket; Directors, Jno Munro, Ottawa; S. B. Sinclair, Hamilton; F. C. Powell, Kincardine; A. McIntosh, Toronto; J. H. Smith, Ancaster.

Legislative Committee:—R. W. Doan, S. McAllister, W. F. Chapman, Toronto.

Mr. R. Alexander was chosen as representative at the unveiling of the Ryerson Memorial Statue.

Mr. J. Munro, Chairman of the committee on Public School Studies, etc., reported progress, and asked for further time to consider the subject, which, on motion, was granted.

On motion of Mr. R. Alexander, seconded by Mr. W. Rannie, Mr. J. Duncan was added to the committee on Public School Studies etc.

Mr. S. B. Sinclair, on behalf of the committee on "equivalents" for first class A and B certificates, appointed last year, reported progress and asked further time for consideration, which, on motion, was granted.

The Chairman announced that Messrs. Osborne and Parlow were unavoidably detained from attendance at the meeting of the Association; consequently the discussion of the subjects to have been introduced by them was postponed.

It was agreed to extend the time for the reading and the discussion of the paper to be read by Mr. Barber, if necessary, till 12.30 p.m.

Mr. A. Barber then read his paper on "The Teacher's Idea of Inspection."

Moved by Mr. W. E. Norton, seconded by Mr. C. McPherson,—That a hearty vote of thanks be tendered Mr. Barber for his able, instructive, and interesting paper. Carried.

Moved by Mr. J. Boddy, seconded by Mr. W. F. Chapman,—That the Executive Committee be recommended to secure the publication of Mr. Barber's paper in the Minutes, but in the event of their not being able to secure such publication that the paper be sent to some educational journal. Carried.

Moved by Mr. R. Alexander, seconded by Mr. T. O. Steele, —That the Legislative Committee of this Section be requested to collate and bring before this Association all laws and regulations which have reference to the Superannuation Fund. Carried.

On motion the Section adjourned.

J. A. BROWN,  
*Secretary.*

A. BARBER,  
*Chairman.*

### HIGH SCHOOL SECTION.

AUGUST 14th, 1888.

The High School Section was called to order at 12 o'clock, John Millar, B.A., in the chair. I. J. Birchard, Ph.D., Secretary.

The minutes of the former session being already in print, were assumed to have been read and confirmed.

The Chairman called upon J. W. Connor, B.A., of Belkin, who read a paper on "Preliminary Professional Examinations." This was followed by discussion, in which Messrs. MacMurchy, McGregor, Houston and Spotton took part.

It was then moved by Mr. Connor, seconded by Mr. McGregor, —That this Section request the Law Society to give up holding the preliminary examination by its own examiners, and to insist, in every case, on a certificate of having matriculated in arts in some University in Ontario or Great Britain. Carried.

A notice of motion was given by Mr. Houston, regarding a memorial to the Senate of the University of Toronto, asking for certain changes in the curriculum.

A vote of thanks was passed to Mr. Connor for his paper, after which the Section adjourned to meet at 9 o'clock on the following morning.

AUGUST 15th, 1888.

The Section was called to order at 9.15.

The President in the chair.

The minutes of the former session were read, and approved.

A committee consisting of Messrs. Embree, MacMurchy and Dickson, of Newmarket, were appointed to bring the matter referred to in Mr. Connor's resolution before the attention of the Law Society.

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The matter of High School Text Books was then introduced by Mr. Strang, of Goderich. A discussion followed, in which Messrs. MacMurchy, McBride, Houston, Birchard, McGregor, Scott, Hagarty, Embree, Pomeroy, and Woods took part.

Moved by Mr. Spotton, seconded by Mr. MacMurchy,—That it is desirable that the practice of the University Senate in prescribing texts several years in advance should be followed by the Department in regard to texts to be used for teachers' examinations so far as these are not already dependent upon the university list. Carried.

Moved by Mr. Woods, seconded by Mr. Strang,—That, in the opinion of the High School Masters of Ontario the declaration regarding the use of authorized text books in High Schools, now required to be signed by principals and trustees, is unnecessary. Carried.

Moved by I. J. Birchard, seconded by P. C. McGregor,—That whilst we recognize the necessity of prescribing a list of books, authorized for use in Forms I. and II. of High Schools and Collegiate Institutes, in the opinion of this Section the choice of the books to be used in the higher work—viz., for Junior Matriculation, with Honours, and for Senior Matriculation (Pass and Honours)—should be left to the choice of the principal and masters concerned. Carried.

A paper on "The University Curriculum" was next read by Mr. J. Henderson, M.A., Principal of St. Catharines Coll. Inst.

The Report of the Committee appointed last year to consider the University Curriculum was read by Mr. Henderson. This was followed by discussion, in which Messrs. Strang, Embree, Merchant, Hagarty, Woods, Dickson, Houston and Squair took part. The adoption of the Report was moved by Mr. Henderson, seconded by Mr. Spotton.

Moved in amendment by Mr. Squair, seconded by Mr. Dickson,—That the Report be read, clause by clause. The amendment was carried. The several clauses were read, and the following were adopted:

I. *Classics*.—(1) That the proportion of marks given at matriculation be divided as follows: One-third for prose, one-third for sight translation and grammar, one-third for translation of prescribed work.

(2) That an easy pass paper in Greek grammar be set both in matriculation and at the first year for those taking Greek. At present Greek grammar is sadly neglected from the fact that students are not required to pass in it.

(3) That easy sentences in Greek prose be exacted from all candidates based on the work read.

(4) That fewer authors and more of each be exacted in the pass course.

(5) That the Honour work for the first two years of the course be sight translation from special authors. Such as Cæsar, Virgil's *Æneid*, etc., in the first year for Latin, and from Plato's simpler Dialogues, Lucian's Dialogues, etc., for Greek; in the second year from Horace and Livy in Latin, and from Homer's *Odyssey* and *Heroides* in Greek.

(6) That sight passages be given in the pass course for matriculation in both Latin and Greek, but that such sight passages shall be short sentences selected from the authors read in such course.

(7) That examiners should have due regard to syntax in setting papers for Latin and Greek grammar, and that they should avoid making such papers a collection of exceptional examples in accident.

(8) That the pass work in Greek should be confined to Xenophon (two books), and that Greek grammar should be exacted from all candidates in Greek.

II. *Mathematics*.—No change was recommended in the mathematical course.

III. *History and Geography*.—That ancient history and geography, English history and modern geography be not crowded into one paper as at present, but divided into two papers.

IV. *Modern Languages*.—(1) That the marks given for sight translation, prose and prescribed work, be the same as those given for the classics.

(2) That the Honour work consist principally of sight translation, prose and grammar.

(3) That sight work be given in the pass course, and the marks given for this count equally in proportion with those given for prescribed work.

V.—(1) *Science* should have a greater value given to it at the matriculation examination.

(2) As chemistry is now compulsory for second class certificates, it should also be compulsory for matriculation.

(3) The consideration of the courses in botany, physics and zoology was deferred for the present.

The following motion, of which previous notice had been given, was then introduced: Moved by W. Houston, M.A., seconded by D. H. Hunter, M.A.,—That a committee consisting of Messrs. Embree, Spotton, Connor, Strang, Millar, Paterson and Woods be appointed to draft a memorial to the Senate of

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the University of Toronto asking for a modification of the English Course in the Arts Curriculum, with a view to making it more useful as a preparation for teaching English in secondary schools. The Committee to report to a future meeting of this Section during the present session. Carried.

The Section then adjourned till the following morning at 9 o'clock.

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AUGUST 16th, 1888.

The Section was called to order at 9.15 a.m.

In the absence of the President, Mr. H. I. Strang was elected to the chair until the arrival of the President.

The minutes of the former session were read and confirmed.

A letter was received from Mr. Seath, High School Inspector, enclosing a short paper on "Zoology for High Schools" from Prof. Ramsay Wright.

Moved by Mr. Strang, seconded by Mr. Hunter,—That the further consideration of the paper just received be deferred until the Biology in High Schools is taken up by this Section.—Carried.

A Report from the Committee appointed to consider desirable changes in English in the University Curriculum was read by Mr. Embree. The Report was received and read, clause by clause. The following are the clauses adopted:

1. That wherever English is prescribed for pass, the critical reading of prose texts for grammatical and rhetorical purposes form part of the work.
2. That at the Junior Matriculation and the First Examination, only authors of the nineteenth and the latter part of the eighteenth centuries be selected in both prose and poetry.
3. That fewer authors be prescribed in each year and that more be taken from each author.
4. That Chaucer and the older texts including Anglo-Saxon be prescribed as part of the Honour Work of the later years in order that intending Teachers of English may have opportunities of mastering the philology and historical grammar of the language without memorizing from text-books.
5. That all students of University College and the University of Toronto be required to take Pass English for the first three years of the course.

Moved by Mr. Strang, seconded by Mr. Henderson,—That in the opinion of this Section it is greatly to be regretted that Examination Papers of so retrograde and objectionable a character as the Third Class Latin and French Grammar Papers

should have been set at the recent Examinations, and this Section trusts that in future more careful supervision will be exercised in order to prevent such papers being set. Carried.

Moved by Mr. Embree, seconded by Mr. Merchant,—That Teachers skilled in teaching the several subjects in the High Schools have the preference as Examiners of the papers of Candidates for the Departmental Examinations. Carried.

Moved by Mr. Embree, seconded by Mr. Henderson,—That a Committee be appointed to press upon the notice of the Minister of Education the views of this Section as expressed in the several resolutions passed by the Section, Carried.

The Committee appointed consisted of Messrs. Merchant, Strang, Embree, Henderson, MacMurchy, and the Secretary.

Moved by Mr. Dickson, seconded by Mr. Brydon,—That this Section place on record its disapproval of the practice of publishing comparative lists of successful Candidates as necessarily indicative of the efficiency of the Schools and that we as High School Masters employ our best endeavours to create a better public opinion in regard to this matter. Carried.

Moved by Mr. Strang, seconded by Mr. Hagarty,—That in the opinion of this Section the Third Class practical literature paper set at the recent Examinations was not only of too difficult a character in itself for Candidates of that grade but was really harder than that set for Second Class Candidates and that it is desirable that more care should be exercised in grading the difficulty of the papers in English Literature. Carried.

Moved by J. Houston, seconded by J. Henderson,—That the work in prescribed texts for Third and Second Class Teachers' Examinations should be made to correspond in English prose and poetic literature in French and in German as is now the case in Latin. Carried.

#### ELECTION OF OFFICERS.

The following officers were elected for the ensuing year; the Chairman and Secretary being elected unanimously upon nomination, and the Executive Committee by ballot:

<i>Chairman</i> .....	SAMUEL WOODS, M.A. ....	London.	
<i>Secretary</i> .....	I. J. BIRCHARD, PH.D. ....	Brantford.	
<i>Directors</i> .....	}	L. E. EMBREE, M.A. ....	Parkdale.
		H. B. SPOTTON, M.A. ....	Barrie.
		J. E. DICKSON, M.A. ....	Newmarket.
		J. HENDERSON, M.A. ....	St. Catharines.

A. MacMurchy, M.A., Principal, Toronto Collegiate Institute, was elected a Representative of this Section to be present at the unveiling of the Ryerson Memorial Statue.

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After the election of officers Mr. Millar retired and Mr. Woods took the chair, when a vote of thanks was tendered Mr. Millar for the efficient and courteous manner in which he had discharged his duties as Chairman during his term of office.

A paper on Biology in High Schools was read by Mr. C. A. Scott, B.A., Ottawa. This was followed by the reading, by the Chairman, of the paper on Biology sent in by Professor Ramsay Wright.

Vote of thanks passed to Mr. Scott for his paper on Biology.

Moved by J. Henderson, seconded by P. C. McGregor,—That Natural Science has at present sufficient prominence in the Departmental Examinations and that this Section requests the Department to omit the requirement of Zoology. Carried.

Moved by Mr. Spotton, seconded by Mr. Henderson,—That in the opinion of this Section it is desirable that the High School Entrance Examination at Christmas should be abolished. Carried.

The Section then adjourned until the next annual meeting.

JOHN MILLAR,  
*Chairman.*

I. J. BIRCHARD,  
*Secretary.*

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## PUBLIC SCHOOL INSPECTORS' SECTION.

EDUCATION OFFICE, TORONTO.  
August 14, 1888.

The Inspectors' Section met in the Library of the Department. Present, Messrs. Fotheringham, A. Campbell, D. J. McKinnon, and J. S. Deacon. Owing to the Convention of County Inspectors, called by the Minister of Education, a week later, it was decided not to transact business till it should be found that a larger attendance of Inspectors could be secured.

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AUGUST 15th, 1888.

The Inspectors' Section met. Present: Messrs. Ballard, Clapp, Dearness, J. Johnston, N. W. Campbell, A. Campbell, Charles A. Barnes, J. S. Deacon, D. Fotheringham, W. J. McIntosh, D. J. McKinnon, Dr. Kelly, W. E. Tilley and J. Smith.

Mr. Barnes, President, in the chair.

A discussion on the advantages and disadvantages of Graded Schools was introduced by Mr. A. Campbell, and continued by Messrs. Ballard, Deacon, Dearness and Johnston.

The points emphasized were that overgrading tends to retard children too long in Public Schools, to retard the healthful development of ambitious children, and render the work of teachers too general and mechanical. Where it is practicable, a teacher should sub-divide the class in sections of nearly identical attainment, give short and frequent drills and promote in her own room frequently, while at least half-yearly promotions should be made from one grade to another.

A Committee was appointed to report to-morrow morning on the grading of schools.

Mr. Dearness reported for a Committee appointed last year to present the views of this Section in connection with the holding of the Non-Professional and Entrance Examinations simultaneously, "That it laid the difficulties and inconveniences of that arrangement before the Honourable the Minister of Education, who informed them in effect that the time table of the Examinations would be amended to remove the objections. On the receipt of the Department Calendar in the first week of January it had the honour again to bring the subject before the attention of the Minister, but apparently without securing the result."

A discussion took place on the question of charging fees at Entrance Examination, and the conclusion reached that circumstances so vary in different counties, and even in the same inspectorate, that it would be unwise to adopt a general rule for the whole Province.

AUGUST 16th, 1888.

The Public School Inspectors' Section assembled at 9 a.m. Present: Messrs. J. Dearness, J. Johnston, J. McBrien, A. Campbell, D. Fotheringham, J. S. Deacon, W. Macintosh, D. J. McKinnon, W. H. Ballard, W. E. Tilley, N. W. Campbell, C. A. Barnes and D. P. Clapp.

Mr. McBrien was, in the absence of the President, called to the chair,

The following resolution was presented and carried:—

That the report of the Committee appointed to urge upon the Minister of Education the wisdom of holding the Entrance and Non-Professional Examinations at different times be received: The Section learns with pleasure that the Minister agreed with the views expressed by the Committee, regrets that owing, no doubt, to circumstances of temporary force, the Examinations were held this year simultaneously.

The Section reiterates its opinion that they should be held at different times. This view is held for the following, among other reasons:—1. When held simultaneously it is, in many places, extremely difficult to get suitable and adequate

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accommodation for the Examinations. 2. If the High School Entrance Examination were held at an earlier date than the Non-Professional Examination, the answers of the candidates could be read and the results announced at an earlier date than is now possible, and before the Inspectors had to undertake other important duties. More especially is the plan adopted this year extremely inconvenient to those who are members of the Sub-Committee of Examiners.

It was moved, seconded, and carried,—That whereas the practice of placing more questions on the High School Entrance Examination than are required to be answered is found extremely perplexing to the inexperienced candidates who attend these examinations; and whereas it is extremely difficult, and perhaps in all subjects impossible, to make questions so that any one set of options may be neither more or less difficult than any other set of options on the paper; therefore, this Section instruct its Secretary to lay before the Honourable the Minister of Education its respectful request that the examination papers aforesaid should not contain more questions than those that the candidates are expected to attempt.

The following appointments were made for the year 1888-9 as officers to represent this section:—

<i>Chairman</i> .....	D. FOTHERINGHAM .....	Toronto.
<i>Secretary</i> .....	J. JOHNSTON.....	Belleville.
	W. H. BALLORD.....	Hamilton.
	WM. MACINTOSH.....	Madoc.
<i>Directors</i> .....	JOHN DEARNESS.....	London.
	JAMES MCBRIEN.....	Prince Albert.
	J. E. DICKSON.....	Newmarket.
	A. CAMPBELL.....	Kincardine.
<i>Legislative Committee</i>	W. E. TILLEY.....	Bowmanville.
	D. J. MCKINNON.....	Mimico.

D. Fotheringham was appointed to represent this Section at the unveiling of the Ryerson Statue.

The following resolution was submitted, discussed and carried:—

That the Educational Department be requested to send to the County Boards of Examiners and the other authorities of the County Model Schools a circular giving explicit instruction as to the age at which Candidates may be admitted to such Schools.

Mr. A. Campbell introduced a discussion on Methods of Inspection, which was continued by Messrs. Tilley, Macintosh, McBrien, McKinnon, N. W. Campbell and others, which proved to be exceptionally practical and interesting.

D. FOTHERINGHAM,  
*Secretary.*

## REPORT OF DELEGATES.

NAME OF ASSOCIATION.	Meetings in the Year.	No. of Members.	Average Attendance.	Fees.		Legislative Grant.	Municipal Grant.	Library No. of Volumes.	PRESIDENT.	SECRETARY.	POST OFFICE	DELEGATES.
				\$	c.							
Bruce, East .....	‡ yearly.	120	60		\$				G. W. Campbell.	J. Keith	Paisley	J. Morgan, M.A.
Bruce, West .....	‡ yearly.	70	70	25	25			130	D. S. Yule.	F. C. Powell	Kincardine	D. D. Yule.
Carleton .....	‡ yearly.	100	75	25	25				F. J. Hunter	F. J. Hunter	Ottawa	J. H. Hill.
Durham .....	‡ yearly.	140	90	25	25				F. Wood	R. D. Davidson	Bowmanville	W. E. Tilley, M.A.
Elgin .....	‡ yearly.	177	160	25	25			465	W. W. Rutherford.	S. Silcox	St. Thomas	N. M. Campbell.
Essex .....	‡ yearly.	176	60	25	25			200	D. A. Maxwell	C. H. Fuller	Essex Centre	A. S. Scott.
Frontenac .....	‡ yearly.	140	80	25	25			300	W. Spunkie	J. W. Henstridge	Portsmouth	H. McQuarrie.
Grey, South .....	‡ yearly.	98	70	25	25			129	C. R. Bayne	W. Irwin	Flesherton	W. Irwin
Glengarry .....	‡ yearly.	87	72	25	25			250	Dr. McFarland	H. Patterson	Alexandria	H. Clary.
Grenville .....	‡ yearly.	78	55	25	25				Rev. G. Blain	T. A. Craig	Kempville	C. Macpherson.
Huron, East .....	‡ yearly.	30	50	25	25				D. C. Dorrance	A. Bunbell	Blyth	A. H. Plummer.
Huron, West .....	‡ yearly.	90	55	25	25				W. H. Johnston	G. W. Holman	Elmville	G. W. Holman.
Hastings, North .....	‡ yearly.	70	60	25	25			300	W. Mackintosh.	C. Marshall	Madoc	E. Williams.
Hastings, South .....	‡ yearly.	123	120	25	25			100	J. Johnston	S. A. Gardiner	Belleville	J. N. Narraway. S. A. Gardiner.
Haliburton .....	‡ yearly.	54	22	25	25			122	W. Leith	H. W. Brook	Minden	H. W. Brook.
Halton .....	‡ yearly.	90	70	* 50	25			400	H. Grass	R. E. Harrison	Georgetown.	Mrs Coleman. J. Malcom. R. Mead.
Kent .....	‡ yearly.	82	50	50	25				W. H. Bingham	D. McColl	Mull.	A. Samson.
Lambton, No. 1 .....	yearly.	102	80	25	25			350	R. A. Callander	C. S. Falconer	Forrest	W. E. Norton.
Lambton, West .....	yearly.	110	90	25	25			100	S. W. Woodworth.	H. Beaton	Oil City	H. Beaton.
Middlesex, East .....	‡ yearly.	113	100	50	25			200	Charles Horton	Miss J. Langford	London	Alex. McQueen.
Northumberland .....	‡ yearly.	120	80	50	25				C. A. Lapp	S. Becker	Brighton	A. Barber.
Ontario .....	yearly.	150	100	25	25				A. G. Henderson	John Spence	Brooklin	J. R. H. Cowley.
Ottawa .....	‡ yearly.	50	40	25	25				S. McJanet	J. McJanet	Ottawa	Colin A. Scott. James H. Wilson. Walter
										M. Griffin	Woodstock	

Lambton, No. 1.	yearly.	102	800 25	25	350	R. A. Callander.	C. S. Falconer.	W. E. Norton.
Lambton, West.	yearly.	110	90	25	100	S. W. Woodworth.	H. Beaton.	Oil City.
Middlesex, East.	½ yearly.	113	1000 50	25	434	Charles Horton.	Miss J. Langford.	Alex. McQueen.
Northumberland.	½ yearly.	120	800 50	25	.....	C. A. Lapp.	S. Becker.	A. Barber.
Ottawa	yearly.	150	1000 25	25	.....	A. G. Henderson.	John Spente.	J. A. Brown.
Ottawa	½ yearly.	50	40	25	.....	S. McJanet.	J. McJanet.	{ R. H. Cowley, Colin A. Scott
Oxford.	.....	175	1400 25	25	.....	Jas. H. Wilson.	M. Griffin.	James. H. Willson.
Prince Edward.	½ yearly.	90	75	25	350	G. D. Platt.	R. F. Greenless.	D. H. Hunter.
Renfrew	yearly.	80	60	25	.....	D. McDowell.	A. D. Campbell.	James Gibson.
Stormont	yearly.	50	40 1 00	25	100	A. McNaughton.	G. Bigelow.	Levi Lapp.
Simcoe, South.	½ yearly.	61	50 1 00	25	.....	Thomas McKee.	Geo. E. Scroffie.	{ Jas. S. Heath. Thos. McKee.
Toronto	½ yearly.	325	325 0 25	25	500	J. L. Hughes.	A. Hendry.	A. McMillan.
Victoria, West.	½ yearly.	100	75 0 25	25	180	H. Reazin.	L. Gilchrist.	L. Gilchrist.
Wellington, North	½ yearly.	99	87 0 25	25	600	John A. Gray.	John Ritchie.	D. Clapp.
Wellington Co. (City of Guelph).	½ yearly.	80	65	25	.....	Jas. Davison, B.A.	D. B. Hyatt.	David Young.
Waterloo	½ yearly.	60	75 1 00	25	300	R. McKnowles.	A. W. Hilborn.	Robt. Alexander.
Wentworth	½ yearly.	100	800 50	25	250	R. G. Marshall.	J. A. Hill.	David Bell.
York, North	½ yearly.	100	800 50	25	500	Kenneth Beaton.	W. Rannie.	Robt. McQueen.
York, South	½ yearly.	110	1000 50	25	.....	D. Fotheringham.	J. A. Wismer, B.A.	{ J. E. Dickson. Jas. Wismer, B.A.

\* 25 cents for ladies.

The reports generally show that the teachers' library is but little used. The only delegate reporting favourably respecting its use is that from North Wellington.

The methods of calling the roll vary greatly, as the following partial classification will show :—  
Names called daily in Waterloo, Halton, Ottawa; names called at each session in South Hastings, Haliburton, West Huron, Glengarry, Stormont, Carleton, South Essex, Grenville; signing register by members, West Lambton; marking by the inspector, Wellington and Guelph, North Wellington, Oxford, East Bruce, South Grey; roll call by number of section at the beginning and close of each half-day session, East Middlesex.

J. E. DICKSON, B.A., JAMES DUNCAN, J. DEARNESS, *Committee.*

FINANCIAL STATEMENT FOR 1888.

RECEIPTS.

	\$	c.
Balance from last Statement.....	552	67
Members Fees .....	57	00
Annual Grant—Ontario Government .....	200	00
Sale of Minutes .....	69	24
Advertisements in Minutes .....	17	00
Interest on Deposit .....	18	85
	<hr/>	
	\$914	76

EXPENDITURE.

	\$	c.
Expenses of Convention.....	34	00
Publishing Minutes .....	131	55
Postage, Printing, Stationery, etc. ....	23	18
Travelling Expenses of Executive Committee in attendance at the November Meeting..	157	00
Expenses of Executive Committee incurred in 1886-7 .....	10	00
Salary of the Secretary .....	50	00
“ “ Treasurer .....	10	00
Balance on hand .....	499	03
	<hr/>	
	\$914	76

MINUTES.

R. W. DOAN, *Secretary.*

TORONTO, August 13th, 1888.

We the Auditors appointed by the Association hereby certify that we have examined the Accounts and Vouchers of the Treasurer and find them correct.

Wm. J. HENDRY, *Treasurer.*

C. A. BARNES,  
L. E. EMBREE,  
R. MCQUEEN, } *Auditors.*

L. E. EMBREE, } Auditors.  
R. McQUEEN }

## THE PRESIDENT'S ADDRESS.

OUR EDUCATIONAL SYSTEM: ITS DEVELOPMENTS, ITS ADMINISTRATION, AND ITS POSSIBILITIES.

BY J. H. SMITH, ANCASTER.

Ladies and Gentlemen,—In welcoming you as representative members of the teaching profession, who have come from all parts of this Province, to attend our annual convocation, and assist in the work of this Association, I take advantage of the present occasion, and tender you my sincere thanks for the honour conferred in electing me to preside over your deliberations. When I look over the names of those distinguished teachers who have filled this position with grace and dignity, and whose utterances have been worthy our noble calling, I feel my own weakness and realize more fully the difficulty of filling such an honourable place in a manner that shall reflect credit upon our profession and awaken a deeper interest in our chosen work. The constantly increasing power of this Association in moulding public opinion on educational matters and in directing professional thought into its proper channels, as well as indirectly influencing School Legislation, adds not a little to the importance of the work we do at these annual gatherings. These considerations make it very desirable, and I trust the necessary steps will be taken, to change the constitution in such a manner that this body shall represent the teaching profession in fact as well as in name. The time is ripe for a change, and it should be made.

Custom has decreed that the President of this Association shall prepare and deliver an address at the annual convention upon some topic connected with our educational work. This has been duly honoured in the past, and the present shall form no exception to the rule. Themes for educational addresses are easily found, but to select one that can be treated in such a general way as to interest all, and yet be definite enough to make it worthy of serious consideration, has not been such an easy task. The subject which has commended itself to my judgment, and to which I purpose directing your attention this evening, is, "Our Educational System, its Development, its

Administration, and its Possibilities," a theme, so far as I am aware, that has not been presented to this Association in any formal address. That it is worthy of such distinction, I think none will deny, for its rise has been wonderful, its progress phenomenal, and its future is bright with the signs of a greatly enlarged usefulness.

In order to trace this system through the various stages of its growth and development, and to assist us in forming a fairly accurate idea of the sources from whence it has sprung, it will be necessary to refer to the early colonial history of this continent. In these references we shall confine ourselves to facts bearing upon educational matters, and which show quite conclusively that some of the principles underlying our present system were, even in these colonial days, recognized and applied. As early as 1633, a school was opened in New Amsterdam, and in 1638 provision was made, "That each householder and inhabitant should bear such tax and public charge as shall hereafter be considered proper for the maintenance of schoolmasters." This is the first recorded instance on this continent of the application of the principle of taxation for the support of schools. In 1635 the first school was opened in Boston, and in 1642 a resolution was passed by the general court or legislative body, enjoining upon the local authorities the necessity of seeing, "That the children and servants of each family, be taught to read fluently the English language and to acquire a knowledge of the penal laws." This resolution or law was enforced by a penalty of twenty shillings for neglect, and so far as my researches have gone, is the first instance of compulsory education. In 1647 the first legislative enactment in favour of schools was made in Massachusetts and the Governor of Connecticut declared in 1670, "That one-fourth of the revenue of the State was devoted to schools."

The absence of newspapers, the scarcity of books, and the want of means for rapid transit in these early days, caused public opinion to be very slow in making its influence felt. These hindrances, together with the political excitement that steadily increased in fervency until it led to the revolt of the thirteen colonies, threw the cause of education far into the background, and seriously retarded the advancement of learning. When this unfortunate war was brought to a close, large numbers of faithful adherents and loyal upholders of British supremacy, finding the altered state of their relations to the government distasteful to their feelings and repugnant to their sense of honour, left their homes, and began life as pioneers of civilization, on the northern shores of the great lakes. These loyal people brought with them, not only fealty to England's throne, and a love for British institutions, but a deeply seated desire to rear in this, the land of their choice, a nation that should become one of the brightest gems in the British crown. The only means

by which such a desirable end could be attained was that of educating the people, for no nation has risen to an honourable position in the world without at least having the governing classes well educated, and no nation has attained a high degree of excellence in commerce, or manufactures, or agriculture without having the benefits of education widely diffused among the masses.

The ruling principle of government in this Province being more democratic than aristocratic in its tendencies, it follows as a natural sequence that the proper education of the masses is a matter of prime necessity. The reign of the common people has steadily advanced in influence, until now, freedom, education and religious equality are the inalienable rights of all. There was a struggle, long and at times very bitter, before these blessings were secured to us, and nowhere are the effects of this struggle to be seen more clearly than in our early educational history. The leading actors in this drama have passed away, but they have bequeathed to us an educational system, of which it may be truly said, that it is a monument more durable than brass or marble, and more noble than the conquest of nations, or the destruction of armies.

To the early educational history of this Province, we shall now turn our attention and endeavour to trace the growth and development of those principles which underlie our present system. Owing to the sparseness of the population, and the poverty of the majority of the people in these early days, only a few private schools were opened. Kingston has the honour of having the first school of any kind in Upper Canada. In 1785 the Rev. Dr. Stewart opened a school in Cataraqui, now Kingston, in which the study of classics was a leading feature. This was followed by one at Port Rowan, in 1789, one at Niagara in 1792, one at Ancaster in 1796, and one at York in 1798. About the beginning of the present century, other schools were opened, the principal ones being at Cornwall, Sandwich and St. Catharines. These were entirely supported by fees, and were patronized by the more wealthy people.

The Legislature of Upper Canada in 1797 sent a memorial to His Majesty, George III., asking a grant of land for the endowment of District Grammar Schools, and of a Provincial University. In reply to this memorial the Duke of Portland, then Colonial Minister, sent a despatch to the acting Governor, in which he says:—"His Majesty has expressed his gracious intention to comply with the wishes of the Legislature of his Province of Upper Canada in such manner as shall be judged to be most effectual; first, by the establishment of free Grammar Schools in those districts in which they are called for; and secondly, in due process of time by establishing other seminaries of a larger and more comprehensive nature for the promotion of religious and moral learning and the study of arts and sciences."

In accordance with the terms of this despatch half a million acres of land were set apart for higher education, but it was soon found that even this large quantity, at the prices then current, was quite insufficient for endowing a number of Grammar Schools. This scheme had therefore to be abandoned, and in 1807 an Act was passed establishing a Public School in each of the eight districts into which this Province was then divided, and giving an annual grant in support of the same. A Board of Trustees, consisting of not less than five members appointed by the Governor, were empowered to make rules and regulations for the guidance of teachers and pupils, to appoint, with the approval of the Governor, suitable persons as teachers, and to have the general oversight of all school matters. The location of these schools was fixed by statute. When this Act was first passed its duration was limited to four years, but in 1808 it was made permanent. In 1819 it was amended, and three additional schools established, provision being made at the same time for the free education of a limited number of poor but worthy children, and for the holding of public examinations annually. Two more schools were established in 1823, and in 1837 the school in Vittoria was removed to the present city of London. In 1839 the name was changed from Public to Grammar Schools, the principle of local municipal grants introduced, and a permanent endowment of 250,000 acres of crown lands was made. With these changes and amendments the Act of 1807 remained in force until it was superseded by the Grammar School Act of 1853, which brought these schools more directly under the control of the Education Department. By this Act candidates for the position of head master, other than University graduates, were required to pass an examination to test their fitness for this work, Inspectors were appointed, and in 1858 a Model Grammar School was opened in Toronto for the professional training of teachers. This school was closed in 1863, with the expectation that Upper Canada College would give a good classical and commercial education to its students and at the same time afford ample facilities for this professional training. This latter hope was never realized, and in 1885 certain Collegiate Institutes were set apart as training schools for instruction in the theory of education and the practice of teaching. Additional legislation, which greatly promoted their efficiency and added to their usefulness, was obtained in 1866, but not without a hard struggle on the part of the promoters. By the Act of 1871 the name was changed to that of High School, and a superior order of classical schools established under the title of Collegiate Institutes. Shortly after these changes had taken place an additional Inspector was appointed, uniform Entrance Examinations instituted, and the principle of "payment by results" adopted. To apply this principle practically some test was necessary. This test was found in the "Intermediate"

Examination, which provoked something more than a spirited and generous rivalry among the head masters. The principle of payment by results has wisely been abandoned and the more equitable one based upon the salaries, the equipment, and the average attendance, substituted therefor. The Intermediate has been merged into the non-professional examination of teachers, and more recently into that of matriculation to our Universities. These Secondary Schools occupy an honourable place in our educational system and are worthy the most cordial and hearty support of our people. Whether we look at the buildings and equipments provided, the liberal course of study pursued, the quantity and quality of the work done, or the scholarship of those in whose charge they are placed, we feel that they are schools which any people might well be proud to possess, and we honour them accordingly.

In 1816, or nine years after the establishment of District Public Schools, an Act was passed, granting the sum of \$24,000 annually, from the revenues of the Province, for the support of Common Schools. This sum was apportioned among the different Districts into which the Province was divided on the basis of population. The machinery for the management of these schools was of the simplest form and consisted of a Board of Education for each District, composed of five persons appointed by the Governor, and of a Board of three Trustees who were elected annually, on the first day of June, by the supporters of the school. The conditions necessary to establish a Common School were,—that the inhabitants of any Town, Township, village or place should unite and provide a school-house, furnish twenty scholars, and guarantee a portion of the teacher's salary. These conditions being complied with, a grant not exceeding \$100 was paid to the teacher from the money set apart by the Legislature for the support of Common Schools. This Act being an experimental one, was limited to four years' duration. In 1820, the Legislature reduced the annual grant to \$10,000, ordered it to be divided equally among the Districts, and repealed the time limit. With these changes this Act formed the basis of the Common School system and remained in force until 1841 when it was superseded by the School Act of that year.

During the interval from 1820 to 1841 a number of special and temporary Acts were passed some for the purpose of fixing the annual Legislative Grant, others to convey school sites from individuals to School Trustees, while others were for the relief of teachers, who had suffered loss by the defalcations of some of the District Treasurers. In all this time little or no progress was made in elementary education, except that the schools had increased in number. According to the testimony of leading public men, and of persons travelling through the Province, the condition of Educational matters was simply deplorable. The

schools were schools in name only, for to quote from a memorial presented to the Governor in 1835,—“The little instruction given to the children under the name of education has no influence over their morals, does nothing to open or expand their intellectual faculties, much less to direct them on their conduct through life. English reading imperfectly taught, something of writing, and the first five rules of Arithmetic, which the teachers we employ are seldom able to explain, make up the meagre sum total of what the rising generation learn at our Common Schools.”

Earnest efforts were put forth by a large number of people to advance the cause of popular education ; petitions were presented to the Legislative Assembly, on the strength of which committees were appointed to consider this matter, and devise some means of relief, but all these efforts proved futile. The reasons for this failure are so forcibly and clearly stated in a memorial presented to the colonial office in 1832 that I cannot forbear giving you the following extract from it. The memorialists say: “The establishing of places of learning for the children of persons holding situations under the Local Government and a few other wealthy or influential individuals, at great public cost, but placed beyond the control of public opinion, and from which the sons of the yeomanry derive no benefit or advantage, while the exceedingly numerous and very reasonable petitions of that yeomanry for public support to the all important cause of general education throughout the colony are steadily resisted by persons in authority, in and out of the Assembly, and even declared to be unnecessary in the present state of the public finance, has the effect of preventing that steady increase of capable men, fit for jurors, for township and county officers, and for the halls of Legislation, whose feelings and interests would be most closely united and identified with the welfare, the happiness, the general prosperity of their native country, and whose minds would (under a better order of things) become fitted for the correct transaction of the public business of the colony by previous observation, study and contemplation.” One of the most important of these committees was that composed of Dr. Charles Duncombe and Messrs T. D. Morrison and T. Bruce, who presented an elaborate report, and a carefully prepared Act in which a comprehensive scheme of popular education was laid before the Legislative Assembly. This met the fate of other reports, and it was not until the Union of 1840 was an accomplished fact that any attempt was made at School Legislation.

In 1841 an Act was passed providing for the establishment and maintenance of Common Schools, and by it an attempt was made to bring these schools under the provisions of the same law both in Upper and Lower Canada. This, however, proved a failure, for in 1843 it was repealed and two separate Acts passed, one for each of the Provinces. This Act, shortlived as

it was, is deserving of more than a passing notice, since it indicated the strong current of public opinion that was setting in, favourable to a greatly enlarged measure of popular education. The principal provisions of this Act were the establishment of a permanent fund for the support of Common Schools, the appointment of a Chief Superintendent of Education, the introduction of the Separate School System, the utilizing of certain portions of the municipal machinery, (such as it was at that time) for advancing the interests of these schools, and the formation of school districts. When this Act was under discussion in the Legislature, large numbers of petitions asking that the Bible be made a text book in the Common Schools, were presented to the House of Assembly. These had the effect of raising a strong opposition from the Catholic members, and the government of the day took the somewhat unusual course of submitting one of their own measures to a special committee of the House, to devise some means of harmonizing these conflicting interests. The result of this committee's work, was, that power was given in certain cases to establish separate schools. These provisions have been continued in successive Acts, until finally they were confirmed by the Confederation Act of 1867.

The School Act of 1843, in addition to the provisions contained in the Act of 1841, made the Provincial Secretary, ex-officio Chief Superintendent of Education, with power to appoint an assistant. It also gave authority to the District Councils to appoint County and Township Superintendents, and to establish County Model Schools for the gratuitous instruction of teachers.

In 1844 the Rev. Dr. Ryerson was appointed Chief Superintendent of Education, and in 1846 brought before the Legislature his first school bill, which provided for the appointment of a Provincial Board of Education, the establishment of a Normal School, the appointment of District Superintendents, and levying an equivalent to the Legislative grant, upon the different municipalities. This Act was found defective in regard to the management of schools in cities and towns, and therefore in 1847 a short act was passed remedying these defects. The next School Legislation took place in 1849, when an Act was passed which caused Dr. Ryerson to tender his resignation to the government of the day. This, the Attorney General refused to accept, and took the somewhat unusual course of recommending the Governor to suspend the operations of this Act, until such time as Dr. Ryerson could draft another, which from his knowledge and experience in these matters, would meet the educational wants of this Province. This was done accordingly and the School Act of 1850 became the law of the land. The provisions of this Act were so much more comprehensive in the matter of detail and so much broader in their scope than those of former Acts, that it was looked upon by not a few of

the leading men of the times as being almost revolutionary in its tendencies. Among other things it defined clearly the manner of electing Trustees, and the duties and prerogatives of this office; fixed definitely the powers given to the various Municipal Corporations; provided for the appointment of Township Superintendents, and the formation of County Boards of Public Instruction; prescribed the duties of the Chief Superintendent, and the powers vested in his office; and made provisions for the establishment of the Council of Public Instruction to assist in the management of certain parts of the school system. Supplementary Acts were passed in 1852 and 1853, and the consolidation of these was completed in 1858, after which no important legislation took place until, in 1871, the principles of the Charter Act of 1850 were extended so as to meet the increased educational requirements of the time. By this Act, Township Superintendents were exchanged for County Inspectors, the providing of adequate accommodation was made imperative, a uniform standard of examination for all teachers was established, the right given to every child within certain ages to attend school, and contributions to the Superannuation Fund were made compulsory. When radical changes, similar to these, are made in any law, especially if these changes involve an increased expenditure of money, strong opposition to their enforcement is almost sure to follow. This was the case after the passage of the Acts of 1850 and 1871, but now that the good results of these laws are seen in the greatly improved state of the schools and premises, the people naturally feel proud of the progress made and uphold the laws which made these improvements possible. It required a firm hand and a strong consciousness of being in the right to withstand the pressure brought to bear to modify certain provisions of these laws but Dr. Ryerson possessed the necessary firmness, and our educational interests were greatly benefited thereby.

Two important changes have been made in our school laws since 1871, the one caused by Dr. Ryerson resigning the office of Chief Superintendent of Education, which led to the abolition of that office and the appointment of a Minister of Education, the other arose out of the necessity of having none but trained teachers placed in charge of our schools. The Normal Schools were unable to meet the demand thus created, and this led to the establishment of County Model Schools for the professional training of Public School Teachers. These changes have been productive of great good to our system, have strengthened its hold on public confidence, and have given us unequalled facilities for the education of the youth of our country.

This brief historical review of school legislation would not be complete without reference to the administration of the laws enacted. Our parliaments may make laws by means of which the best interests of the public are to be served, but these may

fail in their object on account of defective administration. The manner in which laws are administered, and the spirit in which their provisions are carried out, have much to do with determining their usefulness and fixing their popularity. This is more particularly true in regard to school legislation, for, on the one hand, the administrators of these laws have to consider the proper education of the children, and on the other, the financial burdens necessarily incurred, both of which are delicate matters to deal with. Happily this labour is now divided between a central administrative body, the Education Department, and the local authorities, as the various municipal and trustee corporations, the former defining the general rules and regulations under which all the schools are to be conducted, the latter determining the financial expenditure, the general equipment of the schools and the employment of the necessary teachers.

It is now my purpose to consider the more general changes that have taken place in the administration of the School Laws since the passage of the first Common School Act in 1816. Prior to that time the schools were all in the hands of private individuals, and were therefore exclusively under the control of the teachers and the proprietors. When the Act of 1816 became law Trustee Boards were formed, but they had no corporate powers. These Boards were authorized to make rules and regulations for the guidance of teachers and pupils in the schools under their jurisdiction, to collect and receive subscriptions in support of these schools, to select text-books and prescribe the course of study and to examine and employ teachers, but the power of dismissal was vested in the Governor. To secure a semblance of uniformity in each district, the proceedings of the various Trustee Boards had to be submitted quarterly to the District Board of Education. These District Boards were required to report annually to the Government, and to supervise the proceedings of the various Trustee Boards in their respective districts, but this latter was "more honoured in the breach than in the observance." In 1824 the following gentlemen were appointed members of a general Board of Education for the Province, viz.: Rev. Dr. Strachan (permanent chairman), Hon. Joseph Wells, Hon. G. H. Markland, Rev. R. Addison, J. B. Robinson, Esq., attorney-general, and Thomas Ridout, Esq., surveyor-general, authority for this purpose having been obtained from the King. Their duties were to exercise a general supervision over the schools, and to assume the management of the lands set apart for educational purposes. This General Board of Education was abolished in 1832, and the management of the school lands reverted to the Government, while the schools themselves were buffeted about by the billows of that political and religious storm which swept over this Province, and did not subside until after the Union of 1840. During these troublesome times the Common Schools were like a ship in the trough of the

sea, at the mercy of the political and religious factions which at that time were struggling for the ascendancy.

For a number of years, at this period of our history, educational progress was practically at a standstill, and it was not until after 1844, when Dr. Ryerson accepted the office of Chief Superintendent of Education, that any change for the better took place. The more thorough organization of our system, under the Act of 1850, made Trustee Boards corporate bodies, with a corporate seal and name, and gave them authority to levy a tax upon the assessable property of the section for the support of schools. The powers vested in the Municipal and Trustee Corporations placed the practical administration of the law in the hands of the people, and brought the leading men of each neighbourhood more directly into contact with the actual work of the system than had been the case heretofore, with this result, that the more familiar they became with its merits the more earnestly they supported it. While the local authorities were discharging the duties assigned them, the Chief Superintendent, with the assistance of the Council of Public Instruction, prepared the general regulations, prescribed courses of study, authorized text-books, and exercised a close supervision over the entire system. The members of this Council were appointed from time to time by the Government, and were selected, not for any prominent position they had taken in the teaching profession, nor for any special merit as educators, but rather as representative men of different religious denominations. There is no doubt they were good men and true, but the principle on which they were appointed was more denominational than educational, and hence this Council failed to command the respect of the leading members of the teaching profession, and to accomplish the good it might otherwise have done. After the Act of 1871 had become law, an agitation began which ended in having three members of the Council elected by the teachers. This, however, did not prove satisfactory, but the problem was finally solved by the appointment of a Minister of Education and the abolition of this Council. Since then the changes have been in the direction of calling in the leading members of the profession to assist in certain branches of the work of the Education Department, to consider carefully any suggestions emanating from the Association, and to pay due regard to the opinions of the teaching profession on all matters pertaining to their work. I cannot refer to what has been accomplished recently more than to say that our whole educational machinery has been simplified, the work made more systematic, and the whole management conducted on sound business principles.

From the brief sketch that I have been able to give of the various Acts that have been passed by the Legislature, from the earliest times to the present, and of the administration of these laws, it will readily be seen that the following principles are the

outcome of that legislation, and form the basis of our present educational system. These, briefly stated, are :—

1. *That our Public Schools are Free Schools.* This forms the chief corner-stone of our school system, and is the result, on the one hand, of an enlightened public opinion demanding that this principle shall be embodied in our statutes, and on the other, of that intelligent legislation that yielded to this reasonable demand, and made it the law of the land.

2. *That adequate accommodation and properly qualified teachers are provided for every child.* This follows as a natural sequence, for if the schools are free to all, then they should be placed so that they are accessible to all. These two principles embody the idea that the property of the country is responsible for the education of the youth of the country, since the value of the property is greatly enhanced by the diffusion of education among the masses, and conversely, the prevalence of illiteracy depreciates the value of property.

3. *That every child has the right to an education such as will fit him for the duties of citizenship.* This is a necessary complement of our system of responsible government, for if the people are to pass-judgment upon the acts of their representatives in parliament, or take part in the government of the country through our municipal system, or assist in the administration of justice through our local courts, it follows that they must be educated sufficiently well to exercise the rights of franchise, and discharge the duties of a citizen in an intelligent manner.

4. *That every teacher is specially trained for the duties of his profession.* This is simply the natural outcome of the three principles already mentioned, for if the money expended in providing accommodation and furnishing the means necessary for the proper education of the children of the country be wisely spent, it follows that the education received should be of the most suitable kind, and none but trained teachers can do this work satisfactorily and with the best results.

5. *That the general oversight of the Schools is placed in the hands of thoroughly trained and experienced teachers.* Like the preceding principle, this follows as a natural sequence, for the work done, even by trained teachers, requires thorough and systematic revision to ensure the vitality and efficiency of the schools, and to give a guarantee to the public that the work, both in regard to quantity and quality, shall be properly done.

6. *That the examination of teachers, the courses of study pursued, and the general direction of certain portions of the educational machinery is placed in the hands of teachers of distinguished merit and special fitness for the work.* This principle raises our profession to a higher level, and causes it to command the respect of the people at large, for none are so capable of judging

of the fitness of men for certain positions, and the discharge of the duties connected therewith, as those who are intimately acquainted with the work. Therefore, it must be apparent that the principle is a sound one, and an additional guarantee that the members of the teaching profession are properly prepared for their work.

7. *That the entire system is placed under the guidance and management of a Minister of Education, who by virtue of his office holds a seat in the Government, and therefore under our Constitution must represent a constituency in this Province.* This is the last principle I shall name, and it forms a fitting completion to the series already enunciated. To every well-wisher of our system it must be apparent that the head of the Education Department should have a seat in the Government; because (1) the educational interests of the country are equal, if not greater, in importance than those of any other department; (2) the schools should be managed in the interests of the people, and therefore their representatives should have among them some person competent to give full information concerning all matters pertaining thereto; (3) the large sums of money granted for educational purposes should be under the control of a Minister of the Crown, who, in turn, is responsible to the people's representatives; (4) as the greater part of the management of our educational affairs is in the hands of, or largely influenced by, the teaching profession, and the people furnish large sums of money in support thereof, what is more fitting, and more in accordance with right and justice, than that the connecting link between the two should be at the head of the Education Department, and at the same time occupy a seat in the Government commensurate in importance with the interests he represents.

This may not be an ideal system, but it approaches as nearly to it as any that has come within the range of my knowledge. The principles which underlie it must commend themselves to every well-wisher of popular education, for they are based upon truth and justice. That phase of education embraced in the term "religious instruction" (a vague and indefinite phrase), in my humble judgment, does not come within the limits of legislative enactments, but belongs to the home and to the Church. Christian education is one of the prerogatives of every true teacher; for, by his walk, his conversation and his daily life, he teaches lessons of greater importance and more lasting value than any lessons he teaches in the prescribed course of study. Teachers may do much in this respect, but it must be left in their hands to seize the opportunities as they present themselves, and impress on the minds of their pupils the great truths of the Christian religion.

We have glanced at the rise and progress of an educational system whose cradle was the log school house of the hardy

pioneer, whose infancy was spent in the midst of that political and sectarian turmoil which culminated in the Mackenzie rebellion, and whose youth was nurtured and cared for by the judicious and far-seeing intelligence of that thoughtful educational statesman, Dr. Ryerson, until it developed into early manhood and received an honoured place in the highest councils of the nation. That place it holds to-day. In the person of a member of our own profession, into whose hands its destinies have been placed, it is opening up wider fields of usefulness, freeing itself from encumbrances that have been left as legacies of the past, and girding itself to meet the demands of that renewed intellectual life that is advancing upon us with all the force generated by the greatly increased mental vigour of the coming generation, the sound of whose footsteps is already heard along the corridors of our educational institutions. We have this system as a part of our heritage, and a noble one it is, for in its scope it reaches down to the undeveloped intellect of the infant in the kindergarten, leading him by gentle steps along the pathway of knowledge for which his soul thirsts, opening up as he advances in years the secrets that lie hidden at the very threshold of learning, and as he grows stronger feeding him from the vast stores of the past until in the full strength of manhood he goes forth to grapple with the great problems of life.

It is not strange then that we look with pride upon a system that has done so much for us, and which bids fair to be a still greater blessing to our children. Nor are we alone in esteeming it so highly. When, at the exhibitions in Philadelphia and New Orleans, it was placed side by side with many of the oldest systems of the neighbouring Republic, it not only won the admiration of their representatives, but was a genuine surprise to those of the older civilizations of Europe. At Paris, and more recently at the Colonial Exhibition, London, it nobly sustained its former high reputation, won for itself a more prominent position in the van of progressive educational systems, and brought distinguished honours to Canada.

I have briefly traced the progress of school legislation and noted the more important changes made in the manner of administering these laws. There yet remains one more feature that should not be passed over in silence. I refer to the possibilities of this system. By this I do not mean to eulogize its many excellent features, but rather to indicate what, in my opinion, are the lines along which future improvements are to come and to suggest the manner in which it can be made more efficient and meet the constantly increasing educational demands of the day. Speaking in general terms, there are three ways along which we may look for these changes:—

(1) *The area of uniform taxation must be made the same as in our Municipal System.* Uniform rates should be levied over townships and not confined to sections as at present, for the people of

the entire township are equally interested in the education of the children of that township, and, therefore, the burden should be distributed in an equitable manner.

(2) *Another class of schools should be established.* In many rural sections there is a growing demand for a higher grade of school, more easily accessible than the High School, and in which a higher English education can be obtained, than that now generally given in our Public Schools. The study of agriculture, with such subjects as are closely connected with it, would doubtless form an important part of the curriculum, and the knowledge thus acquired would be available for the purposes of practical life. In cities and towns the commercial and industrial classes are looking forward to the introduction of some features of industrial education, for the wants of these classes in this respect, in the present state of our schools, are very imperfectly supplied, and the time seems opportune to make changes in this direction and introduce these needed improvements.

3. *More attention should be given to Methods of Instruction.* The machinery of our system has received its full share of attention, and can, with perfect safety, be left as it is, except such slight changes as may be necessary to meet the demands of the constantly changing circumstances caused by our advancement in material and intellectual wealth. Our present methods of instruction savour not a little of the traditions of the past, and in many respects are out of harmony with the spirit of the age. It is true, progress has been made in this direction, but we can stand a great deal more without endangering the safety of our system, or retarding the progress of intellectual culture. A wide field is here opened up for investigation, abundant material provided for scientific study, and unlimited opportunities given for the practical application of sound principles to all departments of instruction. If the teaching profession generally will devote more attention to this department of their work, conduct their investigations on sound principles, and apply the knowledge thus obtained to the practical work of teaching, our progress in the near future will greatly exceed that of the past.

To all teachers who are actively engaged in the work, to all trustees in whose hands the financial interests of our schools are placed, to all parents who have children attending these schools, to all those in authority, who are shaping the destinies of this system, and to the public at large, I would commend, for careful consideration, this forcible and eloquent declaration concerning the value of education, made by William Penn, the founder of Pennsylvania:—

“That which makes a good constitution must keep it, viz.: Men of wisdom and virtue, qualities which, because they descend not with worldly inheritance, must be carefully propagated by virtuous education of youth, for which spare no cost, for by such parsimony all that is loved is lost.”

## MUSIC IN OUR PUBLIC SCHOOLS.

BY A. T. CRINGAN.

*Mr. President and Fellow Teachers,—*

I esteem it an honour to have the privilege of discussing with you for a little a subject in which I am sure you are all more or less interested. I feel that no one should come before an Association such as yours unless he is at heart a lover of education, and has something to say which will be for the public good, and which will have a direct bearing on your work as teachers. Being deeply interested in educational work, and feeling convinced that what I have to say is for the public good, I will dispense with all apology for trespassing on your valuable time and proceed to the subject of my essay, Music in our Public Schools.

Plato has said, "Most persons say that the only purpose of music is to amuse; but this a profane, an unholy language. To look on music as a mere amusement cannot be justified. Music, which has no other aim, must neither be considered of value or worthy of attention." Thus spake the ancient sage, and his opinions are shared by those who are striving to spread music among the people at the present day.

The educational importance of music when properly taught cannot be readily over-rated. It has a direct bearing on the physical, mental and moral training of all who come under its elevating influence.

In *physical* education singing promotes a healthy use of the organs of voice, and is a direct aid to clear and distinct enunciation. It also promotes a healthy action of the lungs and muscles of the chest, which is in itself of the utmost importance. It has been ascertained by statistics that singers, as a rule, are long-lived, and are remarkably free from diseases of the chest and lungs.

In *intellectual* education, music studied on the system which I shall presently explain, will be found to play no unimportant part. It will cultivate the habit of attention, and the powers of perception, conception and imitation, and it will teach how to observe the real facts of music itself, and reason upon them.

But if music can accomplish all this for the physical and intellectual nature it can do infinitely more for the æsthetic and emotional.

We live in an age of hurry and bustle in which the mind has little opportunity for relaxation from the cares of everyday life. We are often brought face to face with the question, Of what

use is music to a child who has to make his way in the world? Will it help to make him a better or more successful citizen? *I think it will.*

In fighting the battle of life we are often beset with troubles, trials and temptations, and when the mind is troubled and distressed, what more soothing or refreshing influence can we wish for than that of sweetest song? Do we not find it recorded in Holy Scripture that Saul, when under a cloud of deepest depression and mental derangement, was comforted and soothed by the sweet music of David? I have heard it said that man is incapable of doing or even thinking what is wrong while under the influence of music, and I believe it to be true. I have been greatly encouraged in my work by hearing parents tell of the pleasure and profit derived from hearing their little ones singing the simple little songs which they have learned at school. I know also of pupils almost given up in despair by their teachers, but whose better nature has been reached and awakened, and whose reformation has dated from the time when first they were induced to take an interest in the study of music. We have it on the authority of Mr. Hendry, the Principal of the Victoria Industrial School, that the most powerful factor in the reformation of the boys sent to that institution is music, and that among the various studies none is more popular among the boys than music. Henry Ward Beecher has said, "The magnitude of God's works is not less admirable than their exhilarating beauty. The rudest forms have some beauty. The ruggedest strength is graced with some charm. The very pins and rivets and clasps of nature are attractive by qualities of beauty, far more than is necessary for mere utility. The sun could go down without gorgeous clouds, the evening could advance without its evanescent splendour, trees might have flourished without symmetry, flowers might have existed without odour, and fruit without flavour. When I think of all this I have said, it is plain that God himself is passionately fond of beauty, and the earth is His garden as an acre is man's. God has made us like Himself, to be pleased by the universal beauty of the world. He has made provision in nature, in society and in the family for amusement, and exhilaration enough to fill the heart with the perpetual sunshine of delight." In the same manner, we may say, Yes! it is quite possible to get along without music in our schools, but how infinitely happier and brighter and better we can make the time spent with our pupils by the judicious introduction of the spirit of song. Let us not then regret the study of music as of no practical utility. On the contrary, I say, if you wish your pupils to cherish pleasant memories of school life, give them music. If you wish your own children to carry through life bright recollections of evenings at home, let them have to remember the family song, and the beaming of happy joy with which it was lifted up. If you wish to raise an army of young

men who will have the power of providing for themselves, pleasures which can fortify them against the allurements of the billiard room and the saloon, cultivate in them a taste for music and teach them to sing *good* and *worthy* songs.

I will now assume that the importance of the study of music has been conceded, and will proceed to discuss, how and by whom the subject has to be taught. I have no hesitation in saying that it is through the *regular teachers* we must expect any improvement to be made if the people are ever to become musical. No person can teach, *even music*, so well as a teacher who has studied teaching as an art. The regular teacher is with his pupils all the time during school hours, and can introduce music when it is calculated to do most good. Visiting music masters who understand class teaching are seldom available, and even they have to depend largely on the work done by the regular teacher.

As a rule, the teaching of singing from note has not met with any marked success in the schools of the Province, nor is the subject at all a popular one among the teachers. Let us compare this state of affairs with some of the schools of the old country in which the subject is successfully taught. The School Board of London lately invited a plebescité from their teachers as to which was the most popular study in the curriculum. The result was that by a large majority, the most popular subject was declared to be *music*. Now, how is this? Are our teachers less able to teach the subject and make it popular than are the English teachers. Most certainly not. Most subjects are as well, and some much better, taught than in England, and from the readiness with which they have taken up the study of music when properly presented, I am convinced that it is not from any want of inclination or power to teach it that the subject is not so popular as it deserves. The reason is that the majority of our teachers consider the subject too difficult to teach in the time at their disposal, and after unsuccessful attempts have given up in despair. Fifteen years ago English teachers were in exactly the same position, and now let me explain how this remarkable change has been accomplished. When the teaching of music was made compulsory, teachers were at their wits end. They had no real musical training, and were totally unprepared to cope with the difficulties of the work. But Mr. Mundella, the Minister of Education, was induced to allow them to choose any system they might prefer, making results alone the basis of examination. Naturally teachers made a searching investigation, being determined to adopt the system which would secure the best possible results with the least possible waste of time. From recent statistics we learn the result of that investigation by the proportions in which the various systems are now adopted. In England and Wales, of the schools which succeed in passing the examinations in music,

eighty-six per cent. use the Tonic Sol Fa system, and the remaining fourteen per cent. use the Staff or old Notation. In Scotland, ninety-three per cent. use the Tonic Sol Fa system, and the remaining seven per cent. the Staff Notation. In London alone there are six thousand teachers, and of these only (1) one uses the Staff Notation to begin with. From the simplicity of the system, and the enthusiasm and interest which it invariably awakens, I have no hesitation in saying that this is the cause of the popularity of music among the teachers of the old country. I now wish to give you a short exposition of the principles of the system, and I feel the more encouraged to do so from the fact that a large number of representative teachers from all parts of the Province have spent the past two weeks in investigating the system, and without one dissenting voice have declared it to be a system well adapted for use in our Public Schools.

Mr. Cringan then proceeded to give a lesson to the members of the Association as a class, illustrating the principles of the Tonic Sol Fa system. The class responded heartily, and readily answered the questions put by the teacher. The processes used in teaching having been demonstrated, the results of the system were exemplified by a class of third book pupils from the Toronto Public Schools. Mr. Cringan tested them thoroughly in singing difficult exercises from the modulator and blackboard. The time allotted to the lecture having expired, an additional ten minutes was voted by the Association in order to have an exposition of the practical application of the Tonic Sol Fa system to the Staff Notation. In the short time at his disposal, the lecturer introduced the pupils to the staff, showing that nothing previously taught had to be unlearned, but tended to overcome the difficulties usually met with in teaching the established Notation. In conclusion, the pupils sang at sight an exercise involving a modulation from the key of D flat to A flat without any apparent difficulty.

## THE PREPARATION OF CANDIDATES FOR TEACHERS' CERTIFICATES.

BY T. ARNOLD HAULTAIN, M.A., PETERBOROUGH.

At half past three o'clock on Tuesday afternoon, August 14th, Mr. Arnold Haultain (Peterborough) opened a discussion on "The Preparation of Candidates for Teachers' Certificates" with the following remarks:

It was with much diffidence, Mr. President, ladies, and gentlemen, that I acceded to the request to open a discussion before this Association on the subject of the preparation of candidates for teachers' certificates, for I believe I am well within the truth when I say that I have not made three public speeches in my life—including after-dinner ones! However, I have accepted the kind invitation of the Association, and shall proceed at once to my subject.

Since I am to open the discussion, I presume the lines upon which that discussion shall proceed may be chosen by myself. To me it seems that there are three lines upon which such discussion could proceed. We may ask, first, How are candidates being prepared for teachers' certificates? This, gentlemen, is a shoreless sea upon which, with the short time at my disposal, I fear to launch my barque; in one hour we could not possibly touch upon the innumerable questions that would arise. It is a trackless ocean, too, upon which each of us who took part in the debate would sail rudderless, with great danger of violent collisions—highly detrimental to our tempers perhaps!

Secondly, we may ask, How ought candidates to be prepared? Now, I am not so conceited, nor, I hope, am I so simple, gentlemen, as to imagine that I have been asked here to-day to teach old and experienced practical teachers how they ought to prepare candidates for teachers' certificates. Besides, I hold that we can answer neither of these questions before an answer has been found for my third question, and this is, Ought candidates to be at all prepared by the State as now they are being prepared? This is the question to which I invite your attention, and this is a question which I answer in a categorical and emphatic No.

Let me say at the outset that I have only one or two arguments to bring forward; that I do not pride myself upon their validity, and that I shall far exceed my proudest hopes and expectations if only I can bring you to look at this subject in a new light and to think upon it seriously.

In an examination paper on geography last year I asked, "What natural advantages the Province of Ontario afforded its people, and what use had been made of these advantages by the people?" Not a few of the candidates told me that among Ontario's "natural advantages" was its magnificent system of education! And added (only too correctly) that of this magnificent system the people made magnificent use. It is this system, gentlemen, that I call in question this day.

It is a most elaborate system. You will all grant that. And it is a purely literary system—I use the word "literary" in a broad sense, as contra-distinguished from scientific or industrial or technical. I mean that it teaches of and chiefly through books; it teaches such subjects as English grammar, English composition; it teaches Latin, Greek, French, and so on. In a word, it fosters intellectual development solely.

Now I ask, Is this the function of Government? In a country such as Canada I say emphatically No. Canada is a material country. Material necessities and comforts it wants. What cares the country at large—the country at large, mind you, I say—what cares the country at large for refinement, for culture, for highly developed literary or artistic tastes? Not *that*. What the country wants is men who know good land from bad; men who can improve land; men who can breed high class sheep and oxen; men who know the importance of planting and preserving trees; men who can recognize a mineral vein when they see one, and can give a shrewd guess at its value—this is what Canada wants. And yet Canada goes coolly on year after year spending millions upon millions of the hard-earned dollars of its hard-working men and women in—grants to High Schools, grants to Collegiate Institutes, grants to Teachers' Institutes, grants to Colleges, grants to Universities, grants towards the production of—food and shelter and clothing and warmth? No! Grants towards the production of *so-called* "highly educated," "liberally educated" men and women. Talk not to me of the gloomy prospects of Canada's commerce if she does not adopt a system of "Unrestricted Reciprocity," or cling to a protective tariff, or try "Imperial Federation," or resort to Annexation, or swallow some other such quack sugar-coated bolus. The gloomy prospects of Canada's commerce—if gloomy they be (which I for my part very much doubt)—spring, gentlemen, from the fact that the thews and sinews of Canada's youth lie idle, while their brains are worn out in the study—as useless as it is laborious—of such subjects as "factive objective predicate adjectives," the "characteristics of Coleridge's genius," the full significance of the Hegelian term "being," as used by Matthew Arnold, the importance of Cowper's "Task" in the history of the development of English literature!

Canada, I say, gentlemen, has natural resources in abundance. What is she doing towards teaching her youth how best to make use of those natural advantages? Acres we have by the million lying untilled; forests by the square mile growing unkept; ores by the ton unworked. Towards the teaching of agriculture Ontario contributes one college, with a staff of seven, all told; towards the teaching of forestry she contributes one inspector, whose post is next to a sinecure, and whose salary is next to nothing; towards the teaching of mining she contributes one School of Practical Science, which does nothing, its own staff will tell you, but teach a little drawing, a little surveying, a little mineralogy, and a little geology.

And what is the result of this? The professions are overcrowded. Young men and women are tempted away from farming and all industrial pursuits, and become lawyers, and doctors, and teachers. The professions are overcrowded—and *with mediocrity*. Let water in floods through a sluice gate, you know not what impurities enter with it; filter it, you may be pretty sure it is clean; distil it, you know it is pure. So is it with all schemes of education. Increase the fees, raise the standard, insist upon culture as well as upon book-learning, and I guarantee you will have just as many lawyers and doctors and preachers and teachers as you want—and *they will be better ones*. Give me rather a modicum of excellence than a superabundance of mediocrity, the "three-ha'pennyworth of bread" rather than "all this intolerable deal of sack!"

The Government sees that there is something wrong; it recognizes this overcrowding and this mediocrity. Else why these stiff examinations (for you will all concede they have been stiff, I think)? And why this plucking of some seventy-nine *per cent*? But, gentlemen, is not this merely palliating a symptom, not eradicating the disease? I say, Reform our system of education altogether; let us teach *more of things and by things* than *of books and by books*; let us teach from cupboards of natural objects, not from shelves of authors; in fields and factories, not in school-rooms and lecture-rooms.

With this remark, ladies and gentlemen, I shall, for the present, close. The President has informed me that I shall be accorded the privilege of replying; for my reply I reserve what more I have to say.

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## WHAT LIMITATIONS ARE DESIRABLE IN THE CASE OF TEACHERS' THIRD CLASS CERTIFICATES?

BY W. E. TILLEY, M.A., PH.D.

It may be thought by some that the subject which was assigned to me to bring before you at this time is scarcely of sufficient importance to engage your attention for an hour. Some will think that an association composed of representatives of the three estates, educationally, the Public School Teachers, the High School Teachers, and the Inspectors, assembled at considerable expense and inconvenience to its members, for a three days' session only, and that but once in each year, might find topics for discussion of greater importance to education than that of the limitations desirable in the case of certificates to third class teachers. A careful consideration of the subject, however, may lead to the conclusion that it is not unworthy of our closest attention.

By referring to the Report of the Minister of Education for 1887, it will be seen, that of the 7364 teachers employed in the public schools of Ontario the previous year, 3677 of them held third class certificates, and 764 certificates of a more temporary character, leaving 2923 in both the first and second grades. It will thus be seen that nearly two-thirds of all our public school teachers must be classed as holders of temporary certificates, as from the first, third class certificates have been granted, not by the Department, but by County Boards, not only to meet the requirements of the several Counties, but also with a view to furnish an opportunity for testing the fitness of the several candidates for the work required of them before allowing them to enter on the more extended preparation for that work, provided at the Provincial Normal Schools, the successful completion of which entitles them to rank in the profession as holders of permanent certificates.

No one having the best interests of the community at heart would desire to see the teaching profession a close corporation. The mental discipline and the whole line of *thought development*, up to the time of their professional training, required of those who would become teachers, are such as all must undergo who would be successful in any department of life's work, and the avenues leading to the profession proper should be as free as are those leading to any other calling or profession. It is, in a definite sense, the business of the teacher, as it should be in a more general sense, the aim of every good citizen, to discover and to

disseminate the principles and the practices on which individual and national strength depends, and by which individual and national happiness and prosperity are secured. But when it is remembered that probably three-fourths of all the children in attendance at our public schools are being instructed by third class teachers, and that the regulations for granting certificates, at present, are such as virtually to make this the door through which all must enter, the lower round of the ladder which all must use who would rise to the higher ranks in the teaching profession, it will, I think, be conceded that the discussion to which you are invited by this paper is not one of minor importance, whether considered in reference to the public or to ourselves; especially when it is borne in mind that the present Minister of Education, the Hon. G. W. Ross, has so far systematized our educational system, that defects in it, once discovered and pointed out, can easily be removed, while defects which are allowed to remain in any department of our system seriously mar the working of the whole.

The limitations in the case of certificates to third class teachers, will fall, naturally, under one or other of the following heads:—

- (1) Those having to do with the money value of the certificate to the holder thereof.
- (2) Those bearing on the age of the candidate when receiving a certificate, and the length of time the first certificate shall remain in force.
- (3) Those having reference to the schools for which the certificate shall be valid, or the district over which it shall extend.

In some countries attempts have been made, with more or less success, to give a sort of legal value to the different grades of teachers' certificates, but as yet no action, tending to this end, has been taken in Ontario, and the wisdom of any such action on the part of the government may perhaps be questioned. The founders of our system, wisely for those early times, gave more attention to the work of the workman, than to his remuneration. It was not with them what salary may be considered a fair compensation for the labors of a teacher, who worked five days and a half each week, and eleven months and a half each year, and whose recreation for health and pleasure consisted in "cutting a little wood," "giving a hand to bring the butter" or "putting a foot to the cradle" and whose change of residence under the system of "boarding round and helping a bit to pay for it" rendered camping out or a trip to the seaside quite unnecessary. The questions with them were, How shall all our children receive at least a little education? In what way can we assist to bring about that golden age, when the ledger shall take the place of the charcoal tallies on the barn door, and when the

term "his mark" shall be unknown even among the humblest laborers in the land? How, in short, shall Canada in the future, be peopled with a wise, enlightened, and patriotic population? Hence any grants to education by the government of those days, were not with a view to encourage liberal salaries, but with the hope of securing more regular attendance of the children at school.

The ideas underlying this plan were, no doubt, patriotic and sound, but it may be questioned whether this feature of our system ever materially aided in bringing about the results anticipated by its founders, and even if it be granted that good has resulted from it in the past, all must admit that it has long since ceased to have any effect on education, only in so far as it helps the strong and leaves the weak to struggle on as best they can.

Wealthy and populous sections, with a school rate of less than two mills on the dollar, invariably receive larger grants than do the weak sections with a rate of from eight to ten mills on the dollar; and while the children in the wealthy sections receive all the advantages of good, well equipped school houses, and efficient, well paid teachers, those in the weak sections suffer all the drawbacks of a school that is kept open at a cost of about \$250 a year. And what is even more to the point, a section with from 75 to 100 children, crowded into one ill-ventilated room, under a third class teacher, fresh from the Model School, receives the same encouragement and financial aid from the government, as does an adjoining section, in which two or three teachers are employed to properly instruct the same number of children.

In the case of High Schools, this is different. The government aid to them, for several years past, has been made to depend on the number and efficiency of the staff, and the salaries paid by the trustees. If an impetus of this kind was found to be necessary to secure sufficient teaching power in High Schools, situated as they are amidst the liberalizing influences of towns and cities, it is difficult to understand why it should not be even more necessary in the case of Rural Schools. It is certainly desirable that the teachers of the higher grades of work shall be efficient, and that their number shall be in proportion to the work required of them; the more so, if in any instance the work of the lower grades has been found to be badly done; but I believe all will admit, in theory, at least, that it is equally, and even more important, that in developing mind power, we begin aright and build well from the foundation.

It is not sufficient that the regulations provide that none but teachers somewhat skilled shall be employed in our Public Schools, while, by the same regulations, trustees, who are too often somewhat indifferent to the higher claims of education, are encouraged, from a financial stand-point, to engage the smallest possible number of teachers, and to give them the largest possible number of children to teach. It is difficult to understand why

High School trustees should be encouraged, and materially assisted, in securing an efficient staff, suitable furniture, and a proper supply of apparatus, to ensure satisfactory work among young men and young women, whose minds are more or less matured, and who, if properly instructed in early years, should be capable of doing a large portion of the senior work with but little assistance, while the little folks are left to the tender mercies of Rural School trustees as to what their memories of school life shall be. Perhaps this may be accounted for, in part at least, by the fact that defects in the higher grades of teaching are partially discovered by our system of High School and University examinations, while defects in the lower grades are left undiscovered. It is possible, however, to make mistakes even here, and to attribute to senior teaching the defects and shortcomings that are the natural outcome of a wrong beginning.

That the change of basis for distributing the grants to High Schools, from that of the number of children to be taught, no matter how imperfectly the work was done, to that of the provisions made by the trustees for doing the work satisfactorily and well, has been productive of immense good, both to the community and to the profession, no one at all conversant with the past history of these institutions will doubt. Would it not be wise then to attempt something of a similar nature in distributing the grants to the Public Schools, and in providing for their support?

Our Public School system rests on two leading principles:—(1) that every child, no matter in what nook or corner his home may be situated, has a right to the advantages of an ordinary Common School education, that is, such an education as is necessary to enable him to become an intelligent citizen; (2) that the property of the country shall be responsible for the cost, at least, of this purely elementary education. The natural sequences to these, respectively, are:—(1) that there shall be within reach of every home a school with teachers sufficient to instruct all the children of the locality, whether many or few; (2) that no property, however situated, shall bear, more or less, than its just proportion of the cost of such an education. In attempting to carry out those principles, the direct personal responsibility of the parent in the education of the child, has not been lost sight of; and hence the principle of local control, resulting in our network of school sections, each with a school, with one or more teachers, managed by local trustees. The people of Ontario will not give up this local control, and yet they want equality of taxation in the maintenance of such an education as I have here indicated, and which cannot be attained without ignoring the present unequal division of the country into school sections, and extending the area of uniform taxation. It will be observed that no plea is here made for equalizing the burden beyond what may be considered the minimum in cost. We must

not lose sight of the fact, that to secure the best results, educationally, the government must do nothing that tends to weaken local effort or local enterprise, but on the contrary, must distribute its aid in such a way as to awaken and encourage local liberality in elementary education.

In order to fairly distribute the cost, and at the same time retain the principles of local control, the area of uniform taxation must be made to agree with our municipal system, making it extend as far as possible over counties. If it be thought that not less than \$250 to \$300 should be paid to any legally qualified Public School teacher for a year's service, provision should be made for raising that sum for each teacher employed, by a uniform rate, leaving the balance in the case of higher salaries to be met by a rate on the property of the sections enjoying the advantages of the higher grade teachers. This could be done by requiring each County Council to raise by a uniform rate on its property, say \$100 for each Public School teacher in the municipality, and the township councils an additional \$100, and changing the basis of apportioning the grants from the Government, making them depend on the number of teachers in the employ of the trustees and the equipment of the rooms, instead of on the number of children in attendance at school; giving say \$50 to each room properly equipped, and in which a legally qualified teacher is employed. If this were done, the minimum in salary would be fixed at from \$250 to \$300, which would be provided by a uniform rate, the control of the schools and of the teachers, would be left in the hands of the local trustees as at present, the poorest section would be enabled to engage a teacher throughout the whole year without overburdening its ratepayers, and no board of trustees would have the least excuse for asking a teacher to take charge of from seventy to eighty pupils, ranging in work from the alphabet to the fifth class, and in age from five to twenty-one years. It would also render primary education more effective and more general than at present, and at the same time make good our boast, that in Ontario no settlement is so remote that it cannot have its school-house, and no boy so poor that he cannot receive an education.

As to the age at which a candidate shall receive a trial certificate, and the length of time that certificate shall remain in force, I have no suggestions to offer. In my opinion the present regulations dealing with these points are as good, all things considered, as any that are likely to take their place. It is contended, and I think fairly so, that the average individual is not sufficiently matured in judgment at seventeen or eighteen years of age to be placed in a position, as sole arbiter, where a score of difficulties, disputes, and delicate questions must be settled daily. But this, in my opinion, is not so much an argument against licensing teachers at seventeen or eighteen years of age, as it is against placing them in full charge of schools in which

they are compelled at once to face such difficulties with but little or no experience in dealing with them, and with no one near at hand, on whose judgment they can rely, with whom to advise as to the best way of disposing of them.

In the case of High Schools, two years' successful teaching, usually as assistant, is necessary before being allowed to assume the duties of head master. This is a wise precaution, but it will be admitted, I think, that it indicates greater care in framing the regulations dealing with High Schools than has been bestowed upon those dealing with Public Schools; owing, perhaps, to the fact, that the Departmental Examinations, published generally about the time of the meeting of our Association, have caused greater prominence to be given, in our discussions, and in our recommendations to the Minister, to the High than to the Public Schools; and, as a result, greater efforts have been put forth by the framers of the regulations to discover the weak points, and to guard against failure, in the former than in the latter grade of schools.

At present it is quite within the regulations, and by no means unusual, for a candidate, while in attendance at a Model School, receiving a professional training, which, from the very nature of our Model Schools, has a greater bearing on *how to teach the subjects* than *how to manage a school*, to note the probable vacancies in the neighbourhood at the end of the year, and without consultation with any one as to his fitness for this or that school, or in any way taking into account the peculiar difficulties to be met with here or there, to apply for such positions as are likely to give him a good salary. In this way the best schools, perhaps, or it may be those that are the most difficult to manage, fall into the hands of youthful and inexperienced teachers, the schools lose a year, the teachers gain experience at the expense of reputation, and many a promising pupil, through bad management, acquires a distaste for education and drops out of school altogether.

A perusal of the last Report of the Minister of Education, and especially of the remarks of the Model School Inspector, as given on page 88 of that Report, must, I think, lead to the conviction that much may yet be done in the interest of education by securing more thorough professional training on the part of young teachers before allowing them to take charge of important schools. This may perhaps be accomplished by a lengthened term at the Model School, but it must be observed in this connection, that, as our Model Schools are at present conducted, the teacher of the room, and perhaps four or five of the teachers-in-training, are idle, or at best making observations and taking notes, while one of their number is conducting a class. Experience thus acquired, mainly on the teaching of the subjects, and that in graded schools, will not, perhaps, materially assist the young teachers in the discipline, the classification, or the man-

agement of ungraded schools, where the teacher's ingenuity is taxed to find time rather to direct the different classes in the various grades of work than to teach the subjects by *this* or by *that* method.

I wish to be understood here, not as reflecting on the work done in the Model Schools. It is universally admitted that these schools are doing very valuable service. To those who have hitherto been anxious only to acquire knowledge and to retain facts for the examinations, but who, in future, wish to impart that knowledge and to direct the mental activities of children, it is no small matter to be placed under the guidance and instruction of judicious and experienced Model School masters for fifteen weeks, and no doubt a longer term would do more for them than the present one can. I wish only to suggest that it would economize the teaching power of the country, as well as secure to the young teachers more practical experience, if, instead of lengthening the term, they were required, after spending an ordinary term at a Model School, to take charge, for the first year at least, of junior departments in the larger schools, or of small and easily managed schools, before being allowed to come into competition with the older teachers in the whole range of Public School work. There are in each township large schools in which two teachers should divide the work now undertaken by one; if the expense of securing additional teaching power were distributed over a larger area, as in fairness to all it should be, some of these schools would at once take rank midway between the purely Rural Schools and the High Schools, and would be enabled to undertake a wider range of work than can be properly attended to in a school with but one teacher. In this way there would be established, or rather encouraged, an intermediate grade of schools, at easily accessible centres, for the teaching of such subjects as agriculture, book-keeping, etc., to such senior pupils in each township as do not wish to enter on a High School course. In these schools also, many of the young teachers could, with advantage to themselves and to the country, acquire skill in actual school-room discipline and management on a fair salary and under the direction of experienced teachers, and to the much needed relief of those teachers, who at present are much overworked.

The last limitation to teachers' third class certificates, to which I shall refer, is that to counties. Some years ago these certificates were made provincial, having previously been valid only in the counties in which they were issued, unless endorsed for other counties. There can be no objections to the non-professional requirements for third-class certificates remaining provincial, as the papers on which the candidates write and the valuing of their answers are both under the control of the Department, and are the same for all parts of the Province. But the examinations on the professional work, on which the certificates proper are granted, are largely under the control of

County Boards of Examiners, and no one pretends to say that there is any attempt at uniformity throughout the Province in awarding these certificates, unless it be to license all who spend a term at a Model School. It is perhaps neither possible nor desirable that there should be uniformity in granting certificates to third-class teachers, especially in so far as they are given to meet the requirements of the different localities, but, on the other hand, they should be limited to the jurisdiction of the Boards granting them, and no one, so far as I know, has ever offered a reason for making them provincial. The fact of their being so is, in the opinion of many of the Public School Inspectors, the weakest element in our system of licensing teachers, and one that very largely renders all the precautions by the Department to provide proper safeguards against inefficient or unskilled persons entering the profession, valueless.

It is easy to conceive that a Board of Examiners, knowing the requirements of a county, and having a right to advise the candidates as to the positions for which they may, severally, be fitted, would be justified in granting certificates to candidates for particular schools or departments, to whom certificates should be refused, if it were intended that the granting of them licensed the holders to go from county to county applying for such schools as may suit their fancy, under-bidding experienced teachers, and coming into competition with those who have been more carefully selected, no one daring to interfere. It certainly should be understood that third-class teachers give, at least, their first year's service in the county licensing them, and with some limitations as to schools even in that county.

If, however, it be thought best to continue as we are, under a system that limits the control over candidates to the time when they are granted certificates at the end of the Model School term, let the tests on which these certificates are granted be as nearly uniform as possible throughout the Province, and let them approach in difficulty the non-professional tests applied by the Department. That, at present, these bear no just relation to each other may be seen from the fact that while less than 40 per cent. of those who wrote at the last two non-professional examinations passed, more than 95 per cent. of those who wrote at the last two professional examinations were successful.

We are thus asked to believe that twenty out of every twenty-one of those who spend the fifteen weeks at a Model School in professional training, acquire the skill necessary to become successful teachers, and that the best interests of the community are served by giving them certificates entitling them to apply for such Public School positions as they may think best, having the Province for their field.

A sympathy for the candidates, considering the shortness of the session, may have something to do with the number that is allowed to pass, or it may be that even the most conscientious

Boards, after striving against those outside influences for a time, give way under a feeling that perhaps, after all, it is only justice to their own people, that licenses be granted by them as freely as they are by other Boards, and that inferior teachers with homes in the county will, at least, do as good work as those from a distance, while the evil effects of such on the schools can be more easily controlled. It certainly is not desirable, nor is it scarcely endurable, that counties with an abundance of good material, and where an effort is made to keep up to the demands of this progressive age in educational matters, should see their best efforts rendered void by an influx of inferior workmen from other counties; and perhaps even those who have been refused certificates at home return from a neighbouring county, after a session at the Model School there, full fledged teachers.

It has not been my intention, in anything that I have said, to reflect on any department of school work, or on those engaged in it. I know that the teaching in our schools to-day is better than ever before, and am willing to admit that all grades of examinations are, on the whole, more searching than formerly. It must also be acknowledged that students, and especially teachers, spend more time, and that to better advantage, in preparation for their work than did those of former times. It would not, perhaps, be too much to concede, that there has been progress all along the line. Indeed the greatest honor is due not only to the founders of our School System, but also to those who have followed them, and who have built so wisely and well on the foundations so carefully laid at first.

While freely admitting all this, I am equally strong in the opinion that great good would result to our Public Schools, and especially to the lower grades in them, by effecting the changes here indicated, and which may be summarized as follows:—

(1) Uniform taxation on the property of the country to meet the charge of a purely Public School education, and to provide a minimum in salary for every Public School teacher in the Province, say of \$250 to \$300, leaving the control of the schools in the hands of local trustees, who shall provide for salaries above this minimum by a rate on the property of their respective sections; also a change in basis for distributing the Government aid to schools, giving a fixed grant to each properly equipped room in which a legally qualified teacher is employed.

(2) That young teachers be required to teach at least one year, after receiving their professional training at a Model School, either in junior departments or in small and easily managed schools, before being allowed to come in more direct competition with the older teachers in the whole range of Public School positions.

(3) That third class certificates be strictly limited to the jurisdiction of the Boards granting them, unless endorsed for other localities.

## PSYCHOLOGY.

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We live in a dual world ; a world of material phenomena on the one hand, and of spiritual or mental phenomena on the other. To study these phenomena, to determine their origin, their nature, their destination, with all therein implied, has been the problem productive of all the mental unrest recorded as proof of man's greatness and equally emphatic of his multiplied limitations.

It is generally believed that these two classes of phenomena so different in themselves must therefore represent each a different basal reality. We say "generally believed," for not all accept this fundamental duality. All are agreed, however, as to the very great divergence in the phenomena ; and while the dualist fairly accepts what seems to my mind the only rational conclusion the monist seeks by some other hypothesis to find an explanation of these phenomena.

In illustration we will briefly quote from three living and representative writers, writers in many respects the antipodes of each other. Says J. D. Morell,—“We have conducted the above argument simply from the standpoint of the understanding, supposing the ordinary conception of matter and mind to be valid really as well as phenomenally. To us, however, it appears evident, that the whole tendency of philosophy, from the time of Leibnitz, has been to bring us nearer and nearer to a purely dynamical theory of the whole universe. The idea of matter is the most dark, indefinite, unmeaning of all ideas, except we consider it in connection with certain of its attributes, *i. e.* as ever exerting certain *powers*. By the mechanist, matter is measured and reasoned upon simply in the light of a power ; the chemist in the last analysis sees only centres of forces ; the philosopher knows the me and the not-me, simply under the law of a mutual action and reaction, and even in natural theology, the only truly conceivable notion we can form of an act of creation, is that of the divine power and thought going forth to the production of form in the wondrous processes of nature and mind. That the *phenomena* we term material must ever exist is self-evident ; that they indicate a substratum is equally certain ; but that the real philosophic analysis of this substratum will bring us to no other result than that of an action and reaction of forces, appears to me to amount almost to a demonstration. The universe in this light appears far more simple, more har-

monious, more beautiful. Instead of a dualism encumbered with metaphysical paradox, we have an homogeneous creation together with the activities of which it is composed, rising in perfect gradation from the lowest forms of matter, through all the regions of organic life, to the highest development of mind itself.

On these principles power, acting unconsciously and blindly, is matter; power raised to intelligence and volition is spirit. The substratum of both is identical, but there exists in their most inward nature determinations which result in phenomenal differences—differences which will ever be marked and distinguished by the language of dualism; because ordinary language is always based upon phenomena, and not upon a refined metaphysical analysis."

Says Dr. Bain of Aberdeen,—“The arguments for the two substances have, we believe, now entirely lost their validity; they are no longer compatible with ascertained science and clear thinking. The one substance with two sets of properties, two sides, the physical and the mental, a *double-faced unity*, would appear to comply with all the exigencies of the case. We are to deal with this, as in the language of the Athanasian Creed, not confounding the persons nor dividing the substance. The mind is destined to be a double-study, to conjoin the mental philosopher with the physical philosopher, and the momentary glimpse of Aristotle is at last converted into a clear and steady vision.”

In another place he calls the mental and physical “undivided twins.” And again, speaking of the intimate union of mind and body he says,—“There is no trace of a separate, independent, self-supporting, spiritual agent, rising above all the fluctuations of the corporeal frame.”

Professor Tyndall says:—“These evolution notions are absurd, monstrous, and fit only for the intellectual gibbet, *in relation to the ideas concerning matter which were drilled into us when young*. Emotion, intellect, will, and their phenomena, were once latent in a fiery cloud.”

However these views may differ from those of other philosophers and from commonly received opinion, the two following fundamental laws will be admitted as common to all.

1. Every effect must have a cause, and,
2. The nature and character of the effect indicate the nature and character of the cause. These two laws are constantly operative in all our investigations of whatever kind or character where observation and experiment are involved. Under the guidance of these laws physical investigation has made very rapid progress during the last few years, a progress so great with results so beneficial that the mental and moral sciences, with others purely speculative, have been relegated to a secondary position or even quite discarded. And yet some of these despised and quite discarded sciences may be of even

more *practical* importance than many that are purely material. We quite agree with Prof. Jevons in the preface to the first edition of "The Principles of Science," when he says,—“We must sooner or later have strict sciences of those mental and social phenomena, which, if comparison be possible, are of more interest to us than purely material phenomena.”

Reserving for the future any remarks in vindication of this position, we accept, without further comment or justification, the position of the dualist, a world of unconscious material existence on the one hand, the realm of Physics, Chemistry and the kindred sciences, and on the other, a world of conscious, spiritual, intellectual and personal existences, the realm of Psychology, Philosophy and the religious life and creeds.

In the study of the physical sciences, observation and experiment are the fruitful agencies by which we seek to evoke an answer to our interrogations, and an explanation of the manifold phenomena. Inductive Logic is supposed to furnish the only basis and ground of inference, and metaphysical speculation and *a priori dicta* are presumably reduced to a minimum. In this, however, as in all other creeds, theory and practice are widely divergent, and the inductive empiricist is frequently found—as J. S. Mill in his Logic and elsewhere—using *a priori* truth to prove his assertion that all knowledge has a purely empirical origin.

As in the study of the physical so also in the mental sciences, observation and experiment with inductive inferences, under the guidance of the two laws already mentioned, must constitute the method of procedure if the results are to prove satisfactory.

Here two distinct applications of this method present themselves, the one introspective and individual, the other objective and general. The first has a leading representative in Locke in his "Essay on Human Understanding," while the second has a typical advocate in the brilliant and versatile Victor Cousin.

Both of these methods are necessary, while either one followed exclusively will give a one-sided and partial result. So strongly is this conviction forcing itself upon us that we are told that no final verdict can be rendered until animal life in all its forms and manifestations has been fully canvassed, facts duly registered, and inferences logically and correctly made. Intelligence as man's special inheritance is thus challenged, and instead of sharp boundary lines determining the limits of the field of investigation, we are crowded upon a *terra incognita* whose kinship we challenge and whose boundaries are indeterminate. The witnesses cannot all be summoned, consequently the case, like a chancery suit of former days, may never be closed. In Locke we were sent for a final answer to "our own minds," "to the savage," "the infant," "the idiot," "the foetus," but now we are summoned to a companionship indefinitely mul-

tiplied, and to an ancestry long since distanced, discarded and disowned in the competition for intellectual preferment. The generalizations that with Locke became a fixed and definite maxim, born and matured in the lifetime of each individual, have been found by Spencer to be the gradual accretions through "heredity" of an indefinite period, through countless generations and numberless variations and integrations. While Locke's method must not be overlooked it is equally unsafe to make it the sole and all-important one. "Look into your own minds." Yes, but unfortunately there may be but little depth and still less variety. No man fully represents the thought, the emotion, the will power of the race. The logician may be emotionally untouched with the most beautiful and artistic poem, while the poet finds neither consolation nor rapture in a mathematical demonstration. The sculptor may re-create in the marble the forms of beauty and perfection living in his imagination and pulsating in his brain, while the eloquence of Demosthenes or the genius of Napoleon would elicit no recognition and stir not an emotion in his soul. A philanthropist would be moved to pity and to action by a plea from feeble infancy, oppressed womanhood or the veriest tramp, while an Alpine summit might be little more to him than an ant hill, a roaring Niagara but a tiny rivulet, and a Colorado Canyon or a Yosemite Valley of no more significance than a ground hog's habitation. To hope to find all mental phenomena manifested in a single life is to seek the living among the dead. No one generation, age or people can fully represent all that pertains to man's inner, deepest, broadest nature. The thoughts that stir some of the nations to-day awaken emotions and give birth to lines of action to which former generations were strangers, and which will re-appear only when and where similar surroundings may call forth similar feeling and effort.

Man must always be studied historically, and history psychologically. Man makes history and history makes the man, are two propositions that God has joined together, and what He has joined let no man put asunder.

No person can be an intelligent reader of history without being something of a psychologist, while every psychologist must of necessity be a devoted student of history. To read of wars, to learn the names of kings and rulers in chronological succession is not to understand history. History is the record of man's activities, and to know it in its deepest and most significant meaning, we must know the impelling forces productive of that activity. We must enter man's very soul, survey his nature in all its bearings, and determine its elemental and fundamental characters.

As the science of arithmetic ultimately reduces itself to the two simple rules of addition and subtraction, and these again to the multiplication table as fundamental and final, and as the

science of geometry refers everything ultimately to axioms, definitions and postulates, and these given, arithmetic and geometry are natural and logical growths; so, obtaining a knowledge of man's real self, history, with all its changes and revolutions, society, with all its specializations, are but the billows and eruptions upon the surface, revealing the potential and otherwise hidden forces operative according to laws of their own.

The time was when merely to obtain the answer to a problem was of more pleasure to you than the theory and principles upon which the solution depended. The time has long since come, with many of you, when the study of the principles of a science furnish a deeper and more satisfying pleasure. We have all read with interest and with sorrow the history of the Bourbons. What were the inherent causes that contributed so banefully to their unfortunate career? Henry IV., the first Bourbon who reigned, had not the qualities associated with their subsequent history. What is the fountain head of this poisonous stream? "Ferdinand, of Aragon, and Isabella, of Castile, first cousins, married each other, and had a daughter, Juana, who ultimately became insane. Philip II. of Spain, gloomy, bigoted, vicious, and gluttonous, the grandson of this gloomy and ultimately insane Queen Juana, married his first cousin once removed, that Queen's great granddaughter. Their son, Philip III., married his second cousin, also a descendant of the same head, Queen Juana; they had a daughter, Anne of Austria, who married Louis XIII. of France, and a son, Philip IV. of Spain, who married the sister of Louis XIII.; the children of these two marriages—Maria Theresa and Louis XIV., double first cousins, the children of two sisters and two brothers—married each other, and from them are descended, with many more inter-marriages of cousins, all the unhappy Bourbons of France and Spain. The Orleans family—Bourbons also—are not descended from this last fatal marriage, and have not developed the worst characteristics of the other Bourbons." Similar instances might be mentioned in connection with royalty elsewhere. Attention may also be directed to the "Jukes" of New York State, a family whose history is one continued series of licentiousness and crime.

What before were to us simple facts thus widen and deepen into knowledge as we get nearer the final explanation. Their madness and folly are effects, and as such cannot be understood until research has discovered the causes. But one such problem solved becomes to the observant student a hint and an inspiration to a thousand more. We touch upon another instance in which our view may possibly be open to well-founded objection. Who has not heard of Ireland's troubles, and sympathized with every manly and righteous effort toward a solution? During the last century, Ireland, for various reasons, was drained of her best and most vigorous population. Whole regiments of

soldiers in foreign service were sons of the Emerald Isle. The feeblest in mind and body, and poorest in purse, were forced by circumstances to remain at home. The descendants of the strong and vigorous exile have made themselves a name in both church and state in the land of their adoption. A less-favoured parentage at home has produced a less fortunate offspring, and, as France suffers to-day from the expulsion of the Huguenots, whose moral and mental vigour have become a lost factor in the life and councils of the nation, so Ireland stands, in many respects a feeble suppliant for rights that the stronger ought cheerfully to acknowledge.

An analysis of the forces operative in every war will, doubtless, resolve themselves into humanity's cry for bread, to satisfy an inordinate and extravagant ambition, or to redress some real or supposed wrong. All these and as many more can be unfolded and explained from our own experience, revealing, as they do, individual and personal characteristics transferred to the wider sphere of national life and international conflict. The invective and the strong denunciations of a rival policy in our own parliaments may possibly be chargeable at times to the personal interest of the speaker and his numerous friends rather than to patriotism and the best interests of the country. Such are the springs of activity within us that a dispassionate study of them becomes possible only in the field of history, while even here the chronicler pauses upon the threshold of his own age, leaving it for one more removed from the scene of conflict, and consequently with the personal factor less involved.

#### DIFFICULTIES IN THE STUDY OF PSYCHOLOGY.

Kant, in the opening sentence of the preface to the first edition of his immortal work, says:—"Our reason has this peculiar fate that, with reference to one class of its knowledge, it is always troubled with questions which cannot be ignored because they spring from the very nature of reason, and which cannot be answered, because they transcend the powers of human reason." Man's strength thus becomes to him a source of difficulty equally with his weakness. The strength to ask a question, associated with inability to find an answer, seems a sublime mockery of our greatness. The ability to ask seems to imply the right of the questioner to an answer. And we may also add that the ability to ask a question implies at least a partial knowledge, possible or actual, however imperfect such knowledge may be. "Pure reason is so perfect a unity that, if its principle should prove insufficient to answer any one of the many questions started by its very nature, one might throw it away altogether as insufficient to answer the other questions with perfect certainty."

It would follow from this that in some way man stands at the opening of the door leading into the temple of truth, and

that in some equally mysterious manner the temple of truth is within him. As Browning says in his *Paracelsus*:—

“ There is an inmost centre in us all,  
Where truth abides in fulness, and to know  
Rather consists in opening out a way  
Whence the imprisoned splendour may escape,  
Than in effecting entrance for a light  
Supposed to be without.”

Both question and answer are, in some sense, within us, but as yet our intellectual wealth is measured by the former rather than by the latter. This is of necessity the natural order, and is both an interrogation and a prayer relative to the character and the quantity of the harvest. “First the blade, then the ear, after that the full corn in the ear.” Were we doomed to complete agnosticism, no one would be troubled with our questions. Complete imbecility never wears a questioning look, nor wearies us by difficult and tormenting problems. But how unfold this intellectual life within us? How turn the enigmas of nature into a volume whose pages are legible to him who would read? How touch the chords of this marvellous intellectual machinery, so that music, clear, logical, perennial, the universal harmony and melody of reason shall respond and be with us an abiding guest? The *Ancient Organon* of Aristotle and the newer one of Bacon have offered to serve as “guide, philosopher and friend,” and yet the depths of our mental life are but imperfectly understood, while every light kindled within the bosom of nature but serves by its brilliancy to deepen the surrounding gloom and reëcho the mystery that has accompanied the intrepid explorer. Matter, life, mind, are mysteries still, and he who shall tell us best how to take these yet unconquered realms must of necessity point out to us methods of study in harmony with the laws of our mental activities. The declaration that this has been done for us has been frequently made, and, by facts, as frequently disproved.

The chief difficulties in psychological study come from the physical side of our nature. Our earliest associations are with the tangible, the concrete, the material. We speedily come to think that these alone constitute the real and only objects of study. Sense perception being thus first in our history, and requiring but little effort, we are repelled from those abstract processes where the mind unaided must tread an unfamiliar path. We find difficulty in those processes where the mind holds converse with ideals and abstractions. We seek our former help—the crutch of the senses, upon which to lean.

Another difficulty is that, properly speaking, we can only deal with facts as remembered, not as transpiring, facts which cannot always be restored at pleasure, nor laid aside and taken up again at our command.

Nor are these mental phenomena capable of distinct separation from each other, as is frequently the case in the physical sciences. Thought blends with feeling, fact with imagination, reason with emotion, hatred with love, beauty with deformity, mind with body, until weariness in the effort for analysis is followed by despair of final success. The compound is not unlike the contents of the witches' cauldron in "Macbeth," containing

"Eye of newt, and toe of frog,  
Wool of bat, and tongue of dog,  
Adder's fork and blind-worm's sting,  
Lizard's leg and owlet's wing,  
Scale of dragon, tooth of wolf,  
Witch's mummy, maw and gulf  
Of the ravin'd salt-sea shark,  
Root of hemlock digg'd i' the dark ;  
Liver of blaspheming Jew,  
Gall of goat, and slips of yew,  
Silvered in the moon's eclipse,  
Nose of Turk, and Tartar's lips ;  
Add thereto a tiger's chaudron,  
For the ingredients of our cauldron,  
Double, double, toil and trouble,  
Fire burn, and cauldron bubble."

If, again, we turn to language as representing a fountain of spontaneity and well of psychology undefiled, we find it "saturated with the imagery of the external world." Words have grown up amid sense associations, and their spiritual significance is but a transfiguration of physical surroundings. The power to coin new terms to represent our spiritual thoughts is no prerogative of king or philosopher. The material term must be used, and hence, to vary the language of Milton, we are compelled to turn "unholy things to holy usage."

Another difficulty is that attention, reflection, concentration of thought upon our mental activities come later in life when habits are somewhat formed, and require an effort to which we do not all cheerfully and willingly respond. I have not found it upon record that any lazy man has ever become a noted psychologist or a profound metaphysician.

#### ADVANTAGES OF THE STUDY OF PSYCHOLOGY.

A materialistic view of nature is associated with our earliest impressions. Sense experience precedes the development of our rational faculties. Our interpretation is always strongly influenced by our environment. "The infancy of Science resembles the infancy of Nature," and all systems of thought and speculation reveal in their earlier history the predominant and misleading views begotten through the agency and influence of the senses. To the extent that we find man ignorant of himself do we find him holding false views of nature and of God.

Self-knowledge was the mission to which the unrivalled Socrates consecrated all his energies, and the results following that intellectual awakening are among the imperishable monuments that still challenge our admiration and imitation. Ignorance of self is ignorance of God, ignorance that touches every line of thought leading to God—the fountain and source of all truth. Unrivalled in philosophy and matchless in eloquence, Plato, the great disciple of Socrates, says: "The cause of all impiety and irreligion among men is, that reversing in themselves the relative subordination of mind and body, they have in like manner, in the universe, made that to be first which is second, and that to be second which is first; for while, in the generation of all things, intelligence and final causes precede matter and efficient causes, they, on the contrary, have viewed matter and material things as absolutely prior, in the order of existence, to intelligence and design, and thus departing from an original error in *relation to themselves*, they have ended in the subversion of the Godhead."

To the same effect speaks Jacobi, of Germany, at the beginning of the present century: "Nature *conceals* God; for through her whole domain Nature reveals only fate, only an indissoluble chain of mere efficient causes, without beginning and without end, excluding, with equal necessity both Providence and chance. An independent agency, a free original commencement within her sphere and proceeding from her powers, is absolutely impossible. Working without will, she takes counsel neither of the good nor of the beautiful; creating nothing, she casts up from her dark abyss only eternal transformations of herself, unconsciously and without an end; furthering, with the same ceaseless industry, decline and increase, death and life—never producing what alone is of God and what supposes liberty—the virtuous, the immortal.

"Man *reveals* God; for man by his intelligence rises above nature, and in virtue of this intelligence is conscious of himself as a power, not only independent of, but opposed to nature, and capable of resisting, conquering, and controlling her. As man has a living faith in this power, superior to nature, which dwells in him, so has he a belief in God, a feeling, an experience of his existence. As he does not believe in this power, so does he not believe in God; he sees, he experiences nought in existence but nature—necessity—fate."

The study of self reveals within us a spiritual and intellectual agent in the body, yet doubtless not of the body, a source of activity within itself, but, nevertheless, standing in the presence of an absolute *ought* to which it is required to yield an unconditional yet free surrender. Man is a soul and has a body. The body is *mine* and not *me*. Law with all its majesty; personality with all its wealth and power of will; truth with all its absoluteness and universality; God with all His majesty, purity and love, are revelations only when thought has been

turned upon itself, and the phenomena of our intellectual life have been made objects of our careful observation. Till then the soul is a prisoner in the earthly sphere of sense, ignorant of the immeasurable riches within and without it, a libel upon the Divine utterance, "Thou madest him to have dominion over the works of thy hands." In the study of self reason assumes her legitimate position, and chaos and darkness are supplanted by order and light. God, last in the order of knowledge, is discovered to be first in the order of existence, and yet to have been present in reason and conscience, guiding and inspiring where we thought we were walking unaided.

It must not be forgotten as a leading instruction in Psychology that, "first principles of every kind have their influence, and indeed operate largely and powerfully long before they come to the surface of human thought and are articulately expounded. Take the case of language. The principles of grammar lie at the root of all languages and preside over their formation. But these principles do their work in the dark. No man's intellect traces their secret operation, while the language is being moulded by their control. Yet the mind of every man who uses the language with propriety and effect is imbued with these principles, although he has no knowledge of their existence. The operative agencies of language are hidden; its growth is imperceptible. Like a tree unobserved through the solitudes of a thousand years, up grows the mighty stem and the mighty branches of a magnificent speech. No man saw the seed planted, no eye noticed the infant sprouts, no mortal hand watered the nursling of the grove, no register was kept of the gradual widening of its girth, or of the growing circumference of its shade, till the deciduous dialects of surrounding barbarians dying out, the unexpected trunk stands forth in all its magnitude, carrying aloft in its foliage the poetry, the history and the philosophy of a heroic people, and dropping forever over the whole civilized world the fruits of Grecian literature and art." The imperishable in literature, science or art is slow of growth, and rests upon principles that are timeless with reference to the past, and in this way alone is perpetuity secured for the future.

A partial acquaintance with Psychology is absolutely necessary in order to success in teaching.

Success in any department of activity can only be obtained by some definite knowledge of the material upon which our energies are expended. This is a truth so evident that it seems superfluous even to mention it. In all our material industries any other view would be ridiculed as infinitely absurd. Yet in the higher, more delicate and more responsible duty of mental development it is too frequently lost sight of. Many parents will trust their children to incompetent guidance in their relation to a teacher, while they are careful to excess who shall be

allowed to draw a rein with one of their horses. The coachman is expected to have some knowledge of the care and management of the animal he is engaged to feed and drive; but because mental principles lie hidden, and are not of a nature to be weighed and measured, it is too frequently not realized that mischief is being done and energies misdirected until much time has been lost and habits engendered whose removal or cure may be quite beyond the range of possibilities. The mind is too generally treated as an empty cistern to be filled, instead of a living fountain, whose flow needs only the proper direction. Mental discipline is an evolution rather than an involution. The mind needs to be awakened to a knowledge of its own riches, and its proper development is from within outward. A teacher following the dogmatic and historical method loses patience with a pupil, calls him a cabbage head and other illustrious and euphonious names. It is a compliment to the pupil, but a sad reflection upon the teacher. If he would allow the pupil to grow as any sensible cabbage always grows—from within—he would always elicit a rational response to a rational question. In this way only can he inspire confidence and ensure success,

Socrates was the most illustrious public school teacher ever called upon to defend his method and his doctrines before a board of trustees or a civil court. His *Apology* stands a living witness to his simple but far-seeing wisdom and the worse than folly of his accusers. He could find in the child or outcast slave an intellectual inheritance that made him one with the grandest and best. He proved that "wisdom is oftentimes nearer when we stoop than when we soar."

So strongly did he impress the great and universal truths of reason upon his pupil Plato that he makes it a leading proof of the pre-existence and the immortality of the soul. As Wordsworth puts it:—

"Our birth is but a sleep and a forgetting;  
The soul that rises with us, our life's star,  
Hath had elsewhere its setting,  
And cometh from afar;  
Not in entire forgetfulness,  
And not in utter nakedness;  
But trailing clouds of glory do we come  
From God who is our home."

And we come with

"Truths that wake  
To perish never;  
Which neither listlessness nor mad endeavour,  
Nor man nor boy,  
Nor all that is at enmity with joy,  
Can utterly abolish or destroy."

The great mission of Socrates was to expose the fallacy and sophistry of the hirelings of his day. To do this it was necessary

to show the untenable position of the sophists, that knowledge if at all possible could only be reached through the organs of sense, and had no significance beyond sense-experience. Socrates unfolded the inner nature of human reason, and out of its depths produced the most overwhelming evidence in proof of his position, and thus gave to science and to man a dignity and value measureless in their influence upon his own and all subsequent times.

He showed :—

" How poor,  
Beyond all poverty how destitute,  
Must that man have been left, who, hither driven,  
Flying or seeking, could yet bring with him  
No dearer relique, and no better stay  
Than this dull product of a scoffer's pen."

And who, in the realms of morals could show with such admirable simplicity, how

" Possessions vanish, and opinions change,  
And passions hold a fluctuating seat;  
But, by the storms of circumstance unshaken,  
And subject neither to eclipse nor wane,  
Duty exists?"

The teacher must sufficiently understand the mind as to show the nature, ground and source of truth, and the faculties most intimately associated with its acquisition. The powers

" Of soul and sense mysteriously allied "

must be studied in their inmost and deepest relations where

" Truth has her pleasure-grounds, her haunts of ease."

In these depths of reason, infinite, imperishable, eternal, the mind holds converse with God—

" Existence unexposed  
To the blind walk of mortal accident,"

the one all-embracing reality, the foundation of truth and right. To one who thus investigates, the senses are but the avenues through which a fleeting, changing world presents itself to us, a world where Reason veils herself in forms of beauty in which we read :—

" The vision and the faculty divine."

Not only must the teacher know what faculties are most involved in the acquisition of truth, what that truth is, and where found; he must also know the chronological as well as the logical order of their development.

Our sense activities manifest themselves at a very early stage. Reflection, contemplation, abstraction, are of a later

growth. No intelligent teacher of English Grammar will begin with abstract terms or general rules. We have all observed with what difficulty children get hold of the significance of an adverb, preposition or abstract noun. Any term that stands for a thing or action—the substantive and verb—is easily apprehended. John strikes, John is struck. These can be seen and felt too. But abstractions came at a much later stage. It would be somewhat amusing to take an opinion from each of you as to what kind of a noun you would make "Daniel," in Shakespeare's "A Daniel come to judgment." I feel quite sure that even as experienced teachers your views would differ.

Just as a child first creeps, then pushes round a chair or takes hold of another's hand, so the mind at first leans upon the senses, and must deal with subjects related to sense-perception. For this reason we think it a mistake to start a child in Geometry immediately after passing the High School Entrance. The mind is far from being able to grasp these universal propositions and conclusions. As yet the mind can only comprehend a definite result, a single answer in reference to a single question. Actual observation and experience with my own children have convinced me that this position is true even though it did not rest on a general psychological law.

Generally speaking our High School Course is an excellent one, but we nevertheless think that it is marred by at least three mistakes, (1) too early introduction of abstract reasoning, (2) a system of examinations that tends too much to cramming rather than to a judicious and careful mental development, and (3) too wide a range of subjects, making our High Schools too much after the character of juvenile Universities. A few subjects thoroughly mastered will prove of infinitely greater benefit than a large number but imperfectly understood. There is more than practical wisdom in the regret of a celebrated German scholar on his deathbed that he had not confined his study to the dative case. This is an age of specialization, and only the productions that come from special talent or specialized labour will live to enrich the thought of the future, and crown the present as a period of deserving recognition because of its intellectual triumphs. And let it not be forgotten that the aptitude and ability for special work is one of the many proofs that Psychology has upon our consideration, revealing as it does the exhaustless fertility and infinite capabilities of the mind, and the consequent claim that so delicate and flexible an agent have a fitting field for its development and skilful guidance in the prosecution of its mission.

## AGRICULTURE IN OUR RURAL SCHOOLS.

BY THOMAS SHAW, GUELPH.

The statement of this subject is most fortunate for the writer, as it gives him the freest and fullest license in the treatment of it. If Agriculture is not taught in our Common Schools it allows him to assign the reasons for this strange neglect, to show why it should be introduced, and the best mode of introducing and teaching it when it is brought in. He may dwell upon its relative importance and its relation to other callings, may endeavour to point out the communities to whom it may and may not be taught, and set up if he can the landmarks that mark the limit of its claims.

Perhaps I cannot do better than to launch my boat upon this rill of thought, following it in the simple sequence indicated, and sail away through the lone country through which it flows, noting the tributaries that swell its volume seaward, in the hope of discovering at least the bars in its bed, that have kept the good ship coming to us laden with Agricultural treasures at least nine miles and more at sea, and of devising some plan by which these may be cut away. Virtually Agriculture is not taught in our Common Schools at present; I have scanned with a jealous care the programme of studies for Forms I. to IV., for Public Schools in the "Departmental Regulations," and I find no trace of Agriculture there.

The subjects of the lessons there enumerated treat of other things, although those who study them from Rural Schools are nearly all from the farm.

Again in the "General Directions" Forms I to V, I read, "The authorized text book on Agriculture should be introduced into every Rural School." How many have introduced it? And who has been the better of its introduction?

We must first get a text-book on Agriculture before we can introduce it; this I make bold to say with all due deference to the powers that be, we have not as yet; like the children of the outcast, it has been assigned a home on the street. While it is true that Dr. Ryerson's "Agriculture" was sanctioned for use in the Public Schools in 1870, no work having been prescribed on the subject previously, continued as an optional subject on the Review List in 1880, was superseded by Tanner's "First Principles" in 1882, which was left off the list in 1887, and replaced by "Public School Agriculture" in course of prepar-

ation and to be authorized if found suitable, my statement holds good that we are at present virtually without a text-book on Agriculture in our Common Schools, and always have been so, for those we have mentioned were not text-books at all in the sense of adaptation to the requirements of Canadian Agriculture. That such has been the judgment of the general public is clearly manifest from the limited number of pupils which have used them.

The report of the Minister of Education for 1887, gives the number engaged in the study of Agriculture in the Public Schools as 1489, out of a total attendance of 487,496, or one pupil out of every 327, while the subject was not taught in High Schools at all.

It is, therefore, of the first moment that the coming text-book shall come speedily, and that it shall be in every way worthy of the subject of which it treats.

Various other elementary studies have been brought into the school-room and comfortably warmed, while Agriculture yet stands shivering without in the cold. That shy little fellow now stands at the door, waiting for some one to open, that he may spend his first day at school. That little lad is the Canadian Representative of the first and last of the Sciences, so interminable in its scope, that the pick-axe of the scientist has taken nearly six thousand years to break open the door way leading into its illimitable treasure-house. May our Minister of Education whom we all so much respect, take the timid little fellow by the hand and bring him in. May every teacher in the Rural Schools give him welcome. He has within him the germs of a wonderful development that will bring much honour to the school. The material interests of every farmer of this Province will be affected by the treatment that boy receives at school.

The reasons why Agriculture has not received more attention at the hands of our Educational Authorities are not far to seek. It has not been sought by those who used it most—the farmers. Hitherto they have been so largely absorbed with the work of removing physical obstructions on their farms, and getting bread and butter for their families, that they have not given due attention to the nature of the mental food these should get at the School. They have not clamoured for the introduction of an Agricultural text-book, or it would have come long ago. They have been content with bread when they could have had the butter for the asking. This province has many thousands of Common Schools and High Schools by the score, and these are not too many, and yet it has but one school virtually where Agriculture is taught. That the year 1888 is more than half gone and Agriculture yet untaught in our Common Schools is enough to stir the ashes of our departed fathers, whose labours largely made this country what it is. Though the

Guelph College were brimful of students, only one farmer in 1500 could send his son there. The sons of the 1499 must go without instruction in what is to be their future life work, or get their instruction at home, a sweeping reflection this on the ignoble content of the farmer. Thus it is that the flower of rural communities are drafted away to the cities, that in the governing voice of the country the farmer gets a place among the thirty rather than the first three, and that in the social scale he is pressed tightly against the wall. We are without a textbook, why? Bookmaking is a good deal of a trade, it is so largely governed by the law of supply and demand, now that farmers clamour for it, it will come. The old National series of school books came from Britain, a book adapted to the wants of Canada cannot come from Britain or any country but Canada. The soil of Canada forbids it, the climate of Canada forbids it and the honour of Canada forbids it. It must be written by a Canadian.

The *reasons* why the study of Agriculture should be introduced into our Rural Schools are not far to seek. There is first its relative importance to the *farmer*, whose children almost exclusively fill the forms of Rural Schools. It is to him both meat and drink, and clothing and money. It is the steed he rides from the cradle to the grave, and the funeral car that conveys him to his last resting place. Why should he not be taught this from his earliest infancy?

The youthful mind has been compared to soft wax, on which impressions are made, and there is much truth in the homely figure; why shouldn't impression after impression of the beauties that abound in the realms of Agriculture be made upon the youthful mind from country homes while in the waxen state? Why shouldn't the farmer boy and girl have all the knowledge that the father and mother can give them, supplemented by a great deal that they cannot give them, and that will be to them of life-long value? We cannot but think that the study of Agriculture would prove to most youthful minds one of the most interesting in the whole curriculum, dealing as it does wholly with truths that relate to natural objects, in striking contrast to many of the other studies which are mere abstractions, that seem so difficult to them to grasp. The perceptive faculties go out in search of them, and after wandering a while in realms of shadow, come back in despair, and then lie down and go to sleep the sleep that knows no waking. We know of no study so well calculated to stimulate the perceptive faculties at a tender age as the study of Agriculture.

Then there is its relative importance to the *whole community*. The prosperity of every one is largely bound up with that of the farmer. The number of the spokes in every wheel of business, the number of wheels, and the number of revolutions are largely determined by the success attending the operations of the

farmers. About two-thirds of the population of this country are farmers. I believe that they own more than two-thirds of its property, and they furnish more than two-thirds of the brains that stock the professions. The part they play in the commonwealth is nearly all in all a two-thirds factor, and therefore they are surely entitled to a two-thirds consideration at the hands of our Educational Authorities. A boy who, to the practical training he gets at home, adds sound theoretical instruction from a school text-book, will beat the boy at farming who has only the first. Whatever then tends to improve farming should be countenanced by the whole community. But, one objects, is not this Class Legislation? Why not introduce a book on medicine into the Rural Schools? I answer, when the medical men form two-thirds of the population of the country it will be legitimate. I grant that the artisan in the town or city is justified in asking that a text-book on practical mechanics be introduced and on the ground of numerical strength. The principle of Class Legislation has already been fought, for a text-book (so called) was introduced years ago. The exact numerical preponderance that makes Class Legislation of this nature justifiable, it is not for me to fix.

The best *mode* of introducing Agriculture into our Rural Schools is a consideration of the utmost importance. I regard it as the very central point of the subject, the eye that must be pierced if a high score is to be made. Under this head will be found the very marrow of the argument, if it has any marrow at all. There is no doubt in my mind as to the best mode of introducing Agriculture into our Common Schools, though I am not so clear as to all that the medium of instruction should contain.

It should be introduced through means of a text-book worthy of the name. I do not in the meantime favour the erection of any additional Schools of Agriculture, but I do favour the wholesale utilizing of the Rural Schools we have for teaching Agriculture. When this is done, the want of departmental instruction in the higher Schools will force itself upon public attention, and these for the time being will become nurseries for the Agricultural College. There need be no unsettling of the present order of things, in fact no perceptible disturbance of it. As peacefully as the waters of a river-feeder, creeping through the level valley, glide into those of the main stream, so should this study blend in happy harmony with those already taught. The other branches will be all the better of the presence of the stranger and will give her kindly welcome. Her influence will be elevating and ennobling and stimulating, if there is anything of these in nature, the great parent of Agriculture. I do not know who the writer of that text-book will be, but I can tell you as already more than hinted, that he will be a Canadian, and I may add that his hands will bear upon them the marks of hard

and honest manual toil. No one but a practical man can give this book the inimitable touch which betrays its origin, and which will so much tend to commend it to the practical farmer.

As to the *style* of this book, it will be written in the plainest Anglo-Saxon, its language so simple that a child will understand it, and in so pleasing a manner that both young and old will love to read it. The nature of the subject renders this a happy possibility. Although treating of a great variety of subjects, some of them requiring very delicate handling, this will be done with that inimitable skill so easy to a master hand, and in a way that can give no offence to the finest and most sensitively constituted mind.

It will be rather under than over *Scientific*, bearing upon its every page the stamp of the intensely practical; the strong meat of science is rather for maturer minds, though if finely minced some of it is good for children. This book may gently lead them through the entrance into the building, when once inside they will of their own accord want to examine it.

The *practical* as taught in this book should be with the design to supplement the practice of the farmer where incomplete, and to correct it where erroneous. This feature being of immense importance, it will be prepared with a jealous care. It is almost impossible to convince the average farmer of Ontario, that a cattle beast during the first year of its life when properly fed, will gain two pounds of flesh per day on a less feed ration, as readily as it will gain one pound during the third year of the same. But there will be no difficulty in convincing his boy if taken in time. It is a hopeless task, the endeavour to convince the farm matrons of Ontario, that their methods of making butter are defective, but their daughters may be easily convinced if taken young. These truths simple as they are, mean millions to Ontario every year.

The matter of this book must be *massed* with a skilful hand, and in a regular succession, always from the less to the greater, the stepping stones adapted to the growing measure of youthful feet, the gradual unfolding of its truths as pleasant as the unfoldings of the rose. Commencing with the most simple and elementary truths, it might end with what is more abstruse and complex, but there should not be much of the abstruse or complex in it at all, just enough to give the pupils an inkling of the unmeasured depths that lie beyond.

It should be a *teachable* book in an eminent degree. No one can prepare such a text-book on any subject so well as an old teacher, for none know so well the character of this requirement, and its importance. Its truths should lie upon the surface or so near it, that a little child may pick them up at sight, or at least with a little brushing to and fro with the garden rake of the mind. Its facts should be so arranged as to admit most readily of a succession of questions and answers, a style of

teaching which for attractiveness and effectiveness in our Common Schools, will always throw the lecturing style into the background.

As to the *contents* of this book, we shall not attempt to give a complete resumé, but will point out some branches of the great tree of Agriculture that we consider indispensable to such a work.

It will treat of the *soils* of Ontario, their formation, composition, and more especially the crops they are best capable of producing, hence the style of farming to which best adapted, will give the different modes of draining and the benefits that follow when this is properly and judiciously done, also the modes of tillage most suitable to them, noting in a general way the allowances to be made for the class of farming adopted whether mixed or special.

It will treat of a *rotation* of crops, having a due regard to variations of soil and sub-soil, the disturbing influences of climate and the resources to which recourse must be had when this rotation is interfered with, through lack of necessary moisture, snow or frost, causing failure to one or a number of crops.

The principles that underlie *successful farming* will be made prominent. Here we refer to adaptation of animal and plant life to locality, having reference to market facilities as well as to sustaining them in an ever increasing vigour, the proper utilization of labour and labour facilities, and the great wisdom of being forehanded in everything.

It will include the wide subject of fertilizers, and the deep subject of feeding animal and plant life. The right treatment of this section will throw fire brands into the scrub stock system, and thin the ranks of land-robbers, who are ruining the Agriculture of our country, and it will slay the intruding weeds of Canada by the hundreds and the thousands.

There will be a chapter on *weeds* and *insects*, their habits and the best means of destroying them, with plates of the most dangerous of the intruders. Then will our children know much more of the vagrants of weed and insect life than their parents know to-day. The methods of destroying them must have a due regard to locality, for those almost diametrically opposite succeed best in different localities sometimes.

A goodly section will treat of *live-stock* and *products*, possibly of their origin, certainly of their utility, characteristics, and a summary of the principles of management. If sketches of the most prominent were given, these would make a charming study for the boys. The principles of cheesemaking and butter-making should be out-lined in condensed epitome from the sowing of feed to the completion of the finished product.

A chapter might well be devoted to *farm Agriculture*, with plans and drawings. We have good models of dwellings and outbuildings now. A description of the most suitable modes of fencing would be valuable, and so much at least of forestry as

treats of windbreaks, and the trees most suitable for re-foresting this country, with the best modes of planting them.

*Horticulture* will come in for its share of attention, including useful varieties of fruits, adaptations and outlines of management, with the principles of successful gardening. Here again the effects of good sketches will be magical, it will set many a boy and girl to growing raspberries. The farmer's garden with a diagram will serve an excellent purpose.

There might be room for the statement of the general principles of *Bee keeping* and the beautifying of *home and surroundings*.

There should be no veterinary department in this book, the subject is beyond the reach of most school children, and a statement of general principles here will avail but little. The same is true of levelling land, surveying and Agricultural chemistry, other than the merest outlines included in the enumeration of the above subjects. These are sure to work their way into our High Schools in that better time that is coming, and that is assuredly near at hand. The farmers of this country are soon going to ask that Agriculture be taken down from the shelf in our High Schools, and given a place among the first three, and when they ask it, it is going to be done. But it is infinitely more important to get it first into the Common Schools where the masses may be reached.

When these get into the fairyland region of Agricultural study, they will extend their explorations, which shall soon reach the higher schools, where the hunger must be ministered unto.

Nor is the statement of contents at all complete. But says one. "Will the work not be too bulky?" Not necessarily so, it should not, need not, go beyond 250 pages. It should be a statement of fact, rather than an explanation of fact.

It must needs be a summary of condensations, so arranged that the ascent, though continuous, will be imperceptible. The pupil will be led on so gently, that he will be scarcely conscious of effort. Do not say the task is hopeless, for it is not so by any means. Don't say it can't be done, for it can.

But it is very evident that the author of this book will have no easy task. His work will mainly consist of making mince-meat from the elements of an illimitable subject, and cooking it tastily, to be served up to the young mind. He must needs be a thorough master of his subject, and cunning in the art of book-making above most of his fellows. Such an one will indeed be a public benefactor. Show me the man who has successfully accomplished the task, and I will show you the man worthy of double honour. He it is who should wear the lordly apparel and the garland of dignity, and before whom it is well that they should cry, Behold the man whom all the farmers in Ontario delight to honour!

In the "general directions" of the Departmental regulations, I find the following in reference to the use of the authorized

text-book:—"Special attention should be given to such points as how plants grow, and what they feed upon, how farms are beautified and cultivated, the value of shade trees, what trees to plant and when to plant them, the relation of Agriculture to other pursuits, the effects of climate on the habits of a people; practical selections on rural subjects, talks on natural history, should form part of the instruction of every Friday afternoon."

I don't know who wrote those regulations, but with all due deference to the gentleman, I fear he was a "book farmer." It is very well to know "how plants grow and what they feed upon" and something of this should be embodied in the text-book, nor is it unimportant to know how to beautify farms, but less so than to know how to make them profitable. The relation of Agricultural to other pursuits is not of little moment, but the study of it is certainly better adapted to maturer minds. "The effects of climate on the habits of a people," might prove a profitable study for pupils at the High School, or the Agricultural College, but it is surely more important for young persons to know the effects of climate on the habits of plants by which life is sustained. The "practical selections on rural subjects" I would relegate to the farmer's wood fireside, and leave the "Talks on Natural History as part of the Friday afternoon exercise."

In the compilation of our text-book it should never be forgotten, that the large majority of those who study it will never attend a High School, and therefore the overwhelming importance of having it brimful of knowledge that is intensely practical.

I need scarcely dwell upon the mode of *teaching* it for this has been already indicated. To my mind the mode of imparting and impressing truth by question and answer is much more effective, than by means of the lecture when dealing with the young.

The first method compels some measure of attention, and is a sure gauge of the degree of interest taken by the pupil, while the latter gives unlimited latitude to listlessness and abstraction.

Such a work would of necessity be adapted only to the higher forms, but children in the lower might be reached by an occasional lesson in the reading books, on some simple feature of the great grand science.

Why wouldn't a reading lesson on the art of buttermaking, free from all scientific technicalities, prove of immense service to the maidens and future matrons of the farm, and what harm would it do to any one?

I am not one of those who find pleasure in saying that the former days were better than these, but the grateful memories that linger around the reading books of the old National series lead me to say this, that they were not only useful as text-books to teach the art of reading, but were at the same time replete with information on useful subjects, the remembrance of which

like that of "kind words" will "never die." In this respect they excelled the readers of to-day, which have scarcely one lesson throughout the series, where reference is made to Agriculture.

The *relative importance* of Agriculture has already been touched upon in an incidental way.

Its relation to *other callings* is not obscure. It is to these what the rain and the sun are to Agriculture. In most countries the measure of Agricultural prosperity is the measure also of the prosperity of the artizan, the merchant and the manufacturer, and of the professions as well. It is the oil and the wine that mollifies the festering wounds of depressed business periods, and brings about more auspicious times. Improved Agriculture means higher pay to workmen generally, whether handling matter or mind, and teachers of schools will form no exception, therefore, viewing the matter in the low light of self-interest, they should be diligent in teaching the subject, and because of its beneficial reflex influences upon all other material interests, the educational authorities should be diligent in procuring suitable text-books.

The *communities* to whom Agriculture may be *taught* should be clearly defined. It is surely reasonable that teaching it should be obligatory in all Rural Public Schools, if the teaching of any other branches is made obligatory, for all dwellers in the country are more or less distinctly interested. In villages it might be left optional with the parents, whether their children should study it, and in towns and cities with the School Boards whether it should be taught at all.

It is quite possible that all the *landmarks* that fix the limit of its claims upon *other classes* may not be very easily pointed out. That Agriculture has claims upon the favourable consideration of the whole community has already been shown, but the extent of those claims has not been defined. The forest of the vision here is so thick with underwood, that I frankly confess I can scarcely see the light on the farther side. Agriculture in Canada is unquestionably the great mustard tree, and the fowls that repose in its branches should be encouraged to do so, but how far they should be compelled to eat of its fruit is an open question. The lawyer of the city might not wish his son to spend time in the study of Agriculture, while the member of the School Board might choose differently in the case of his son.

But the obscurity that hangs over this part of our subject will be dispelled before the advancing light of the expression of public opinion, which will ultimately make known the desire of majorities, as to how far the landmarks that mark the limit of the use of this text-book shall extend. In the meantime let us have the book at the earliest possible moment, and may it be a worthy fore-runner of a magnificent Canadian Agricultural literature that is yet to be.

## WHAT ARE THE PROPER FUNCTIONS OF A NORMAL SCHOOL?

BY CHANCELLOR MACVICAR, LL.D.

GENTLEMEN,—When asked by the Executive Committee of the Ontario Teachers' Association, to prepare a paper on the question "What are the proper functions of a Normal School?" I took it for granted that more was intended to be covered by the answer than a strict construction of the question would require. I have, therefore, in what follows, endeavoured to point out not only the nature of the work which belongs properly to a Normal School, but also the mode of procedure by which this work can be best accomplished.

Permit me to state before proceeding further, that the views advanced are not in any sense intended as a criticism upon any prevailing system of Normal Schools. My sole purpose is to set forth in a plain and simple way, and as fully as the limit of time imposed upon me will permit, views and conclusions which are the outcome of over twenty years' experience as a practical Normal School worker. In submitting these views and conclusions for your consideration I am quite sensible of the fact that they are not in harmony with the views and conclusions of some others who have had, it may be, as long experience in Normal School work as I have had. Yet I venture to place them before you believing that they are based upon sound educational principles, and hence may serve to stimulate inquiry in the right direction upon a subject which affects, in a very vital sense, the best interests of our schools.

What I have to say is presented nearly in the form of brief propositions. This, in some cases, may perhaps lead to a misapprehension of my meaning. The subject treated is of such a complex nature as to require for clear presentation more space than the limit of a paper of this sort will allow. I must, therefore, ask you to guard against making hasty inferences from partially stated truths.

The first, and perhaps one of the most important functions of a true Normal School is to select from among the many who aspire to teach those, and those only, who are endowed with the natural powers necessary to become, under proper training, Teachers of the right sort.

The efficient and successful Teacher is neither born nor made. He is rather the product of the union of both of these conditions.

All cannot be made successful Teachers any more than all can be made successful writers or musicians. There must in every case exist natural or inherited power. Only where this power is found can right and systematic training prove effective in producing a strong and well-qualified Teacher. Hence, the exercise of the function just named is fundamental to every other function of a Normal School. Failing in this, defeat must follow, as no amount of practice in the school-room or of instruction in the principles of Education, or the theory and practice of teaching, can ever take the place of what is constitutionally lacking. By this I do not mean, however, that no improvement can be made in such cases by training. They can be improved but the improvement, of whatever nature, must always follow the line of their natural gifts. Hence, they must ever lack, notwithstanding their training, the elements which give effectiveness to the true Teacher.

The second function of a true Normal School is to supply its students with such appliances and conditions as are necessary to acquire a correct knowledge of the principles and laws which determine the symmetrical development of both the body and the mind.

With reference to the proper exercise of this function I am disposed to think much is yet to be learned. There is, perhaps, at the present time, no lack of effort, at least in some Schools, to acquire a theoretical knowledge of these principles and laws. Books written upon the subject are carefully studied and sufficiently mastered to enable the readers to pass certain examinations. This may be all well for the purpose of passing these examinations but it certainly falls far short of the right preparation for teaching. It is remarkable how willing we are to take second-hand information upon a subject of this sort. This is particularly so in view of the fact that the data on which this information is based are common property. It is true that the "study of man is man," but alas, how few there are who put this truth into real practice. To the great mass professedly engaged in this study the truth is that to them the study of man is books.

This condition of things must be entirely changed before we can hope to reach the best results in the training of Teachers. Our Normal Schools must pursue in this, as well as in other branches, the inductive method of study. Why not? The realities themselves can, in this as well as in the Natural Sciences, be made the direct objects of observation and study. In the training of Teachers the resort made to books, in the study of man, instead of to the living specimens, is especially objectionable. By the former course the Teacher may become familiar with what others have said of the nature and constitution of man, but this will fail to cultivate in himself what will serve him best in dealing with his pupils. Instead of satisfying

himself with the nice descriptions of other men's observations he should acquire the power, the taste, and the habits which will enable him to make for himself the very observations on which these descriptions are based. This is the training, the teaching, he needs and this is what will fit him for his work. This will put him into the most intimate and living relation to his pupils. It will give him also, the power of perceiving quickly and sharply, while performing his work, the real condition of the pupil's mind with reference to the results sought to be secured.

But perhaps it may be asked, Should a Normal School be expected to do such work as I have indicated? Certainly it should. And if it fails in this it fails in doing one of the most important kinds of work for which it has a right to claim an existence. But this work cannot be done by the most perfect system of lectures upon the principles, theory and art of teaching, nor by the most diligent study of the best writers upon this subject. All this is helpful just as the study of a good handbook on Chemistry and listening to lectures on that subject are helpful. A certain kind of theoretical, and perhaps useful knowledge may be thus acquired, but no one would regard such knowledge as the proper qualification to take charge of a working laboratory and performing all its experiments. For such work no proper preparation can be made short of a thorough course of study conducted in the laboratory itself, and conducted in the very act of performing the experiments of which knowledge is to be acquired. In like manner I maintain that to obtain a proper preparation to take charge of the Education or development of human beings, a similar course must be pursued in the study of man. Listening to lectures, and the study of books, however valuable these may be, must give place to the study of the real, to the study of the living specimens, to the study of the infant, the child, the youth, the man, to the study of all these amid the various changes and conditions through which they pass in the process of development. Nothing short of this kind of work will afford our Teachers the training they should have in our Normal Schools. And until our Normal Schools are properly conditioned to do just such work—to take their students through a thoroughly practical course of experimental investigation of the principles and the laws of physical and mental development such as is here contemplated—they must, in a very important sense, fail to give Teachers the best preparation for their work.

The third function of a true Normal School to which I call attention has reference to that department of work which is usually known as the theory and art of teaching. In exercising this function two distinct and yet connected and mutually dependent lines of work must be undertaken. The first has regard to the theory, and the second to the art of teaching. Under the first is included the discussion of principles, laws,

means, and methods of teaching; and under the second, actual practice in the application of these principles, laws, means, and methods.

Great diversity of opinion and of practice prevails in existing Normal Schools as to the proper order to be pursued in executing these two kinds of work. Some, for example, contend that a complete course of instruction in the theory of teaching should be given before practice is commenced, and that this should be followed by some months of consecutive practice under the guidance of competent critics. Others contend that at the time the instruction is given in the theory of teaching the students should be engaged in making a careful study of the work done by Model Teachers. These Model Teachers are supposed, although such is not always the case, to illustrate in the best possible manner, the instruction given in the class on theory. This course in observation is usually accompanied by occasional test lessons given by the students under the guidance of the Model Teachers and Instructors in theory. This, it is held by some, is all the practice that is necessary to enable the students to make effective use of the principles, laws, and methods discussed by the instructor in the theory of teaching. There are still other methods of uniting the work in theory and practice that have their firm advocates. The two named are, however, sufficient to illustrate the nature of the diversity of opinion and practice which prevails.

Without entering into any discussion or criticism of the various schemes proposed and practised in the department of the theory and art of teaching, I must be permitted to say that if my experience teaches me anything it is that in this line of Normal School work entirely too much is made of little details, of mechanical processes, of refined distinctions in the way of methods, of petty criticisms, in short of what may properly be called the accidents of teaching rather than its essentials. In such cases forms and teaching are substituted for tact and power. The essence of a true teaching ability is the power to transfer and fix permanently in the mind of the pupil, the exact consciousnesses existing in the mind of the Teacher. The Teacher who possesses this ability will make but little account of manipulations and mechanical processes. He will work in a harness of his own, a harness which, in all probability, is somewhat odd and peculiar to himself. But what of that so long as in this harness he executes his work with as unmistakable skill as David used the sling and stone in slaying Goliath.

Theories of teaching should never be pressed to the point of transforming all Teachers into the same mould, of making them work in the same harness. Indeed any theory of teaching which proposes this, which proposes to hinder the freest exercise of tact, of inventive power, of individuality, of even certain forms of eccentricities, is unworthy of being taught or tolerated by any

true Normal School. Yet, in some way, theories and practices of this nature find their way into Normal Schools. Hence it is not surprising that many who possess a natural genius for teaching should regard a Normal School course as an exceedingly irksome and unprofitable thing. Such Teachers would never enter a Normal School did not the law make it necessary to do so in order to continue in the work of teaching. Such Teachers, however, misjudge Normal Schools and their work. Notwithstanding the defects named and justly complained of, Normal Schools have rendered and are rendering efficient service in the training of Teachers.

The limit of my paper is nearly reached. I must, therefore, hasten to state very briefly and almost propositionally some views and conclusions regarding the organization of an efficient Normal School and the mode of procedure in doing its work.

Two views usually prevail upon this subject. The first holds that a Normal School whose organization restricts it exclusively to professional work is the most effective. Those holding this view contend that they are sustained in their position by other professional Schools such as Medical Schools, Law Schools, etc. In this view they are greatly mistaken. No such support as they suppose is given by the organization of other professional Schools. There are no Medical Schools, for example, whose organization restricts them exclusively to professional work in the sense that Normal Schools are sought to be restricted. Any attempt to organize Medical Schools on the same bases as what are known as strictly professional Normal Schools would be discarded at once as destructive to the highest interests of the profession. Just think of a Medical School whose range of work is restricted even to the fullest discussion of principles, laws, means, and methods of carrying on the healing art and to a few months practice on the part of the students under the guidance of even the most experienced practitioners. The work that could be done by such a School would be regarded by all competent judges as a caricature upon Medical training. And why should we take a more lenient view of similar work when done by Schools engaged in the training of Teachers. In the matter of time in which they are required to do their work, in the range of work they are permitted to do, in the appliances afforded for conducting the course of study and investigations which should be pursued, and in the opportunity to apply in a practical way the knowledge acquired, these Schools are usually conditioned so as to be forced to foster superficialness and to substitute certain professional forms and manipulations for professional knowledge, tact, and strength. Rather than have Teachers trained under such a condition as this I am disposed to say that the entire work should be done in first-class Collegiate Institutes and High Schools. But this alternative for

doing the work, while superior, in my judgment, to having it done by what are known as strictly Professional Normal Schools, is by no means the best. This leads me to ask you to note the second view of Normal School organization.

This view maintains, in harmony with the view taken by other professional Schools, that a knowledge of what are known as non-professional subjects should be acquired under conditions which will foster properly the peculiar bent of mind, tastes, and habits which are essential elements in the qualifications of effective Teachers. Among these conditions may be named the following:

1. That the Teacher of every subject perform his work in accordance with approved principles of teaching, and in such a manner as to impress, in the act of doing his work, these principles permanently upon the minds of his pupils.

Coupled with this, each pupil should be required to note carefully the method of instruction pursued and when every subject is completed give an accurate account, either orally or in writing, of the following points:

(a) The order in which each topic of the subject was discussed.

(b) The illustrations and devices used by the Teacher to enlist the attention of the pupils and make plain the truths stated.

(c) The method of drill pursued in fixing the truths presented permanently in the memory.

(d) The mental processes by which the pupil himself reached every result.

In order to give this last, the pupil must be required to accustom himself to note and trace with care, his own mental processes. The ease with which he can do this is largely the measure of the possibility of his becoming a first-class Teacher.

2. That each Teacher conduct his work in such a manner as to guide his pupils into proper methods of study and investigation, and that he impress these methods upon the mind of his pupils and inspire them with a genuine love for thorough and exhaustive work upon each subject they undertake to investigate.

The influence imparted by this course in forming such tastes and habits as will prove of invaluable service when the pupil becomes a Teacher cannot be over-estimated. Just such work as this will do more to determine his future career as a Teacher than listening in the most attentive manner to elaborate discussions, on the theory and art of teaching. This will be found invariably true as it is a fixed law of action that men always do *what they are* rather than *what they know*.

3. That during the time the pupil is pursuing the study of what are known as non-professional subjects he should be guided

in conducting a thorough and careful course of observation on the principles and laws which determine his own mental development and the development of his fellow pupils. In conjunction with this a very full course of inductive lessons should be given under a thoroughly competent Teacher on the study of man, including all phases of the development of both body and mind from infancy to manhood. In this course reference may be had to books but the work should be done so as to turn the attention of the pupil to the study of the objective, to the study of the phenomena of mind and body as manifested in real life.

4. Having completed in the manner indicated, the study of non-professional subjects and the study of man the pupil is properly prepared to enter upon a course of training in the theory and art of teaching. This course should include the careful study and investigation of principles, laws, means, and methods and should be conducted inductively under the guidance of a competent Teacher. Accompanying this the pupil should engage in practical teaching under competent critics. He should be conditioned in this part of his work precisely the same as if conducting a school of his own.

What has been said is sufficient to illustrate the nature of the second view of Normal School organization. This view I regard with much more favour than the first. I believe that its adoption conditions properly the work of training Teachers. It may be said, however, that this view allies Normal School work very closely with Collegiate work. So it does. But the closer the alliance is made the better. For my own part I see no reason why first-class Collegiate Institutes may not be modified in their methods of work so as to accomplish much better practical Normal School work than can be done in what are called strictly Professional Schools.

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## MODEL SCHOOLS.

BY R. COATES, PUBLIC SCHOOL SECTION.

When I consented to prepare a paper for this Section of the Ontario Teachers' Association, my thoughts were directed more particularly to the supply of teachers for the need of the country. This paper may deal somewhat with that question rather than adhere strictly to the subject, Model Schools.

A careful study of the history of Education shows, that its aims and methods are determined by the types of thought in the ascendant at the time under our consideration, whether they are philosophical, political, social, religious or scientific, or indeed, any combination of these types. The tendency of the human mind to take extreme views on any particular line, has exercised a marked influence on the general education of the people. The Lancastrian method of instruction, really first practised by Dr. Andrew Bell, but developed by the rivalry between the churchmen and dissenters of the time, though the offspring of necessity, arose from a desire to educate the lowly. In earlier ages culture was only given to the better classes of the people. The Roman and Spartan looked to arms and government as the arts most worthy the attention of great men; hence, the training aimed at producing the courageous soldier, who could endure privation and hardship in the most rugged campaign and obey every command of the strictest discipline. The Athenians strove for a model of physical and moral symmetry. Their sculpture and works of art bear witness to such training, while the philosophy of Socrates is not neglected at the present day. The Chinese, the Persian and the Hindoo had each a lofty ideal to which their youth aspired, and not without success, as they, too, have handed down the ages much that is worthy our study. The Hebrews seem to have had a system of education wider in its application, as it comprehended all classes of the people. Their ideal was the pious reverent man, who strove to be good first, as his standard—the commandment of God himself—said, "Ye shall be holy, for I the Lord your God am holy."

As the efforts to sustain life become less taxing, and the rewards of labour increase, the desire to enjoy the comforts, and partake of the luxuries of life calls for gratification. This desire is not at all times in the same direction; one demands the ornaments of dress, another craves for a knowledge of the arts, while others are drawn in the way of mental culture, either for the pleasure it brings in itself, or the power it gives to rule and

direct others. All such changes or improvements have their period of introduction, trial, and if found valuable and practical, are adopted and become part of our changing social condition. Some of our present conditions of every day life were first brought into notice by the persistent effort of some individual who devoted a life to spreading its principles, and exhorting men to consider and adopt them. Wilberforce, Clarkson, Grenville Sharp, with their co-adjutors, toiled for years for enslaved humanity before their object was gained. Neal Dow, now an octogenarian, lives to see the dream of his youth a reality, blessing millions of our race. Not always has the apostle of reform and improvement lived to see a happy and triumphant acceptance of his message, but a life devoted to one purpose, whose aim and end are the good of his fellows, sooner or later gains attention, consideration and adoption. Movements of this nature have remained long in a cold barren frost-bound soil, but in course of time, the gentle rain and warmth from a life-giving sun have awakened a slumbering truth, and its benign influences have gone forth to bless mankind.

As these reforms become of general interest, and are seen to have a public importance, then the government takes them in charge and they are dispensed for the public benefit as the people direct through their chosen representatives.

Education, or letters was, at one time almost exclusively in the possession of the wealthy or ruling classes—the poor or lower ranks of people were not considered to require any mental training, for all they had to do, was to work as directed producers of other men's wealth.

The necessities of the poor led a few large-hearted men to attempt something for them; Comenius, Pestalozzi and Froebel, men of small means and brave hearts, espoused the cause of the children and infants in their respective countries. The principles laid down, the earnest pursuit of their work in the face of difficulty and opposition—the success achieved, and the results that have followed, read like the work of some good genius of fairyland. The long spell seemed to be broken, and a better day was dawning for the children of Central Europe. There had been men of ability engaged in the work of education for the masses, but in most cases their schemes had not lived much longer than their own efforts. The great need was teachers, trained by the originators of the systems proposed, and according to the principles on which those systems were based. The absence of suitable elementary books for primary classes was another fatal deficiency in developing those plans for general education. In a few instances, attempts were made to prepare elementary books to meet the wants of the pupils, but success was not in books alone, for it was found then as now. As the teacher is, so is the school. One writer of the eighteenth century says: "There were employed as teachers, domestics, cor-

rupt artisans, discharged soldiers, degraded students, and in general, persons of questionable morality and education." And, he adds, their pay was mean and their authority was slight. Another authority of the present century, speaking of a period before trained teachers were considered really useful, says: "Previous to this change the schools had been conducted by ignorant tailors, shoemakers, common soldiers and old women,"

The first attempt to establish Model Schools, or, as they were called at the time, teachers' seminaries, was the Institute of the Brothers of the Christian School, founded in 1681 by Abbé de la Salle, Canon of the Cathedral of Rheims. In 1697 August Herman Franke, in connection with his Orphan School at Halle, founded a teachers' class composed of poor students, who assisted him in the work of instruction in return for board and lodging. In 1704 he selected twelve pupils who exhibited the right basis of *piety*, knowledge and aptitude to teach, and constituted them his *seminarium præceptorum*. The pupil teachers were trained for two years, and such was the aptitude for teaching, that their fame spread over a great part of Germany, and hundreds flocked to Franke's school to study its superior methods and organization.

"Massachusetts was the first State in the Union to introduce teachers' seminaries. The Rev. Charles Brooks got his first idea of T. S. from Dr. Julius, whom the Prussian government had sent to the United States to study Prison Discipline. Brooks went to Prussia and studied the system for himself, came home, and for three years laboured to diffuse his ideas concerning the necessity and importance of Institutions of Teacher Training. He finally enlisted John Quincy Adams and Daniel Webster. A state board of education was established with Mr. Horace Mann as secretary, and an appropriation for two State Normal Schools. This was in 1834, seven other such schools were founded up till 1850."

The moral effect of the instruction of trained and educated teachers on the rising generation is incalculable. The gain in time, the better and simpler methods of teaching the increased knowledge he possessed gave him a mastery of his work, and secured him the deserved respect of the community that received his services.

The march of progress calls for continual advance in the science of Education, the teaching art, better appliances, better instructors, better methods, in short, better training and fitting for the teachers' work.

The introduction of the School Law of 1871 did much to weed out of the teaching ranks many persons who had done very good work in their day, but whose usefulness was passing away, because they were not progressive. The old second class men found themselves face to face with new work and new examiners, which called for extended study, and more thorough preparation,

and as this took many of them on short notice for so much work, they dropped out of the profession. Experienced and qualified teachers to fill their places, and take charge of the larger schools in the rising towns and growing villages, were difficult to secure. To meet this demand and fit aspiring young teachers for those places and give them some professional advantage, the Model School was proposed. At first the course comprised a short review of the work gone over in preparing for the previous examination, attendance and observation, while the Model School Master taught classes in his own room, delivered lectures on methods, management, school law, hygiene and some other subjects. This was followed by the teachers in training teaching a class in the presence of the Head Master and the remainder of the class in training for teachers.

Then followed the general criticism of the work done, embracing position of the student, lesson plan, adherence to it, nature of the questioning, ability to control and interest the class, with any other point thought worthy of consideration. Wherever it was practicable, teaching was done in other rooms when similar criticisms were made and reports given to the Head Master. After eight weeks' work the final or professional examination was passed by about 95 per cent. of those attending the Model Schools.

For the present year, the course is extended to 15 weeks, a period entirely too short to do half the work thoroughly. Think of a candidate for law or medicine passing the same length of time at a High School, as the candidate for a second class certificate, passing the same examination, both successful. The first passes three or four years in preparing for his profession, and only secures his diploma or parchment after a thorough and searching examination; the other spend 15 weeks at a Model School, passes the professional examination and goes forth fully equipped with a legal certificate to swell the list of competitors for every vacancy open for teachers.

In a report of the last trip of the members of the Press Association, there is a strong expression of dissatisfaction about allowing printers of only eighteen months' service all the privileges and the advantages of those who have served a regular apprenticeship. Think of it, ye teachers, a complaint that a young man of 18 months' experience is not fit to handle type, and be considered worthy of a printer's standing, against one who has served full time at his art. A youth of eighteen years, with 15 weeks of experience at most, and having taught from ten to seventy lessons in all, is considered fully qualified to direct forty or fifty children in the most important and critical period of their lives. The inference to be drawn from these facts is, that law, medicine or even the mechanical arts, are of more importance, and require a much longer term of training than is necessary for those whose duty it is to train a child and fit it for

taking a place in society and performing all the duties pertaining to good citizenship. Naturally, enough, you will ask, What is the cause of all this; and is there any remedy for it? Two causes may be assigned for this state of things. One is the part that we, the teachers of Ontario, take in this matter. Too many teachers, upon entering a new school, seem anxious to make a good impression in the neighbourhood, and if possible, organize an entrance class, and if the pupils are sufficiently advanced to warrant it, a class for thirds, and not a few are attempting work of even a more pretentious character. In my humble opinion, this is not the work of the Public School teacher—the manufacturing of teachers. The trades are as honourable as the professions and quite as necessary for the welfare of a community. One-half as much honest effort, on the part of the teachers of Ontario, to exalt the trades or agriculture, as is now put forth to induce our young people to become teachers, would result in more lasting good to all concerned.

Another cause is that the same examination opens the way to law, medicine, the University course and, by dropping off for fifteen weeks at the flag station of Model School many a person secures a school to be kept, a study warmed at the public expense, and funds to complete a college course. Another slight impediment once in the way, but now removed, was the payment of four dollars a year to the Superannuated Fund, only one-half of which was returned when the traveller resumed the train. As a partial remedy, I would respectfully suggest, that no individual be allowed to write for any grade of certificate until the eighteenth birthday is reached, and then not be allowed to take full charge of a school until the full age of twenty-one years.

The State has prepared a full curriculum for the non-professional course of the teacher, it has gone a long way towards furnishing good models of teaching for future use in the school-room, but there are qualities of mind and heart that cannot be supplied by any training institution and a special fitness for the teacher's calling, that I think cannot be tested by any examination. Reading and observation have taught me, that these peculiar qualities are *in* the teacher. They may be acquired by coming in contact with the teacher who has and exercises them, and more perfectly by an acquaintance with the Great Teacher. What I allude to, may be seen by a careful reading of the lives of our best and most earnest men, as David Stow, Pestalozzi, D. D. Page, and Arnold of Rugby. No doubt many of us present to-day, can recall some teacher whose life and spirit have been to us an inspiration for the work of our entire life; and have we not been chilled by others, that we felt were unfit to have the moulding of the character of the young? If the teacher is in *loco parentis* for the time being, and I think he is, then should he have such qualities as would enable him to fill

the place wisely and kindly to the child, conscientiously and honourably to himself. To this end it is very necessary for the teacher to have obeyed the injunction "know thyself." Much time and attention have been devoted to gaining a knowledge of the subjects to be taught—the principles upon which they depend—best methods of explanation, etc. From the known to the unknown is on nearly every tongue, but is its meaning and spirit comprehended by the pupils in the class—has thought been awakened—has mental activity been aroused? Let us all study our scholars more, (particularly in the Model School term, which should be at least one full school year, let the masters pay marked attention to a very important subject not seen on any examination paper, human nature, and then to applied human nature as seen in the school room and play-ground), and our subjects no less, nor ever forget, that we are watched when we little think of it. Our general bearing and conduct are always under the eye of some child whose life will be made better or worse by the silent influence we, as teachers have upon their young lives.

My paper may not have much in it about Model Schools, but I have tried to point out a few advantages derived from them, and how I think their efficiency might be increased, viz: by extending the term to at least one full school year, and devoting some of the time to the study of the pupil, child-life, human nature, or an acquaintance with children, rather than so much mechanical routine of form and drill that too often ends in disappointment or failure to yield the returns expected from the labour expended.

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## A TEACHER'S IDEA OF INSPECTION.

BY A. BARBER, PRINCIPAL, COBOURG MODEL SCHOOL.

In introducing the subject assigned me, viz :—" The Teacher's Idea of Inspection," I realize that whatever may be thought of the subject itself, as far as my experience goes, at least, which covers some fifteen years of active association work, provincial and local, I am endeavouring to lay before you a few thoughts on a subject which has not hitherto been discussed.

Before entering upon the discussion of the subject proper, we may, for a moment, notice the fact that a considerable portion of the community, backed, perhaps, by a smaller proportion of the teachers in the province, take the ground that our school system would not suffer were the school regulations so amended as to declare the duties of that official, the Inspector, useless, and consequently, to legislate the office out of existence.

We are by no means of that opinion, rather do we think the work of the Inspector, properly done, tends to the perfecting of our system of education. While we are decidedly of the opinion that there is a place and work for the Inspector, we shall intimate a few changes which we consider might be made in the existing regulations regarding Inspectors' duties with advantage to the interests of education.

What objection can there be to the Inspector ?

1st. The objection comes from that portion of the community which is non-progressive in its character and has no intelligent idea of the real duties of an Inspector; the simple reference to this class, although quite considerable numerically, is sufficient.

2nd. In the ill-managed and neglected school we find teacher, scholars and parents will as a rule object. The teacher does not care to receive that criticism which alone will avail in the best interests of his school; the pupils poorly prepared will have no relish for work which is so foreign to their every day employment; the parents who have hitherto been contented with a poorly taught and behind-the-age school will not be brought sufficiently into contact with the Inspector during his semi-annual visit to catch the glow which alone can warm into life and render effective that energy necessary to the carrying out with profit the changes which the judicious inspector may suggest, and consequently will have no sympathy with him in his work.

But the real question of the importance of Public School Inspection is much broader and deeper than at first sight appears. As we see it—it is to discourage and root out that which is bad, and to encourage and stimulate that which is good. In removing the bad, the Inspector meets with a difficulty which is deep-seated, namely, a desire on the part of the community to cover up or cloak the bad, although it be known to be such, coupled with that strong conservative element of human nature which causes us to cling to those things with which we have been familiar perhaps from youth.

Having thus far cleared the way and established in general terms the advisability of the position of an Inspector of Public Schools, let us notice :—1st. What such an official should be ; 2nd. What he should do.

(1) What are the requisites of character necessary as factors in the make up of the true Inspector, that the best results may be had from his labours ?

The Inspector should be pre-eminently professional ; this quality can be produced only by natural fitness coupled with a wide experience, and, that the latter may be secured, it goes without saying that the Inspector should be chosen from the ranks of the experienced teacher, a thing which is not always done. And here I may say that I consider the regulation limit of three years in a public school altogether inadequate to meet the requirements of the case. When we consider that the Inspector should be a leader professionally, whose ability to lead will be everywhere seen and at once recognized, you will agree with me that the period is far too short to acquire that broad experience necessary to fit him for the important position which he is called upon to fill.

The Inspector should have a wide, varied experience, which no mere practice in a narrow field can give, and in which work no mere theorizing, however perfect, will avail. While, perhaps, it would not be wisdom to burden the Inspector with a completeness of details, yet it is of the highest importance that he should have such a familiarity with them that he may justly gauge the measure of faithfulness with which the teacher is carrying out the minutiae of the school-room.

The Inspector, while superior to his teachers professionally should be ever watchful that no ostentatious display of that superiority is visible ; otherwise, instead of inviting his teachers to his well-filled mind of experience, the tendency will be to drive them from him. The Inspector then, in his personal contact with his teachers, should at all times treat them as his equals and fellow-workers in the common cause of education. If this be done the teacher is at once placed in a position to receive advice, and the Inspector may give with an assurance that the seed thus sown will spring up and produce abundant harvest. The Inspector should be a man of large patience, and in aid of

this essential it will be almost imperative that he should have a good knowledge of the laws which govern the development of the human intellect, otherwise he will not have patience to wait for fruit, and perhaps will unwittingly be a party to the infliction of a lasting injury upon the teacher in expecting, and censuring because he does not find, that which the very force of circumstances has rendered almost impossible.

The Inspector has a wide field of usefulness open before him in the encouragement of teachers, and in order that this may be successfully done, the Inspector should be sympathetic. The teacher is in a measure without society, he has few opportunities of coming in contact with those who can intelligently sympathize with him in his work, therefore, the Inspector's visits should be, in his personal contact with the teacher, of such a character that the teacher after each visit is stronger and more determined to battle with school-room difficulties than before.

Need I further add that the Inspector should be a model in his manners, habits and morals. While we are prepared to exercise leniency toward those who have through early influence acquired a looseness of habits or morals, the very fact that an Inspector does not shake off, say, the habit of using tobacco or the use to any extent, of alcohol, should at once be thought sufficient for the department to ask him to make room for a better man. The Inspector should also in general appearance as to dress, etc., be an example of neatness.

Let us now notice not by any means the least important part of our subject—"What should the Inspector do?"

According to the regulations defining the Inspector's duties, we find that he is to visit each school under his charge at least once in each term. This regulation might, we think, be altered in the direction of giving the Inspector more latitude. Let me explain. An Inspector has in his inspectorate a number of teachers of ability to which has been added, it may be, many years of experience, perhaps under his own supervision, and concerning the nature and character of the work such teachers are doing the Inspector has as good an idea before he visits the school as he has after. Is it wise then, I ask, that the Inspector shall be required to visit such schools as frequently as those taught by beginners, who stand most in need of his advice and assistance? I would not say, have the Inspector make a less number of visits than at present, but allow him to visit some schools three or four times if need be, while to the school of the experienced teacher he makes only one visit.

In the actual work of the Inspector in the school room, as far as my own experience goes, and the experience of others with whom I have conversed on the subject, I would effect almost a complete revolution. Now it is examine, examine, examine; I would say teach, teach, teach. I would have the greater part of the time during each visit occupied in teaching. The Inspector

should teach certain subjects systematically, that the teacher may observe his methods, and also that he may direct the teacher as to the time actually to be occupied in teaching the various subjects, a matter which is giving a good deal of trouble to some of our teachers to-day, and of which Inspectors may justly complain if they have illustrated practically.

The teachers also should teach in the presence of the Inspector that their work may be criticised. A very small portion of the time, say twenty-five per cent., might and should be spent in examining in order to ascertain how far the methods proposed at former visits are being carried out, but the Inspector who is fit for his work will be able to discover this in a few minutes. The Inspector should endeavour to convert himself into a travelling model teacher, and in this capacity he will sometimes find it necessary to take full charge of a school for an entire day.

For example, an Inspector goes into a school room where perhaps the teacher has been doing his best to make progress with his school, but the eye of the Inspector notes at once that the results are disastrous. What shall he do? Undertake an examination in order to find points of further failure and then report to the Trustees the state of things which prevails in their school. We say, No, by no means should such a course be adopted. Let the Inspector take full charge of the school, having at his hand a sufficiency of detail which should be sufficiently minute without being too exacting; let him proceed with the work upon lines which, in his judgment, may be in the best interests of the school. The teacher, of course, is watching closely the entire management, as well as the teaching; then place the school again in charge of the teacher, and in a short time, say six weeks or a month, call again, and this time inspect, not examine, what is being done. If it be found that little or no improvement in the teaching and discipline, etc., is observed, it will then be time for the Inspector to report to the Trustees the state of things as he finds them, and his report should recommend a change of teacher.

The Inspector now, in too many instances, we fear, makes the occasion of his visit a time for the airing of his hobbies or embraces the opportunity in his rounds to deliver himself of certain catch questions which are worthless as far as a test of the real requirements of the pupils are concerned. The Inspector's questions, as has before been intimated, should largely be given in connection with his teaching, and should be calculated to arouse thought on the part of the pupil, and also to ascertain at what maturity of mind the pupil has arrived rather than, as at present, attempting to find out how much of what is generally sought for, viz., a knowledge of geographical facts, etc., exists in the child's mind, but may have been placed there by the "pouring-in process." We fear that in too many instances at present the Inspector is inclined to give too much credit for a mere answer,

while the pupil who has taken the correct view of the problem, in order to obtain which a process of close reasoning was required, gets little or no credit. We hold that it is only while teaching that the Inspector can fairly estimate how well the results which enter so largely into a true education are being secured.

The Inspector should engage in his work in such a manner as to gain the sympathy of the pupils. Great care should be exercised here. Sometimes the benefits to be derived from the Inspector's visit are largely lost from the fact that the Inspector fails to get into sympathy with the pupils, or they with him. He looks upon his work as a bare duty, does not enter upon it with that spirit of geniality which tends to produce a familiarity on the part of the child, but rather has a tendency in the opposite direction; the child's timidity is aroused and he is unable to do credit to himself or his teacher. Sometimes the teacher has the vexation of seeing his best pupils fail owing to a little roughness in word or act on the part of the Inspector. A simple question or two, rather under the average of the class, will do much to allay this timidity. Let the child feel that he *can* do and he is then able not only to do himself justice, but in many instances to surpass himself. The secret of success along on this line is known to the true teacher and is a factor he is always ready to avail himself of, knowing that the boy's success in after life is largely dependent on the recognition of his own power. On the other hand, if the Inspector gives questions to pupils which are a little beyond or even equal to their capacity, until there has been that familiarity established between Inspector and pupil, the pupil will retire upon his own reserve and refuse to be drawn out where he may be benefited.

#### CRITICISM.

The Inspector will, in the discharge of his duties, be compelled to criticise the teachers under his charge, and here, I think, great care is necessary. The criticism of the Inspector, to be of greatest advantage and attended with best results, should be given not to hurt but to heal, and if skilfully applied will be as the wounds of the surgeon. Criticism should always be given with that even justice which withholds not merited censure nor confers unmerited praise. Here I might be allowed strongly to condemn the practice of some Inspectors of criticising teachers in the presence of the pupils, a system which must, I think, be attended with disastrous results, destroying the confidence which children have in the teacher or his methods, which confidence once destroyed, the teacher's usefulness is in a great measure gone. Unfavourable criticism in all cases should be private. I scarcely know how I should regard the adverse criticism which some young teachers have reported to me, given by their Inspector in presence of the pupils. Such conduct cannot be too strongly condemned, and should, I think, be brought very

prominently under the notice of such Inspectors as are so lacking in tact and guilty of such a gross breach of etiquette.

#### GRADING SCHOOLS.

The system practised by some Inspectors of grading schools according to the percentage taken upon certain examinations, may be attended with injustice. If such grading or tabulated statement could be made to extend over a sufficient number of years the tendency to injury would be lessened, but when our teachers change as frequently as they do in our rural schools, it seems almost impossible to cover a sufficient period that will give anything like fairness to all concerned. For example, a county holds uniform promotion examinations. At one examination Mr. A. sends up a large number of his pupils who succeed in securing promotion, and his school is marked No. 1. At the next examination, although it has been preceded by a term of just as earnest, faithful work, yet from a combination of circumstances he is not able to make as good a showing, and his school must rank No. 2 or perhaps No. 3. The circumstances which are necessary factors of the result are too numerous to admit of justice being done in any system of grading schools according to results. We would not wish to be understood as speaking against uniform promotion examinations in a county, but they should, as their name implies, under proper restrictions be promotions and nothing more, so far as their public side is concerned, but may be of great service to the Inspector by way of putting him in possession of information regarding the work which is being done in his schools, which he could not well obtain from any other source, and at the same time they place something immediate before the pupil for which to work, and his very success at one of the promotions or competitives forms an era in his existence; and with that new knowledge of his ability to do, he goes forward to new conquest and achieves success along the pathway of life under that stimulus received away back in schoolboy days through such contests. By all means, then, break through the humdrum daily routine of schoolroom life by promotion or competitive examinations.

Inspectors should be careful about condemning the methods employed by teachers, especially beginners, without giving them something in return. If the use of certain text-books, say, is condemned by the Inspector, he should indicate clearly what should take the place.

And now I bring my remarks to a close, hoping that the efforts I have made to bring this subject before you will not be entirely lost, but that the subject may have been presented in such a manner as to provoke discussion which will have a good tendency upon this broad side of our educational field.

## THE PROFESSIONAL TRAINING OF TEACHERS.

BY A. MCINTOSH, HEAD MASTER, PROVINCIAL MODEL  
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In introducing this subject, it may be proper, at the outset, to acknowledge the great advancement which has been made, during the last ten years in the training of teachers. The objects of this paper are: (1) To examine the course prescribed for teachers as a whole; (2) To show that in carrying out some of the regulations inferior results have been reached; (3) To point out what alterations should be made in the regulations, in order to secure the maximum amount of training—both in the professional and in the non-professional work,—especially in the cases of those candidates who are capable of making the best use of that training. Your attention is asked to the subject in the following divisions:—

- (1) The preparatory non-professional training;
- (2) Third Class professional work;
- (3) Second Class professional work;
- (4) First Class professional work.

*The preparatory non-professional training:*—Before entering upon the professional course, a thorough knowledge of all the ordinary literary and scientific subjects should be acquired. This can be best accomplished by the assistance of thoroughly trained and experienced teachers in the Public and High Schools. All will admit that the course of study pursued by a student, previous to entering upon his duties as a teacher, exerts a powerful influence on the methods he will follow in his own school, when left entirely to his own resources. Teachers generally teach as they have been taught, although they have learned by their professional reading that their methods are not the best available. As habits acquired in early life permeate the whole subsequent course of conduct of an individual, so the methods of study adopted during the early years of school life will so impress a student that he cannot entirely prevent them from affecting his style of teaching, should he find it necessary or desirable to do so. How important it is, therefore, that those who intend to make teaching a profession, should be, as far as possible, removed from those influences, especially in the school-room, which weigh like shifted ballast and make shipwreck easy. All who give instruction in our High Schools and Colleges

should show practically that they have a thorough knowledge of the most improved methods of teaching and managing students, not only individually but also in large classes. So much time is required on the non-professional work, that the manner of acquiring the necessary information so affects a student that he cannot without great difficulty free himself from its effects. If that influence be for good, then the student has gained a power which will increase his usefulness many fold. But if, on the contrary, his instructors have taught in a non-methodical manner, the same slipshod irregular method of teaching will be pursued by him, unless he spends a very considerable portion of his time in breaking himself of irregularities. To do this he must act unnaturally, and whenever a teacher lacks naturalness in teaching he lacks impressiveness, and impressiveness is pre-eminently the main element in teaching power. It is very desirable, therefore, that proper habits of study should be formed early. It is a notorious fact, that, before any test of ability to teach was applied to those who sought admission to the teaching profession in High Schools, some of the very worst models of teaching so impressed many of the students that they entered upon their professional studies, protesting that the attempt to teach "*how to teach*," was a fraud perpetrated upon them by legal enactment.

As an instance of the impression made upon students, during their High School course, it may not be out of place to mention that it has been observed by more than one, that of many students attending the Normal Schools, it can be told at what High School they were prepared for their non-professional examination, by their work and general deportment. Students trained at certain High Schools are painstaking and accurate in everything they do and say, while those trained at other schools are careless and inaccurate. Students from one or two schools that could be named, have been noted for a larger share of confidence than their attainments would warrant. Now, this is true, not simply of a few isolated cases, but of a large number observed during many sessions.

The present regulations require candidates to submit to five regular progressive non-professional examinations:—(1) Third Class; (2) Second Class; (3) First C; (4) First B; (5) First A, which represent the results of at least five years' study to the average student, after entering a High School at the age of fourteen. This may seem quite satisfactory and would be, if it were continuous. But the professional training, together with the intervening periods of teaching, coming within this range and making so many breaks in the course of non-professional study, unduly and unnecessarily prolongs the preparatory training. The result is that only a very limited number of teachers ever complete the course. As an evidence of this, one has only to examine the statistics of last year's Educational report. Of the

7,364 Public School teachers of the Province, only 251 hold first-class certificates (about 1 in 30), and 2,465 hold second class certificates. This state of affairs is much to be deplored, especially when it is considered that a great many of the most successful teachers are induced by their success to continue teaching so long on Third and Second class certificates, that they enter upon engagements which prevent them from proceeding with first-class work.

In so far as the Public Schools are concerned, it would be much better to abolish the system of options adopted in the higher grades. Less objection can reasonably be offered to the subjects assigned for Second Class and First C Examinations. Better results would follow by making the course for First A and B a general one, as it would be a much better training for Public School work and for the duties of a Public School Inspector, than any of the present optional courses. The holder of a First-class A or B certificate is almost certain to be drafted into High School service. Last year 74 teachers holding First-class certificates and 24 holding seconds were engaged in High School work. The same pernicious rule is observed in promoting teachers generally. In the majority of cases young and inexperienced teachers are placed in charge of junior classes, where the lowest salaries are given, and promotions are made from class to class with a corresponding increase in remuneration. The weakest teaching must, under such a rule, be found in the lower classes, where the difficulties are greater and where the ability to manage pupils is required, more than in almost any other department of school work.

An improvement could be made in the nomenclature of the certificates. It is unfortunate and perplexing to have the corresponding grades of professional and non-professional certificates called by the same names. The designation of the professional certificates is suitable enough; but *Primary, First Intermediate, Second Intermediate* and *Final Examination* would more aptly express the results of the non-professional work, since it would avoid confusion and at the same time suggest a continuous course. It will generally be conceded that it would be infinitely better if the entire non-professional course were completed before entering upon the professional training. This could be easily done, if candidates would only prepare for teaching, as they do for other professions.

*Third Class Professional work* :—The great majority of those who pass the Third Class non-professional examination proceed at once to a County Model School, where they are required to spend only fifteen weeks. At the close of the session nearly all are passed into the ranks of the teaching profession. They go forth with the minimum, both of non-professional and professional training, to take charge of some of the most difficult schools to manage. Many of them are too young to have the responsibility

of the management of a school placed upon them. It would not be so bad, if these young teachers were required to act for a couple of years, as assistants; but to place them in charge of country schools, where the duties and responsibilities are so varied, is from every standpoint objectionable.

Some more thorough system of elimination should be adopted, whereby those who show little natural ability to teach may be prevented from entering the profession. The proper place to apply this test is at the Third Class professional examination. It is quite possible that personal considerations often induce local Boards of Examiners to pass many candidates, who, if entire strangers, depending alone on their ability to satisfy the examiners in the prescribed work, would be rejected. The tests now applied are almost wholly those of training and of examination-passing-power. But the personal qualities of the candidate, the natural capabilities, the innate aptitude to teach and govern are not made, to a sufficient extent, the subjects of direct test. Although teaching power can be greatly improved by training, yet those who possess few natural talents for teaching, should be permitted to bury them in some other profession. Under the present arrangements fully nineteen-twentieths of the students attending County Model Schools are regularly passed at the close of the term's work. Of the 1,491 students who attended the County Model Schools last year 1,375 received certificates at the close of the session. Anyone having ambition enough to determine on entering any profession may count with almost certainty on being successful in obtaining a professional certificate, if he will give merely reasonable attention to the prescribed work. The sessions being so very short and ending immediately before the commencement of the legal school year, makes it very convenient for those who wish to raise a little money to carry them farther along the line of study in some other direction. Therefore, even yet, with all the safeguards that have been applied—and they are not few—teaching is made a stepping-stone to other professions, especially as the non-professional standing can now be used so much more than formerly. The worst feature in the case of those who enter the profession temporarily, is, that they spend their leisure hours in lines of study foreign to the work of the school-room. It has been said that fully one-half of the medical gentlemen of this Province were, at one time, engaged in teaching. The experience no doubt did *them* good. Not so much can be said for the schools under their charge. Now, this inference will not apply in every case, for all know of medical students who have done excellent work in the school-room; yet the rule is, that those who are spending the best portion of their study hours in a direction, having no relation to school work, will prove either failures or humbugs. This latter term may at first seem out of place, yet it

aptly describes many teachers who appear to succeed, while giving the best of their energies to some other work.

In order to remove some of the main defects in the present plan of awarding Third Class certificates, the following changes seem desirable :—

(1) The non-professional Third Class examination should be abolished except in Counties and Districts, where there is still a scarcity of qualified teachers; (2) Excepting in these Counties and Districts, candidates should be required to pass the Second Class non-professional examination, before attending a County Model School; (3) Third Class certificates should be Local or Provincial, according as the holder is graded third or second on the non-professional work; (4) The County Model School term should be increased to one year.

The age at which teachers are permitted to enter the profession, is a matter of importance in this connection. As a rule, few young men are capable of taking charge of a school at eighteen years of age or young ladies at the age of seventeen. If the minimum age were fixed at twenty for male teachers and nineteen for female teachers, many of the objectionable features of the present arrangements would disappear. Besides, it would enable candidates to overtake more of the literary and scientific work, before attempting the professional reading. Probably nothing tends more to keep down salaries, than this rule of allowing mere children to teach before they have even learned to control themselves. As a matter of course, these juvenile instructors are willing for the sake of the experience and especially for the little ready cash it supplies, to teach for a mere pittance, and it is much to be regretted that trustees are to be found inconsiderate enough to select that applicant who is willing to undertake the duties for the least remuneration. In many cases the merits of the different aspirants for the position are not inquired into.

*Second Class Professional Work*:—Students should be permitted to proceed to a Normal School without being required to teach for any specified time before doing so. The present regulations not only legalize, but make obligatory, a break in the course of professional training. While it need not be made compulsory to take the professional work continuously, yet every inducement should be held out to encourage teachers to do so. Since all teachers who take this fifteen weeks' term are obliged to teach for at least one year before entering a Normal School, it follows that all are exposed to the temptation which leads them to continue teaching, as long as the regulations will permit. During a period of three or four years' teaching much of the formal part of the professional work has been forgotten and, as a consequence, too much time has to be spent after entering a Normal School, in reviewing the work which properly belongs to the County Model School course.

*First Class Professional Work*.—Teachers in training are sometimes like wandering Levites. They have to go about for their professional work from "Dan to Beersheba" with only a temporary stay at Jerusalem. If instead of appointing Training Institutes for the First Class work, an additional Normal School had been established, and Toronto Normal School advanced to the status of a college, in affiliation with Toronto University, there would be a completeness and regular gradation in the system of training schools which does not now exist. Under this arrangement, ordinary second class professional work could be done at the Normal Schools. The Normal College at Toronto could undertake all the first-class in addition to the second class work of those candidates who hold first class non-professional certificates, but have not yet obtained a professional second. The more elementary portion of the course could be accomplished between September and December, and the First Class work proper between January and June. It would be of incalculable value to the High Schools of the province, if all candidates for High School professional certificates were required to take the full year's course at the Normal College, in order to acquire some experience, at least, in elementary teaching. Toronto being the centre of student life for this province, it is a perfectly natural thing to expect that candidates for the highest grade of professional certificates could be benefited more by being located here, and by coming in contact with advanced students of different colleges, than by being isolated in some county town, where there is only one Collegiate Institute, and that one possibly struggling to maintain its status. Much of the theoretical work could be obtained through lectures at the University, which the students should have the privilege of attending, while the more practical portion of the work could be done at the Normal College and the practice schools attached to it. The greatest possible variety in the matter of observation can be secured at Toronto. Even if it were not thought desirable to form a Model High School, the students of the Normal College might have the opportunity of observing in at least two Collegiate Institutes in Toronto, in Parkdale High School, and in Upper Canada College, besides the Model Schools. It needs no proof, that such extended opportunities for observation must be of much greater benefit to students than to be confined to a single limited institution, where in the very nature of things, the professional training of teachers is a secondary consideration. It would be interesting to know how many of the masters of the present Training Institutes have themselves received any professional training. The establishment of Training Institutes may have been a good move, but it was not the best that could have been made. And even yet, it would be better to withdraw the professional work from these institutions and fully equip a Normal College. Sending first-class candidates out to the different

training institutes leads directly to the evil complained of in a former part of this paper, viz.—That many of the most promising teachers are drafted into High School work.

The ranks of the Public School teachers are being impoverished by the inducements offered to enter High School work. No doubt, trustees find that primary teaching can be better done by those who have qualified themselves for Public School service. The reason for this is not difficult to determine—the very limited course of training prescribed for High School teachers. Little can reasonably be expected of candidates, when the large field of work and the limited term of thirteen weeks are considered. It is no part of the object of this paper to discuss the qualifications of High School teachers, excepting in so far as the training of Public School teachers is affected directly thereby. It is quite as important to have good teaching done in the Public Schools as in the High Schools, and in some respects more important. The Public Schools have more to do with the formation of proper habits of study and habits generally than have High Schools, for many reasons:—The time spent in the former is much longer than that spent in the latter; pupils are much more impressionable while young than afterwards; the course of a pupil in a Public School affects his whole subsequent course, including that at a High School. Proper habits cannot be formed too early. It has been truly said that "habits form character and character shapes destiny."

At present teachers pass through County Model Schools in squads and through the Normal Schools in battalions. It is now possible to complete the entire professional work for all grades of certificates and be under training only forty-six weeks, fifteen weeks in a County Model School, eighteen weeks at a Normal School and thirteen weeks at a Training Institute. Their stay in these schools is so very brief, that there is nothing of that experience of student life which is so distinguishing a feature of college life generally. Most of the students look upon the terms spent in these institutions simply as a kind of protracted examination. The sessions are times of anxiety, entirely wanting in that pleasure which should always accompany study. Under the present disjointed condition of the training schools of this province, teachers cannot be expected to aid, as they might under other arrangements, in forming a general feeling of respect for institutions intrusted with such important work. Teachers have no Alma Mater—their interests are divided—they have to stay just long enough to get themselves into a hypercritical mood, without being required to remain long enough in order to free themselves from it. A somewhat lengthened and continuous course would do much towards counteracting many of the defects of the present fragmentary professional training of teachers.

*Abstract of changes proposed in this paper :—*

- (1) To abolish the system of options in the higher grades.
- (2) The substitution of Primary, First Intermediate, Second Intermediate and Final Examination for the names now given to the non-professional examinations.
- (3) The non-professional Third Class examination should be abolished except in Counties and Districts where there is still a scarcity of qualified teachers.
- (4) Third Class certificates should be Local or Provincial, according as the holder is graded third or second on the non-professional work.
- (5) Change in the age at which teachers should be allowed to enter the profession from 17 and 18 to 19 and 20.
- (6) The County Model School term should be increased to one year.
- (7) Students should be permitted to take their professional work continuously.
- (8) The establishment of an additional Normal School.
- (9) Toronto Normal School should be advanced to the status of a College in affiliation with Toronto University.

# LIST OF MEMBERS

## OF THE

# ONTARIO TEACHERS' ASSOCIATION.

*The following is a list of the Members of the ONTARIO TEACHERS' ASSOCIATION, together with the dates at which they joined the Association, so far as recorded. This list has been prepared in accordance with a resolution passed during the Annual Meeting of 1886.*

NAME.	DATE.	NAME.	DATE.
Alexander, Robert.....	1861	Batty, Alice C.....	1869
Anderson, William.....	1861	Brown, Robert.....	"
Ashley, James.....	1866	Brown, Thomas.....	"
Anker, Mary.....	1867	Beveridge, Jacob.....	"
Adams, J. W.....	"	Brown, Thomas D.....	1870
Adams, D. A.....	"	Bergey, David.....	"
Anderson, J.....	"	Brown, Jas. B.....	"
Archibald, Charles.....	1868	Buchan, J. M.....	1871
Archibald, Nellie.....	1869	Ball, Jas. H.....	"
Anderson, James.....	1871	Bryden, John.....	"
Armstrong, F.....	1873	Brown, James Coyle.....	1872
Agnew, John.....	1876	Bowman, Geo. W.....	"
Andrews, A.....	1877	Bell, Mary.....	"
Allan, David.....	1878	Bretz, A.....	"
Alexander, Mrs., R.....	1882	Bailey, E.....	"
Arthur, E. C.....	1886	Bean, D.....	"
Armstrong, J. E.....	1884	Barnes, Chas. A.....	1873
Anderson, E. H.....	1885	Bigg, W. R.....	"
Alexander, L. H.....	1887	Ballard, W. H.....	"
Aashead, H. B.....	"	Burns, Fred.....	"
Atkin, W. T.....	"	Brown, W. L.....	"
		Browne, Henry.....	1874
		Buik, Margaret.....	"
Buchanan, J. C.....	1866	Buchan, Elizabeth.....	1875
Blackwood, Robert.....	1867	Boyle, David.....	"
Booth, Joseph D.....	"	Brownlee, H. J.....	"
Brebner, John.....	"	Beattie, William.....	"
Blain, George.....	"	Black, A.....	"
Boake, Sarah A.....	"	Black, P.....	"
Bell, William.....	1858	Birchard, I. J.....	1876
Brown, T. B.....	1869		

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Blackadder, A. K.....	1876	Coates, Robert .....	1871
Barber, A.....	"	Carey, R.....	"
Blackstock, James.....	1877	Carson, Jos. S.....	1872
Burrows, Frederick.....	"	Comfort, John. H.....	"
Brown, James.....	"	Cork, George.....	"
Boswell, Sarah.....	"	Carmichael, H. P.....	"
Bryant, J. E.....	"	Clemens, W. B.....	"
Bell, Geo.....	1878	Cooley, J. W.....	"
Bell, D.....	"	Cashure, John.....	"
Biggs, William T.....	"	Crozier, J.....	1873
Bowerman, A.....	"	Carlyle, W.....	"
Brunner, Henry.....	1879	Cameron, Henry.....	1874
Barlett, William E.....	1880	Carlyle, Alexander.....	"
Bole, D.....	"	Clarke, J. A.....	"
Black, W. J.....	1881	Crane, Geo.....	"
Bigelow, George.....	"	Clarke, E. J.....	"
Blackstock, Joseph.....	1882	Cull, D. A.....	"
Bain, John C.....	1883	Connor, J. W.....	1875
Brydon, W.....	1886	Clark, L.....	1876
Brodwick, G. E.....	1884	Connor, W. O.....	"
Baird, Geo.....	"	Chapman, W. F.....	1877
Brown, J. R.....	1885	Crookshanks, Wm.....	"
Brown, J. A.....	"	Carscadden, D.....	"
Brown, R. E.....	"	Christie, Augusta.....	"
Baptie, George.....	1886	Clapp, D. P.....	1878
Biggar, F.....	1887	Cassidy, William.....	"
Ballard, J. F.....	"	Chapman, E. A.....	"
Burchill, A. M.....	"	Curtis, Smith.....	"
Bennett, J.....	"	Coleman, A. P.....	1879
Bowen, M.....	"	Colles, W. H.....	1881
Ballard, W. H.....	1888	Clendening, W. S.....	"
Brooks, H. W.....	"	Campbell, A.....	"
Brough, T. A.....	"	Chadwick, C. W.....	1882
Birden, W.....	"	Cressweller, C. L.....	"
Bruce, E. W.....	"	Craig, J. J.....	"
Beaton, H.....	"	Clark, William.....	1883
		Carry, Edward.....	"
Carnochan, Janet.....	1868	Crichton, A.....	1884
Coutts, William.....	"	Christie, J. D.....	1886
Campbell, J. H.....	"	Cowley, R. H.....	1884
Campbell, John.....	1862	Cooke, C. T.....	1886
Cameron, John.....	"	Clarke, W.....	1884
Curtis, F. M.....	"	Cochrane, R. R.....	"
Curtis, Annie.....	"	Clipshaw, T. R.....	1885
Cameron, John.....	1870	Chenay, D.....	1886
Campbell, Geo. W.....	"	Chesnut, T. G.....	1862
Clark, Charles.....	"	Carlyle, James.....	1866
Curry, R. N.....	1868	Collins, J. J.....	"

## LIST OF MEMBERS.

NAME.	DATE.	NAME.	DATE.
Carter, W. H.....	1866	Duff, C. P.....	1885
Cranfield, R. E.....	"	Dickson, J. E.....	1886
Campbell, A. J.....	"	Dunn, J. M.....	"
Cameron, James J.....	"	Davidson, A. B.....	"
Currie, Alexander.....	1867	Duff, W. G.....	1884
Campbell, Alexander.....	"	Deacon, J. S.....	"
Cameron, H. D.....	"		
Clarke, Jos. A. P.....	"	Ellis, Fitzallen.....	1866
Crawford, Allen.....	"	Embree, L. E.....	1869
Crowle, Edward T.....	"	Elder, Jane.....	1870
Cullen, I. F.....	"	English, E. N.....	1872
Clerke, A. D.....	1868	Ellis, J. C.....	"
Cringan Alex. T.....	1887	Ellis, Sarah J.....	"
Crawford, M.....	"	Edgcumb, G.....	1873
Chown, A.....	"	Emery, Minnie.....	1876
Curry, Chas. D.....	"	Earl, Barton.....	1878
Campbell, N. W.....	"	Ellis, W. J.....	1882
Campbell, A. D.....	1888	Elliott, John.....	1885
Coleman, Mrs. E.....	"	Embury, A.....	1887
Campbell, N. M.....	"		
Chittle, D.....	"	Frood, Thomas.....	1886
Cody, W. S.....	"	Fraser, James.....	1867
		Fraser, Charlotte.....	"
Doan, Robert W.....	1861	Fordyce, A. D.....	"
Dixon, J. B.....	1864	Fair, John M.....	1868
Dewar, Archibald.....	1867	Fraser, E. E.....	1869
Dunn, Robert.....	"	Fraser, Geo.....	1871
Donaghy, William.....	"	Finlay, R. S.....	"
Douglas, W. A.....	"	Fotheringham, David.....	"
Duff, Miss.....	1868	Fraser, John.....	"
Derby, Sarah E. B.....	"	Fisher, J. H.....	1872
Dearness, John.....	1872	Fletcher, D. H.....	"
Duck, Mary Jane.....	"	Fullerton, James.....	1873
Dickson, Geo.....	"	Ferguson, M.....	"
Dewart, S. H.....	1871	Ferguson, R.....	1874
Dickenson, Henry.....	1872	Falconer, A. H.....	"
Dawson, R.....	"	Fessenden, C.....	1876
Duff, R. G.....	"	Francis, Daniel.....	1877
Davidson, S.....	1876	Farewell, J.....	1878
Davey, P. M.....	1877	Ferguson, Miles.....	1880
Dobson, Robert.....	"	Ferguson, Jas.....	1882
Davidson, Annie.....	"	Forrest, William.....	"
Davis, S. P.....	"	Freer, Benjamin.....	1885
Davidson, V. A.....	"	Fenwick, M. H.....	1886
Duncan, James.....	1878	Fitzgerald, L. S.....	"
De-La-Mater, H.....	"	Falconer, C. S.....	1887
Dafoe, J. W.....	1881	Fairman, P. W.....	"
Donovan, J.....	1882	Foster, J.....	"

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NAME.	DATE.	NAME.	DATE.
Ferguson, W. A.....	1888	Harrison, Edmund B.....	1867
Graham, J.....	1878	Husband, Henry.....	"
Gregory, T.....	1879	Houston, William.....	"
Gardner, S. A.....	"	Hatton, Emily.....	1868
Gibson, Samuel G.....	1880	Harvey, W. B.....	"
Galbraith, W. J.....	1881	Hutton, Henry H.....	"
Girardot, The.....	1882	Herner, Samuel S.....	1869
Grier, Andrew.....	"	Hyndman, Elizabeth.....	"
Grant, Robert.....	"	Hunter, J. Howard.....	1871
Griffin, A. D.....	"	Hughes, James H.....	"
Gordon, Nathaniel.....	"	Hay, Andrew.....	1872
Groves, W. E.....	1883	Heslop, Thomas.....	"
Gilray, Jennie.....	"	Henderson, Wm. S.....	1874
Grant, D. M.....	1884	Henderson, John.....	"
Gray, R. A.....	1885	Hodgson, J. E.....	"
Grant, Wilbur.....	"	Hunter, D. H.....	"
Gordon, James.....	1884	Houghton, Henry B.....	1875
Gardiner, J. A.....	"	Hendry, Andrew.....	1876
Graham, A. C.....	"	Humberstone, F.....	"
Gourlay, M.....	1867	Hicks, H. M.....	1877
Greenhow, Hepzibah.....	"	Halls, S. P.....	"
Gilchrist, John R.....	"	Hicks, Samuel.....	"
Graham, John H.....	"	Herald, John.....	"
Glashan, J. C.....	1871	Hendry, W. J.....	"
Groat, S. P.....	1873	Houston, John.....	"
Gill, M.....	1874	Hicks, David.....	"
Gilchrist, James M.....	"	Hughes, Samuel.....	1878
Grunt, Geo.....	"	Harrison, C. W.....	"
Gosnell, Thos. S.....	1875	Harvey, W. A.....	"
Gormly, M.....	1876	Haight, Franklin.....	"
Goggin, D. J.....	1877	Hall, Theophilus.....	1879
Gray, Henry.....	1878	Hoigg, Minnie.....	"
Grier, Nathaniel B.....	"	Henderson, R.....	"
Galton, Henry J.....	"	Holmes, N. L.....	"
Gorsline, William.....	"	Hunter, J. M.....	1880
George, R. D.....	1887	Henderson, Thomas.....	"
Green, E. A.....	"	Henderson, Geo.....	1881
Gale, J. H.....	"	Huston, H. E.....	"
Gilchrist L.....	1888	Henstridge, J. W.....	"
Gibbard, A. H.....	"	Hicks, O. S.....	1882
Garvin, J. W.....	"	Huston, W. H.....	"
Hunter, John.....	1866	Henderson, A. G.....	1884
Hodgson, James.....	"	Hartstone, J. C.....	"
Hamilton, Sarah M.....	1867	Hagarty, E. W.....	"
Hughes, James L.....	"	Hume, J. P.....	1886
Henderson, Isabella.....	"	Hopper, S. T.....	"
		Hicks, R. W.....	1884
		Hunter, T. J.....	1885

NAME.	DATE.	NAME.	DATE.
Huff, Samuel	1886	Knight, A. P.	1880
Henry, T. M.	1887	Knowles, R. H.	1883
Howell, W. S.	"	Kinney, John	1884
Holman, G. W.	"	Kennedy, J. F.	1886
Hunter, T. J.	"	Kiernan, Thos.	1867
Hart, N.	"	King, John	"
Hoath, J. S.	1888	King, Wm. T.	1869
Harrison, R. E.	"	Kirkland, Thomas	1863
Hill, J. H.	"	Kennedy, M. A.	1874
Hunter, J. M. C.	"	Kirk, Geo.	1879
Holgate, T. F.	"	Kerswell, W. D.	1886
Irvine, Margaret	1867	Keys, D. R.	1887
Izard, Henry	"	Killackey, W. P.	"
Isenhour, M.	1872	Kirkconnell	1888
Irwin, John	1874	Laidlaw, R. J.	1867
Irving, J. E.	1879	Lamb, Martha	"
Irwin, W.	1888	Leslie, William	"
Johnston, John	1866	Lennox, D.	"
Johnston, David	1867	Lawrence, John	"
Johnston, William	"	Lang, A. B.	"
Jennison, Reuben R.	"	Leitch, Thomas M.	1868
Johnston, Charles	1869	Landan, W. H.	1870
Jones, Emma	1871	Lewis, Richard	1865
Jamieson, Alexander	1872	Langrell, E. P.	1872
Johnston, Maggie	"	Laird, J. W.	"
Jennings, D.	1873	Lyman, Jas. A.	1873
James, D. A.	1875	Little, R.	"
Jeffers, J. Frith	1876	Le Vaux, Geo.	1884
James, John Henry	1879	Linton, C. B.	"
Jardine, W. W.	1883	Latter, J.	1875
Jamieson, J. S.	1884	Lusk, C. H.	1876
Jolliffe, O. J.	1886	Lafferty, A. M.	1877
Jewett, S. E.	1887	Law, James	1878
Jennings, C. A.	"	Leitch, Thomas	"
Johnston, J. R.	1888	Lindsay, George	1879
Knight, J. H.	1872	Lewis, Geo. D.	1882
Kelley, James	"	Lockyer, Charles	"
King, M. J.	"	Lyon, S.	"
Kelley, M. J.	1873	Levan, J. M.	1885
Kilgour, James	"	Linklater, J. C.	"
Kilgour, W. J.	"	Linton, W.	"
Keown, M. J.	1874	Lent, D. H.	"
Kinney, Robert	1887	Leith, W. R.	1887
Kemp, A. F.	"	Lapp, Levi	1888
Keily, William	1878	Morgan, S.	1883
		Manley, F. F.	"

NAME.	DATE.	NAME.	DATE.
Murphy, T. J.....	1853	Morrison, A.....	1876
Morton, J. B.....	"	Manning, W. R.....	"
Morgan, J. C.....	1886	Moses, Charles.....	1877
Macree, S.....	1884	Murry, M.....	"
Munro, Robert.....	1885	Martin, R. T.....	"
Marshall, D.....	"	Milburn, E. F.....	"
Morgan, J. W.....	1886	Milden, Geo.....	1878
Moffatt, J. H.....	"	Morton, W. C.....	"
Macullum, Archibald.....	1863	Moore, F.....	"
MacMurchy, Archibald...	1861	Mitchell, F. L.....	"
MacKintosh, Geo B.....	1866	Munro, D. E.....	1879
Macartney, Charles.....	1867	Maxwell, Mrs. L. A. L.....	1880
MacDonald, D.....	"	Musgrove, A. H.....	"
Mackintosh, William.....	1869	Munro, R. M.....	1881
Macoun, J.....	1873	Miller, J. O.....	1882
Morgan, T. G.....	"	Munro, William.....	"
Mackinnon, M.....	1878	Miller, James.....	"
Muir, S. J.....	1866	Merchant, F. W.....	"
Medcalf, W. H.....	"	Murray, R. W.....	1883
Meredith, William.....	"	Milner, W. S.....	1887
Moorhouse, Samuel.....	1867	Manning, W. R.....	"
Millar, J. R.....	"	Madden, A.....	"
Meldrum, M. W.....	"	Moore, W. F.....	"
Mercer, W. W.....	"	Mullen, M.....	"
Millar, Rebecca.....	"	McRae, Alexander.....	1867
Mundell, John.....	"	McCall, D.....	"
Miller, William R.....	"	McVey, Lizzie.....	"
Miller, Mary Ann.....	"	McBrien, James.....	1869
Munro, Donald.....	"	McFaul, John H.....	"
Medley, Emma.....	1868	McDongal.....	"
Marsden, Sarah.....	"	McAlpine, Neil.....	"
Miller, M. A.....	1869	McCausland, Robert.....	1870
Magill, James.....	"	McCausland, Fanny.....	"
Maguire, A. S.....	1870	McKay, Hector.....	1871
Magill, James.....	"	McKellar, Hugh.....	"
Morton, Adam.....	1872	McLellan, J. A.....	"
Moyer, George.....	"	McKenzie, Chas. J.....	"
Montgomery, Henry.....	"	McLaren, Alexander.....	"
Maxwell, David A.....	"	McCamus, John A.....	"
Mooney, William.....	"	McKinnon, D.....	1872
Moserip, Mary D.....	"	McLeod, Mary.....	"
Mills, James.....	1873	McKay, Alexander J.....	"
Moir, George.....	"	McKee, William.....	"
Moran, John M.....	1875	McCaig, Donald.....	"
Miller, Arnoldus.....	"	McArdle, D.....	"
Miller, John.....	"	McIlvaine, Samuel.....	"
Munro, John.....	"	McDonald, A.....	"
Moore, Thomas.....	1876	McQueen, A.....	1873

NAME.	DATE.	NAME.	DATE.
McNab, F. F.....	1873	McNaughton, D.....	1866
McQueen, Robert.....	"	McAskin, T.....	"
McAlease, N. V.....	"	McKechnie, M. C.....	1867
McGregor, P. C.....	"	McMillian, D. E.....	"
McMain, C. S.....	1874	McBeath, J. T.....	"
McDonald, A. F.....	"	McClure, John.....	"
McRae, Samuel.....	"	McTavish, P.....	"
McKinnon, D. J.....	"	McTavish, John.....	"
McMillan, R.....	1875	McClatchie, A.....	1868
McWherter, John.....	"	McCullough, Henry.....	"
McKerachar, C.....	"	McKellar, Hugh.....	"
McMillan, Alexander.....	"	McKinnon, Neil.....	1884
McIntosh, Angus.....	1877	McElroy, James.....	1885
McMillan, Robert.....	"	McKinnon, N. D.....	"
McLean, Peter.....	"	McFarlen, Geo.....	"
McMichael, D. A.....	"	McMaster, R. H.....	"
McLean, Allan.....	"	McKeown, William.....	1886
McNevin, J.....	"	McMillan, D.....	"
McMurchie.....	"	McPherson, A. H.....	1887
McNevin, J.....	1878	McEachren, P. M.....	"
McCamon, W. J.....	"	McJanet, T.....	"
McPherson, Crawford.....	"	McKenzie, G. A.....	"
McKee, Thomas.....	"	McKay, T.....	"
McHenry, D. C.....	"	McCabe, C. J.....	"
McDonald, D.....	"	McMillan, A.....	"
McCabe, J. A.....	"	McLaughlin, J.....	"
McLurg, James.....	1880	McIntyre, A.....	"
McTavish, Douglas.....	"	McQuarrie, H.....	1888
McGillivray, J. K.....	"	Millar, James.....	"
McGregory, M. C.....	1881	McEachren, N.....	"
McNaughton, A.....	"	Morgan, J.....	"
McBride, D.....	"		
McMaster, M. P.....	1882	Nelles, W. W.....	1866
McCormack, M. C.....	1883	Nelles, S. S.....	1869
McKay, A. G.....	1884	Norman, R. A.....	1871
McKay, Donald.....	"	Nethercott, S.....	1877
McCollum, A. B.....	1885	Nattress, W.....	1878
McMillan, J.....	1886	Neilly, William.....	1879
McDougal, A. H.....	"	Newcomb, C. K.....	1882
McBrien, James.....	1884	Nichols, W. M.....	1884
McDiarmid, D.....	"	Nairn, David.....	1886
McCaig, D.....	1885	Norton, W. E.....	"
McCabe, William.....	1864	Norman, M. E.....	1887
McGann, J. B.....	1862	Narroway, J. W.....	1888
McAllister, Samuel.....	1861		
McMichael, D. A.....	1866	Ormiston, William.....	1865
McMichael, S. H.....	"	Ormiston, David.....	1866
McLean, Donald.....	"	O'Meara, J. D.....	1873

NAME.	DATE.	NAME.	DATE.
Oliver, William	1872	Ross, Catharine M.	1867
Osborne, W. J.	1876	Ross, W. D.	1868
Orr, R. K.	1877	Robertson, Simon	1871
O'Neill, Mary	1878	Rogers, Maggie	"
O'Hagan, Thomas	"	Riddell, Elizabeth	1872
O'Connor, William	1880	Robinson, Templeton C.	"
Oliver, J. B.	1887	Robinson, M. C.	"
		Robinson, A. M.	"
Powell, Francis C.	1866	Rae, Alexander	"
Phillips, S. G.	"	Richardson, Joseph	"
Plunkett, William	"	Reid, William K.	1873
Parsons, Robert	1867	Ross, Geo. W.	"
Parsons, John H.	"	Rannie, William	"
Playter, Franklin	"	Round, Georgina	"
Patterson, Alice	"	Rowland, Kate	"
Parsons, Laura S.	1868	Rose, M. J.	1874
Platt, G. D.	1869	Rose, Geo.	1875
Patterson, Mary	1870	Rothwell	1876
Phillips, John	1871	Robertson, W. J.	"
Payne, E.	"	Raine, John	1877
Payne, M.	"	Robinson, Geo. H.	"
Payne, Geo. F.	"	Rowatt, J. S.	1879
Platt, Mrs. G. D.	"	Reid, Joseph	1881
Pearce, Thomas	1873	Ritchie, David F.	1882
Palmer, Charles	"	Riddle, G. W.	1883
Phillips, T. D.	1875	Ramage, C.	1884
Purslow, Adam	1876	Row, R. K.	1884
Powell, Geo. K.	1877	Riches, G. S.	1887
Price, Robert	1878	Robertson, N.	1888
Parker, Thomas	1879		
Petch, John	"	Spotton, William	1872
Parker, H. G.	1880	Spence, F. S.	"
Parlow, Edwin D.	1882	Summerby, W. J.	"
Petrie, Alexander	"	Stewart, Duncan A.	"
Pearson, W. P.	1883	Shaw, John	1873
Pomeroy, J. C.	1884	Sullivan, Dion C.	"
Passmore, A. D.	1886	Slack, H. S.	"
Preston, S. L.	1884	Sims, Bertha	1874
Ptolemy, B.	1887	Scott, H. S.	"
Paterson, D. L.	1888	Steel, A. S.	"
Plummer, A. H.	"	Spotton, H. B.	"
		Scarlett, Kate A.	"
Reazin, Henry	1866	Smith, Goldwin	1875
Reid, George	1867	Sims, Florence	"
Robinson, John G.	"	Switzer, P. A.	"
Reynolds, T. N.	"	Scarlett, E. S. G.	"
Rennick, Walter	"	Sutherland, H.	1876
Ross, Robert	"	Staunton, M. H.	"

NAME.	DATE.	NAME.	DATE.
Shaw, Geo. ....	1876	Scott, Alexander .....	1869
Sykes, Charlotte E. ....	1877	Scallion, J. W. ....	"
Smyth, J. ....	"	Strattan, James .....	1870
Smyth, M. ....	"	Strang, Hugh J. ....	"
Smyth, T. H. ....	"	Spence, Percival L. ....	"
Sangster, Charles .....	"	Sovereign, Charles. ....	"
Steel, T. A. ....	1878	Somerset, Jno. B. ....	1872
Shiaren, Andrew .....	"	Stuart, James .....	"
Shortt, W. K. ....	"	Smith, J. H. ....	"
Smith, L. C. ....	"	Stark, Jennie .....	1887
Smith, James .....	"	Sneath, G. E. ....	"
Spence, May F. ....	"	Strong, K. ....	"
Sutherland, E. W. ....	"	Stephenson, E. J. ....	"
Smirle, A. ....	1880	Scott, Colin A. ....	1888
Shields, A. M. ....	"	Squair, J. ....	"
Smith, D. E. ....	"	Sampson, A. ....	"
Sneath, Geo. E. ....	1882	Scott, A. S. ....	"
Stevenson, A. ....	1883	Shepherd, W. C. ....	"
Sanderson, Amy. ....	"	Sanderson, W. ....	"
Smith, D. E. ....	"	Sherin, F. ....	"
Smellie, W. K. T. ....	"	Telford, W. B. ....	1866
Sine, G. W. ....	"	Tamblyn, W. W. ....	1867
Squair, J. ....	1887	Thompson, Samuel .....	"
Sinclair, D. N. ....	1884	Tench, Miss .....	1868
Sinclair, S. B. ....	1885	Thompson, J. R. J. ....	"
Spence, John .....	"	Treadgold, Wm. ....	1869
Sanderson, R. ....	1886	Treadgold, Geo. ....	"
Smith, J. W. ....	"	Tonkin, E. A. ....	1870
Slater, J. T. ....	"	Tuttle, Alice M. ....	"
Shaw, J. W. ....	"	Thompson, C. E. ....	1872
Scott, William .....	"	Thompson, H. ....	"
Scott, Richard W. ....	1866	Templeton, Sarah .....	"
Scarlett, Edward .....	"	Trout, Alexander .....	"
Seath, John .....	1865	Turnbull, I. ....	1873
Smith, Thomas .....	1867	Tilley, W. E. ....	"
Sipprell, F. J. ....	"	Thautel, T. ....	1875
Spafford, J. L. ....	"	Thomas, H. A. ....	"
Simpson, John W. ....	"	Thorburn, James .....	1874
Shearer, Andrew .....	"	Tilley, J. J. ....	"
Shaw, John .....	"	Thompson, M. ....	"
Stranchon, Geo. ....	"	Taylor, A. ....	"
Smith, John D. ....	1868	Tassie, William .....	1877
Suddaby, Jeremiah .....	"	Thompson, Geo. ....	1879
Sargent, W. J. ....	"	Tait, John .....	1878
Smith, Mary .....	"	Taylor, A. M. ....	1880
Smith, Barbara .....	"	Tanner, R. J. ....	1881
Smith, Annie .....	"	Tom, J. ....	1886
Somerville, Eliza .....	"		

## LIST OF MEMBERS.

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NAME.	DATE.	NAME.	DATE.
Talbot, T.....	1884	Wark, A.....	1876
Talbot, P.....	1888	Wallace, Mary.....	1877
		Wallace, Bella.....	"
Unsworth, Richard.....	1873	Westman, N. A.....	"
Unger, E. J.....	1882	West, W. R.....	"
		Wood, F.....	1878
Vivian, Richard.....	1867	Wylie, Mrs. M. J.....	1879
Van Slyke, G. W.....	1876	Wylie, Douglas.....	"
Ventress, A. B.....	1884	Wylie, William.....	"
		White, Thomas.....	1881
Wickson, Arthur.....	1865	Willis, Robert.....	1882
Watson, William.....	1866	Worrell, Clark.....	"
Woodward, Geo. W.....	1867	Wilson, Jno. B.....	"
Wallace, John.....	"	Wright, Geo. S.....	1884
Watt, Robert.....	"	Weir, A.....	1885
Warner, James.....	"	Wetherell, J. E.....	"
Whitcomb, H. L.....	"	Wright, A. W.....	1886
Williamson, A. G.....	"	White, J. F.....	"
Watt, Robert.....	1868	Wallace, R.....	1884
Williamson, J. A. G.....	1869	Wallace, J.....	1886
Williams, Daniel.....	"	Watson, A. H.....	1887
Wark, Alexander.....	"	Willers, A. J.....	"
Woods, Samuel.....	1871	Williams, E. T.....	1888
Webster, W. C.....	"	Wilson, J. H.....	"
Wilkinson, William.....	"	Whetham, Chas.....	"
Wells, M. A.....	"		
Wood, J. T.....	1872	Young, J. W.....	1867
Warburton, W.....	"	Young, Geo.....	"
Walker, E. A.....	"	Young, W. J.....	"
Wallace, E.....	1873	Young, Robert.....	1869
Wightman, John R.....	"	Young, Jas. B.....	1870
Wadsworth, James J.....	"	Youmans, James A.....	"
Wisner, J. A.....	1874	Young, George Paxton.....	1873
Woodward, W. A.....	"	Young, P. W.....	1878
Williams, William.....	1875	Youmans, J. R.....	1879
White, T. M.....	1876	Young, L. G.....	"
Wilson, John.....	1877	Young, Thomas T.....	1883
Walker, E. A.....	1876	Yule, D. D.....	1888
Watkin, Charles.....	"	Young, David.....	"

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