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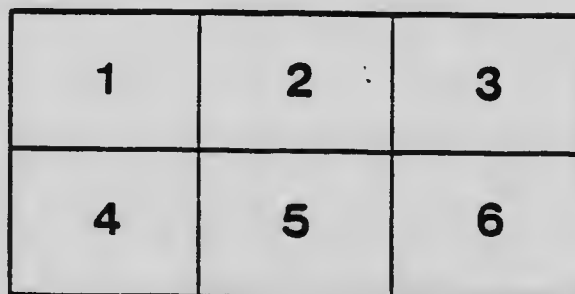
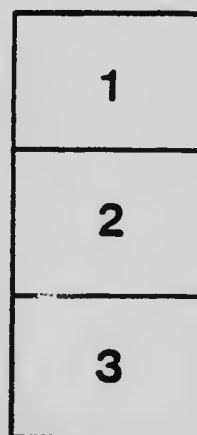
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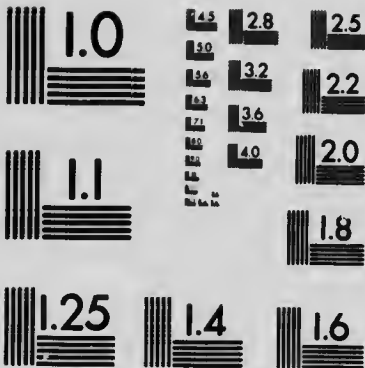
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*SPEECH OF HON. R. HARCOURT AT THE OPENING
MEETING OF THE ONTARIO TEACHERS'
ASSOCIATION, NORMAL SCHOOL
BUILDING, APRIL 1st, 1902.*

After expressing his pleasure at seeing an old college friend, Mr. Henderson, President of the Association, in the chair, Mr. Harcourt said:

I welcome you not in my own name only, but also in the name of the Government, and so far as I may do so, in the name of the Province, to these buildings, devoted as they are to the Educational work of the Province.

I welcome you because as representative men and women there is reposed in you a most important trust. Your work, and I would it were the life work of a greater percentage of your number than it is, is a work of momentous importance, that of educating the youth of our land, of guiding them, of forming their habits, moulding their dispositions and the shaping and building of character generally. There could not be more important work assigned to any body of men or women than the work you are called upon to do.

It has been my good fortune to be pleasantly associated for many years past with teachers of all grades. I assure you that I will always be anxious in any way in my power to render you substantial aid. If I could be instrumental, even in a slight degree, in raising the status of the profession, in increasing your influence and usefulness, I would be gratified, since I know that in so doing I would be rendering valuable and lasting service to the State.

During the last year or two especially I have had frequent opportunities of meeting officially, in these buildings, our teachers of all classes, our inspectors, and members of School Boards as well. All of these are represented at this meeting and are closely bound together by mutuality of interest and aim.

It has further been my good fortune for some time past occasionally to meet many of our teachers and trustees in different parts of the Province at public gatherings. On all sides I find, you will be glad to know, that there is manifest an earnest desire to strengthen our educational defences, to hold fast the good we have, and to gain ground in fields old or new wherever and whenever possible. Speaking generally, I am greatly pleased with our large army of teachers. I am constantly making this statement elsewhere, surely I may be allowed to repeat it here. If our teachers be well equipped and earnest, appreciative alike of their privileges and responsibilities, may we not be very hopeful of the future? Given a bright enthusiastic, tactful, well-trained teacher, and the work of the school must be satisfactory. It could not be otherwise. The work is unsatisfactory in those few instances alone where through want of training, tact, or enthusiasm the teacher is ill-equipped and not adapted to his work. Because of these considerations I am very anxious, Mr. Chairman, to keep most prominently and constantly in view the extreme desirability of increasing the efficiency and strengthening the training of our thousands of teachers. The great, important, and ever present problem is how to accomplish this object. With this aim in view what changes if any are needed in our various curricula of studies? Are we at the present moment unduly accentuating the importance of some studies to the neglect of others?

If after most careful and thoughtful deliberation, changes are considered necessary, should they not be introduced gradually, and the result attained by easy transitions? How can we most effectually encourage our young teachers to improve their equipment, to continue their studies, professional and non-professional, and thus to make themselves more and more useful and influential in their respective committees?

It is often observed that "The nation which does not grow, decays." The same truth applies to individuals, and with peculiar force it applies to teachers. The true and earnest teacher should grow in knowledge, tact, power and influence day by day, and to this end he must never cease to be a close and observant student. Given such a teacher, and I repeat, all obstacles are overcome.

Our position educationally in this Province is noticeably strong and enviable largely because the great majority of our teachers are unfailingly true to this high ideal.

NORMAL SCHOOLS.

It is because I hold these views, because I think, in common with you all, that the foundation of successful educational work depends very largely upon the teacher himself, that I am very anxious to see early provision made for a fourth Normal School to be located somewhere in the northern part of the Province. For this same reason it is that I desire to see the courses of instruction at our Normal Schools and county model schools broadened, and the term of each of them considerably extended. You can render me great assistance by constantly directing public attention to our educational needs in these directions. Our existing provision for training teachers is much better—noticeably so in the case of the professional training we provide for secondary teachers—than that in many older countries, and yet in the directions indicated there is room for great improvement. It is pleasing to know that the number of our teachers holding first-class certificates has doubled since 1883, and that the number holding second-class certificates has increased sixteen per cent. in the interval. The number holding the lowest grade is about one-half of the total number. It is also interesting to know that about twenty graduates and specialists are engaged in the important work of the continuation classes. The further fact that of the 573 high school teachers who were teaching in 1900, no fewer than 439 of them were specialists is very significant. The number last year was somewhat larger. All this indicates the high professional standing of our teachers.

England is behind other countries in the matter of trained teachers, and her educational reformers clamour loudly and persistently for improvement.

For example, Mr. Yoxall, M.P., himself formerly a teacher, and a recognized champion of the teaching profession in and out of Parliament, complained only recently of their need of duly trained teachers, and alluded to what he called "the 77,000 puerile and uncertified teachers with which the schools are set to make shift even to-day." Only 44 per cent. of the teachers in England and Wales are duly certified, 56 per cent. being partially or wholly unqualified. Dr. McNamara, also a member of the House of Commons and an old teacher, is reported as saying "roughly throughout the rural areas (of England) only one-third of the teachers are properly qualified adults. The other two-thirds were either juvenile pupil teachers or unqualified young people, with little or no claim

to the genuine title of teacher. There was only one certificated teacher to every ninety village children in the country."

According to the official reports, there are 28,426 juvenile apprentices to the art of teaching, called pupil teachers, in England.

The City of Philadelphia has the honor of having founded the first State Normal School for the education of teachers in the United States. This school was founded in 1818. There are now 167 Normal Schools in the United States, besides almost an equal number of private schools for training teachers.

In Pennsylvania alone, there are thirteen Normal Schools, and in these the course of study was recently increased from two to three years.

Massachusetts, with a population of 2,500,000, has ten excellent Normal Schools. We should, to meet our wants, have, at the earliest possible moment, at least another Normal School.

A special feature in her educational system of which France may well be proud, is her Normal Schools.

The teachers in Germany have no superiors the world over. View the question as you will, all must admit that the matter of training our teachers is of the greatest importance.

In this connection, Mr. Chairman, I desire to read two letters addressed to me by the able and experienced principals of our Normal Schools at Ottawa and Toronto. Before the Christmas holidays I asked them to visit some of the important educational institutions in the United States, and in these letters some interesting comparisons are drawn, and, I am glad to say, not to our discredit.

FEBRUARY 1st, 1902.

DEAR MR. HARCOURT.—Now that the work of the present session of the Normal School is moving along in the usual quiet, steady effective way, I shall take the earliest time I can spare from my school duties, to give, in some detail, with the assistance of my colleague, Principal Scott, an account of what we saw in the educational institutions you kindly commissioned us to visit in our late tour through "the States."

But, in the meantime, I think it right to say that, while my colleague and I found on the other side, for educational purposes, enormous resources and thoroughly equipped schools, where no money, skill or taste has been spared in perfecting appliances for all kinds of study, we found that for sound, practical work, work of fitting

the boy or girl to take his or her place in practical life, our own Ontario schools are superior.

We visited two Universities—Columbia University and Chicago University, and the Normal Schools of New York, Philadelphia, Providence, Albany, Chicago and Ypsilanti.

The best lecture we heard while away, we heard in Columbia, New York City, and this lecture was by a native of Ontario, Prof. McVannel, who was selected by the acting Principal, Dr. Butler, to take some of the Principal's philosophy classes. And in telling Prof. McVannel the object of our tour, we heard from him, too, the assurance that we would not find in United States classes that solid work and training which we give in Ontario. This must be gratifying to you as Head of the Educational Department, and to all the friends of education in the Province. Yours faithfully,

(Signed) JOHN A. McCABE.

The HON. RICHARD HARCOURT, M.A., K.C.

The HON. R. HARCOURT, Minister of Education.

DEAR SIR,—It will afford me much pleasure to prepare, in conjunction with Dr. McCabe, a report of our recent visit to various Training Schools for teachers in the United States at as early a date as possible, but in the meantime it may not be out of place to say that I was greatly benefited by the visit.

The points that impressed me most as being worthy of note were perhaps three:

1. The very excellent equipment of these schools. Every facility was provided for doing first-class work. No expense seems to have been spared in fitting them for achieving success.

2. The general the scholarship of those who were being trained showed that their academic work was, to say the least, not the equal of those with whom I am dealing. In this respect, I feel that my tour of inspection did me much good in enabling me to make a comparison between the literary and scientific preparation of our teachers and those elsewhere. Students of even more mature years than those in Ontario Normal Schools were often found grappling, as a class, in no very successful way, with problems which are usually disposed of either in the higher classes of our Public Schools or in the junior forms of our High Schools.

To know that the scholarship of teachers elsewhere is, in many respects, not equal to that of ours, has the tendency to make one better satisfied with the present plan of academic preparation of our students.

3. In the Practice Schools, the boys and girls are taught to express themselves very well, although the content of the subject was, in general, much below what is expected from a similar grade of pupils here.

While it must be admitted that our schools are not so perfectly equipped as those visited, I am sure it will be a source of gratification to you and to all friends of education in Ontario to know that in all that goes to the foundation of a solid education in self-control, in individuality, in ability to put forth independent effort, our schools are at least the equal of those in such old centres of population as Philadelphia, New York, Providence and Albany and superior to them in scholarship. I have the honor to be, sir, your obedient servant,

(Signed) W. SCOTT.

The teaching profession is gaining in rank and dignity. I ask you to remember that Harvard University has placed her Department of Education on a par with other university work. The head of this department ranks as a full professor, enjoying the same dignity and influence. This surely is a triumph for professional education.

EDUCATIONAL PROBLEMS.

You will, when in session, be called upon to take part in the discussion of problems everywhere attracting attention. Each age and time has its own peculiar religious, educational and political problems, and different countries may seek to solve them in different ways.

Ever changing conditions, altered environment, the steam engine, the telegraph, the telephone, the trolley, startling electrical discoveries and attendant upon them new industries revolutionizing trade and commerce, the daily paper, cheap books and magazines within the reach of everyone, the crowding of people into towns and cities,* all these give rise to new conditions and create

* Two Englishmen out of three live in towns; one-tenth of the population of the United States lives in New York, Chicago and Philadelphia.

new problems. There is universal educational unrest—there always will be unrest, and it is due to the plain fact that the problems of education have multiplied, and that most of them are absolutely new.

That we have our own problems, that some of them are difficult of solution need not discourage us, since every progressive community finds itself in exactly the same position. There is not, there cannot be, and it is not desirable that there should be, finality in educational matters. Finality, it is to be feared, would mean not progress, but stagnation. Unrest in such cases simply means a desire and a yearning for still further and higher achievement. The system or the course of study, the regulation or the text-book, suitable at any one time, may be lacking and inadequate a few years thereafter.

The last decade has been noticeably one of school reforms, and problems connected with secondary education have in a marked degree held the attention of the best minds in the most progressive communities. For example, a conference at Berlin in 1890 led to a revision of the curricula in the schools of Prussia. The report of the committee of ten in the United States, issued in 1894, led to important results. The work of a Parliamentary Committee on Secondary Education in England in 1895 marks an epoch.

The report of a committee appointed by the French Chamber of Deputies in 1899 deserves notice in the same connection. In a word, the most advanced nations the world over have been attempting as best they could to solve the educational problems which new conditions have imposed.

A distinguished authority in educational matters in England, a member of the House of Commons as well, to whom I referred a moment ago, recently said: "The horizon is thick with coming questions. Education in this country is still, as a whole, chaotic and disorganized. A truly national, complete and rational system has yet to be evolved. The question of higher primary education, its infringement on technical and secondary education, the relation between these and the University education, the bettering of school attendance, the lengthening of the child's school life, amendments of curricula, the creation of an efficient inspectorate of schools, the improvement of training colleges for teachers, etc., etc., are some of the questions which crowd upon the horizon."

In addition to unrest and agitation there is not infrequently bitter controversy as well.

For instance, Sir John Gorst, Vice-President of Committee of Council on education in England, in a speech delivered in Parliament attacking the London School Board, recently said: "The education which you are spreading among the people is cheap, shoddy education. No other proof of this is required than the success of *Answers*, *Tit-bits* and third-rate novels. Are we to keep up in this House the farce that School Boards are elected for educational purposes? Everybody knows that educational purposes are the very last ideas in the minds of the members of the School Boards. And none know better than the members themselves."

Let me give another illustration of how the experts and critics differ. An inspector of schools in London, England—a learned man, of course—in his last report, says that "the cry of too many subjects is destitute of foundation." Another inspector of London schools, also a learned man, assures his readers that "the rapid multiplication of subjects within recent years must also be regarded, as in some measure, a cause of much want of thoroughness."

CONFLICT OF OPINIONS.

Moreover, those who have become prominent as heads of colleges, learned men, educational experts so to speak, in advocating school reforms, such is human nature, hold directly antagonistic opinions.

Dr. Harris, for example, the Commissioner of Education in the United States, who has rendered signal service to the cause of education, holds views on various educational subjects directly opposed to those so ably and earnestly advocated by Dr. Stanley Hall.

Similarly, Professor Munsterburg, of Harvard, combats vigorously the educational dogmas of Prof. Sully, of England, and also of Prof. De Garmo, of Cornell. In this way almost every educational question is a matter of dispute. Great men, recognised as educational authorities, differ widely in their views concerning even essential principles.

In the meantime, while these controversies are going on, and sometimes they result in more heat than light, we are all glad to know that the schools and colleges the world over, are doing excellent work, gaining ground continually, always aiming at greater achievements, reaching and influencing for good to a greater degree, than ever before, all classes of people.

It would never do to stand still and wait until the experts and

critics had come to an agreement. Earnestness, unrest and anxiety, are, I repeat, the very opposites of degeneracy.

Transition, change, evolution, progress and not finality, such is the all pervading law of the universe, and it is to be expected to obtain in educational matters as in everything else. Systems and policies must give way to relentlessly changing conditions.

The interest manifested everywhere in educational work is most encouraging. Men of wealth are contributing large sums of money in support of schools, colleges and libraries. In the United States alone last year, no less than seventy millions of dollars were given by private individuals—all honor to them—for educational objects.

On the occasion of the last commencement day at Harvard, the President read out a list of donations given during the year to the University of over a million and a half dollars, and the very same day at Yale the President of the College announced the completion of their two million dollar fund.

SIR W. C. MACDONALD AND THE LATE MR. MASSEY.

In this Province we must not forget the thoughtful generosity of Sir William C. Macdonald, of Montreal, whose princely gifts to McGill University have made his name dear to University students and graduates the world over. His recent gift to this Province of \$125,000 to be devoted to Domestic Science, Nature Study, etc., calls for an expression of gratitude on the part of this Association. In like manner and for a similar reason we will hold in loving memory the name of the late Mr. Massey whose timely and handsome gift of a library building, costing forty thousand dollars, for the purposes of the Agricultural College at Guelph, we should, as an Association of teachers, formally and gratefully acknowledge. The example these gifts afford, will lead, let us hope, ere long to other like benefactions. These gifts in a special sense result in lasting good.

Sir William C. Macdonald and Mr. Massey recognized that our methods of agriculture are not as scientific as they should be, and that only through our schools and colleges can the desired aim be reached. Agricultural schools and colleges can be made to contribute very largely to our powers of production both in quantity and quality. To bring about increased production a knowledge of the natural sciences, the chemistry of soils and plants, a knowledge of animal physiology, of horticulture and viticulture is a powerful

aid. Intensive farming, as it is called, will certainly augment the value of our farm products. For no man, is a technical and liberal education more necessary, than for the farmer. The German people fully appreciate this fact. There are 10,000 pupils in the schools of agriculture in Prussia.

LIBRARIES.

A word hurriedly, Mr. Chairman, as to some phases of education in which you will have noticed that I have taken a special interest, and as to which I know I have your kind and hearty co-operation. How true is it, after all, that our boys and girls very often learn more by their own observation and reading than the school-master can do for them. Therefore I am interested in the library movement. How much would be gained if the home and the school would work in concert. With good and cheap books and periodicals so easily within our reach the life of the average citizen with proper surroundings could be made a continuation of school life. The story of a life may turn on the inspiring influence of a single book. One of President Lincoln's biographers, in speaking of him, says: "His great career hinged upon the fact that his mother had six books. In that circumstance he differed from the other boys of the region. Is it too much to say that but for that ray of light his great soul would have been strangled in the birth?"

You all know what we have sought to accomplish through our system of Travelling Libraries. These are intended for our new districts, in which, as yet, there are no Public Libraries of any description. The Legislature was unanimous in heartily supporting me in this and similar progressive movements. These libraries are very popular in several of the United States. Thirteen of them have been in circulation, in Northern Ontario during the year. Our short experience, in sending out these libraries, is very satisfactory. You have noticed that in different parts of the United States a system of Travelling Art Galleries has been inaugurated.

This last Session, the House gave me an appropriation for Libraries for rural school sections for every part of the Province. I hope to have regulations framed, within a week or two, so that advantage may be taken of the grant immediately after the summer vacation. We will follow the principle which governs our entire system, viz, that of aiding and supplementing local effort. We will commence by offering a small grant to any section which will supplement it by a sum twice as large, the amount to be spent in

books to be selected from a catalogue prepared by the Department; the library, of course, to be kept in the school building itself. The system of Public Libraries, and we have over four hundred of them which are aided by the Province, in some of its details, can, I think, be improved. My department is gathering information on the subject.

HOME ECONOMICS AND MANUAL TRAINING.

I am anxious to encourage the teaching of nature study, domestic science and manual training. The highest authorities are agreed as to its great value. What I seek to accomplish involves no disturbance whatever of our existing curriculum. The new studies are a help rather than a hindrance to the old. There need be neither displacement nor antagonism. If our methods have been too bookish, the addition of the new studies will furnish effective relief.

We are so apt to forget an important fact which should not be lost sight of for a single moment, and which is not peculiar to any one country, viz., that the great majority of our children leave school at a very early age. We therefore, Sir, should, in the short time they are under our control, give them instruction, first of all, on lines and in directions which will be of direct, practical use to them, when they leave school.

Let me illustrate, Mr. Chairman, exactly what I mean. We had last year—

	In the 1st reader,	177,614	scholars
"	2nd "	88,836	"
"	3rd "	94,069	"
"	4th "	84,507	"
"	5th "	17,468	"

A well-known educational authority has well said, "The great majority of scholars leave school at the age of thirteen or fourteen. What is to be the nature of their work? Chiefly the production of material things. Hence, since so much of their life will deal with material objects, the training of hand and eye in connection with them is one of the first elements of training which these children, who are to be workers, should receive."

Well may we, therefore, seek to familiarize our boys, when at school, with the use of tools, and make it possible for our girls to learn plain sewing, cooking and other things connected with the

and of housekeeping. To prolong the period of school life then is a great and pressing problem.

The number of scholars in the two lower forms of the High School is twice as large as that in the two higher. The number in the fourth or highest form is not one-fifth as large as that of the first or lowest form.

In England and Wales the position of things is more disappointing still, since only 35 per cent. of the attendance at elementary schools is over ten years of age. In view of these facts, then, is it not very evident that the work taken up in our Public Schools should have special reference to the needs of the masses of the people, whose life-struggle begins at such an early age?

Our High Schools, I am glad to say, provide secondary education for all classes in the community. Because of this fact they are firmly established in the sympathy and confidence of our people generally. In a recent year, for example, 6,481 students left our High Schools: of these, 499 entered the learned professions, 1,050 became farmers, 1,436 became teachers, 1,491 entered commercial life, and 2,005 engaged in other unclassified callings.

I mention our Public and High Schools in conjunction. We cannot separate them, so closely are their interests interwoven. A great authority has wisely said, "it is only when these (Public and High Schools) are in close organic connection under the same local management, and pervaded with the same atmosphere, that the child of the working classes is likely to be benefited by them." With a close touch between them, you may extend the school life three or four years to his incalculable benefit.

In Scotland the constant aim has always been to extend school life. In that country 29 per cent. of the scholars in the secondary schools are over fifteen years, a much better showing than in England. Need we wonder, then, at the success in all walks of life of the Scotchman? I have so frequently discussed at public gatherings the question of technical education that I need now only remark that we are making very satisfactory progress indeed in laying the foundations.

TECHNICAL EDUCATION.

I desire to announce that with a view to give teachers some elementary instruction in certain departments of technical education, a summer school, under the direction of the Department, will be held at the Normal School, Toronto, beginning Wednesday, July

2nd. The courses of study will embrace Manual Training, Domestic Science, Nature Study, Drawing and Music. Lectures will be given by specialists in the different subjects. No fees will be required; and students or teachers desiring to attend should make application to the Deputy Minister of Education.

I noticed with pleasure, in a newspaper published in Berlin this week, that the various School Boards of Berlin and Waterloo (Public, Separate and High School) have decided to arrange for the teaching of Manual Training and Domestic Science jointly, and that in a few months a new building, to cost \$12,000 or \$15,000, will be erected to be devoted solely to this work.

PROGRESS.

That we have made great advances educationally during recent years is very apparent. And it is equally apparent that there is room for growth and improvement in almost every direction. This applies to every phase of human development. The youngest person in this room remembers when the University was first opened to women. No fewer than 277 girls have graduated during the past seventeen years, pursuing the same studies as the boys, and capturing their full share of honors and distinctions. One hundred and thirty-seven girls are now proceeding regularly to a degree, and there are sixty-two occasional students as well. This fact indicates progress, the value of which is almost beyond estimation. Not a few of our girl graduates are occupying important positions in the schools and colleges of the United States. It is becoming a common occurrence for our young men to win promotion and preferment as lecturers and professors in leading universities across the line.

In other respects rapid progress has been made in the expansion of University work. As we know, the Government a year ago assumed charge of the important departments of Chemistry, Mineralogy and Geology, and the salaries of the professors and the maintenance of these departments are now met out of Provincial funds. These studies bear so directly on the development of the mineral and other natural resources of the Province, the extent and value of which are only beginning to be appreciated, that from the standpoint of trade and commerce alone the generous encouragement of them becomes a pressing necessity. Every

friend of education in the Province will commend this forward step.

The School of Practical Science, never as prosperous or as popular as now, its many graduates unfailingly securing important positions, has so outgrown its accommodations that it became necessary to erect for the use of its students another large building.

Canada stands in need of highly trained mechanics, surveyors, engineers, chemists, assayers and metallurgists. Our High Schools are becoming more valuable year by year, and our people are generously supporting them. And all this progress enures to the benefit of the whole community, for let it be remembered that educational forces, as is so often said, pull from the top; they do not push from the bottom.

SUGGESTIONS FOR THE FUTURE.

A word of the future, Mr. Chairman, and I will close. I hope to see at an early date a Chair of Forestry established in the University. We have set apart several extensive parks, and vast forest reserves. We should also have systematic teaching in forestry. In a commercial sense alone such a department means a vast addition to our natural wealth, as well as conserving the wealth we have. We must not delay taking the forward step. Forestry is one of the leading professions. The State of New York has established a College of Forestry in connection with Cornell. The entire Senior class had lucrative positions offered them some time previous to graduation. A large tract of forest land has been set aside, where the manner of harvesting the old crop and starting the new crop is being demonstrated.

Yale, similarly, owns a large tract (for demonstration) in Pike County. Pennsylvania owns 324,000 acres of forest lands.

COMMERCIAL STUDIES.

It may not be generally known that a Commercial Department, in which our Boards of Trade are taking a special interest, and which is sure to grow in importance, has been provided for at the University. I have said that upwards of two hundred girls are now attending the University. Not a few of them will find lucrative and useful employment as teachers of Domestic Science. Some of the branches of this department of study are physics,

chemistry and biology, as they are applicable to the art of house-keeping. Would it not be well for the University authorities to make special provision for girls who desire to take this course of study and qualify themselves for teachers?

CONSOLIDATION OF RURAL SCHOOLS.

In this way the best possible provision could be made for the scientific side of their equipment. May I not suggest that you can very usefully confer and deliberate concerning the matter of the consolidation of Country Schools? Consolidation had its small beginning in Massachusetts. It has passed the experimental stage and to-day it is well and satisfactorily established in all the New England States and in parts of Ohio and Pennsylvania. I hope that before the year expires the experiment will be tried in more than one locality in our Province.

The necessary legislation to make it workable was provided for this last session. Like all real reforms the movement in this direction must grow.

During the year my Department has sent to School Boards reports and bulletins giving information bearing on this very important movement.

The annual meetings of this Association have in past years proved extremely useful in the way of criticism and suggestion alike. I know that this meeting will likewise lead to good results. The question of the evils incident to examinations is always suggestive of discussion. The extreme view is that the examiner is a parasite on the educational system, and like all parasites injures that from which he draws his sustenance.

We must not allow the work of education to be dominated by examinations. The more reasonable view seems to be that examinations form as essential a part of true education as investigation itself. Examinations within rational limits serve an excellent purpose, and to some extent they are, in the opinion of everyone absolutely indispensable.

"Whoever thinks in an examination is lost," said an eminent Cambridge tutor. His friend aptly replied, "Perfectly true, but in this imperfectly constituted world, what is to take the place of examinations?"

When we next revise the regulations, would it not be well to have only one examination for Junior Leaving instead of two?

The existing division was due, as you know, to the action of the Senate of the University respecting matriculation. The Senate has recently reverted to the former plan of having only one examination for matriculation. If we decide to have no departmental examinations affecting High School work until pupils complete form three in the High School, it will be a great relief to both teachers and students.

In conclusion, Mr. Chairman, I wish publicly to express my full appreciation of the uniform kindness, sympathy and courtesy extended to me by the teachers, trustees and inspectors of the Province in all my official relations.

