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The Canada School Journal.

VOL. XI.

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Table of Contents.

	PAGE.
EDITORIAL.....	181
The Ontario Educational Society.....	182
Ontario Teachers' Association.....	183
Mr. Dickson's Paper on College Preceptors.....	183
High School Section.....	186
Inspectors' Section.....	187
Public School Section.....	187
EXAMINATION PAPERS EXAMINED.....	188
EXAMINATION QUESTIONS.....	190
EDUCATIONAL NOTES AND NEWS.....	191
LITERARY CHIT-CHAT.....	192
LITERARY REVIEW.....	192

THE CANADA SCHOOL JOURNAL

An Educational Journal devoted to Literature, Science, Art, and the advancement of the teaching profession in Canada.

—O—T—E—R—M—S.—O—

THE SUBSCRIPTION price of THE CANADA SCHOOL JOURNAL is \$1.00 per annum, strictly in advance.

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CANADA SCHOOL JOURNAL PUB. CO. (Limited),
OFFICE; Toronto, Ontario.

The first set of Drawing Papers to be prepared for the JOURNAL in accordance with the notice in our last number will appear in the issue for September 15th. All teachers who wish to join this Drawing Correspondence Class will please notify Mr. Burns by postal card, so that ample arrangements may be made. Address William Burns, M.C.P., F.L.S., High School, Brampton, Ont.

The Ohio *Educational Monthly* says that from the last report of the State School Commission it appears that more than seventeen thousand young people thought they knew enough to teach a common school and were mistaken, and intimates that the desire to teach school has become the curse of the youth of Ohio.

The attention of the Ontario Teachers' Association should be directed, amongst other things, to the great lack of uniformity in the results of the late entrance examination. The number of successful candidates ranged from eighty or ninety per cent. all the way down to zero. No one will suppose that there were such vast differences in the merits of the candidates in the different sections.

The Ontario Institution for the Blind, at Brantford, re-opens for its next session on the 1st of September. Such schools as this, and that for deaf mutes, are amongst the most noble and beneficent institutions of the day. They transform those whose lives must otherwise be burdensome to themselves and their friends into useful members of society. They thus not only enable them to support themselves by the practice of some industry, but increase a hundred fold their sources of comfort and happiness. Teachers all over the country may do a good work by keeping their eyes open to the case of these unfortunates, and making known to the friends of any with whom they may come in contact, the great advantage and blessing to be derived from attendance at these schools.

“To make this paper really valuable it must be intensely practical. It must come down to the real needs of the workers in the school-room. In that school-room there are serious difficulties. Some of these are the sauciness, the answering back, the defiant look, the scowling face, the slamming down of slates when offended, etc. How do you meet these troubles? Let us have the methods you have absolutely found successful, not what you think would be successful. Write them out and send them to us. Your name will not be published unless you wish.” We adopt the above from the columns of a contemporary. It expresses just what we ourselves desire of our patrons. Let us have your views and methods on all manner of practical work in the school-room. It will do you good to put them on record, and your experience may prove helpful to many.

Messrs. W. J. Gage & Co. are issuing a school edition of Christophe Colomb with Vocabulary and Notes by J. Squair, B.A., of University College. No pains have been spared to make the Vocabulary both accurate and comprehensive. It is also accompanied by brief etymological notes which explain, where possible, the derivation of every word occurring in the book. The Notes have been prepared to meet the wants of all, especially of those whose initial training in French has been defective, and who may be pursuing their studies without the aid of instructors. An effort has been made to elucidate every passage which seemed to present a difficulty. Great importance is attached to the explanation of grammatical structure, and numerous references are made to De Fivas' Grammar. The book will be ready by the First of September, and it is hoped it will meet with a favorable reception from the Teachers and Students of Ontario.

An American exchange complains that Public School teachers and College and Academic teachers draw the line of distinction very sharply, and do not care to mix with each other professionally more than is absolutely required. In many Eastern States they hold separate conventions. Is there not too much tendency in the same direction in Canada? True, some of

the College and University Professors from time to time attend the conventions, but it is usually by special invitation, to deliver lectures, etc. Might not the annual convention of teachers gain largely in interest and profit by the addition of a University Section to the High and Public School Sections? Such an annual conference would, we are sure, give an impetus to higher education, and could scarcely fail to be helpful and stimulating to the professors themselves, while their contact with each other and with their fellow laborers in other departments of educational work would be profitable to all.

The following from the *Victoria Warder* calls attention to a practice against which we have often protested, and which cannot be too strongly condemned or too soon abandoned by all school trustees:

A pernicious and unprofessional habit exists among school teachers of underbidding each other in salary in order to secure a school. There are, of course, very many exceptions to that habit; but it is growing. We do not blame the teachers so much as we do the trustees. The trustees of Ontario schools are a representative lot of men, fully above a high average of intelligence; but they continually make a serious mistake—a mistake of which the evil effects will not be perceived for a few years—of letting their schools to the lowest bidder. Such action puts the *good-for-nothing teacher* at a premium, and he is dear at any price. We recommend trustees to consider, like men, what they are willing to pay for the education of the children under their jurisdiction, and to state the amount in their advertisements. Then good and bad alike will be considered, and the appointment will rest more on fitness for the office than lowness of salary. We feel sure it is only necessary to mention these facts to have trustees give them the intelligent consideration they deserve.

The following paragraph is going the rounds of the papers, some of which quote it as calling attention to "a curious defect in the Modern Educational system."

"Nearly every physician in the country now graduates from a medical school; about half the ministers are from theological seminaries; and very few of the lawyers attend the law school, and yet the law is usually ranked as the head of the learned professions. What is the significance of this?"

The answer is probably not far to seek. It is to be found, if we mistake not, in the nature of the professional work to which the lives of the members of the different professions are devoted. No school or college course can, by any possibility, produce a learned man. It can at best send one forth with a mastery of the instruments with which learning may be obtained. But while the life of the average minister, or physician, or teacher, is largely devoted to the pursuit of special and comparatively narrow lines of study and to the routine of professional duties, the lawyer who aspires to a place in the higher ranks must familiarize himself with broad principles of jurisprudence, sift and balance large and complicated masses of evidence, dig deep into the books of the profoundest writers, and have constantly to do with the principles and the sciences which are most philosophical in their character, and so afford the best exercise for strengthening and enlarging the mental faculties. And, after all, it is but the few amongst the lawyers even who really succeed in such work and attain high eminence; but

these, somehow, seem to give character to the profession and to be taken as its representatives to a greater extent than is the case with the distinguished few in other professions.

THE ONTARIO EDUCATIONAL SOCIETY.

The feeling in favor of some closer organization amongst Ontario Teachers for the improvement of the status of the profession and the condition and management of the Public Schools has been growing rapidly of late. There is good reason to hope that the present year may become memorable in the history of our educational growth as the year in which the first thoroughly effective union of the members of the profession was formed.

A preliminary meeting was held in the hall on the corner of Yonge and Gould Streets, Toronto, on Monday, the 9th inst., at which some resolutions were passed which at least indicate the direction in which the Association may be expected to legislate. Inspector McIntosh was appointed chairman, and Mr. D. H. Lent, Assistant Master of Richmond High School, Secretary.

Mr. D. Boyle explained the object of the meeting. He deprecated any attempt at secrecy in their meetings, though there might be some matters requiring private consultation. He referred particularly to the evils arising out of the practice of underbidding for positions. This evil was mainly due to the practice of trustees who called for tenders that they might give the contract to the lowest bidder. Something, he said, should be done to stop all this, and some scheme should be devised so that applicants could be put in possession of the fullest information about the positions they are seeking. They should know what kind of people they are going amongst, their nationality and religion, if any; who was the last to hold the position; what salary the section is able to pay; how the school-house is ventilated, furnished, and supplied; what the playground and out-houses are like; and whether they can secure board at a reasonable distance from school.

Mr. Lent moved, seconded by R. W. Hicks, of the Parkdale Model School,

That we, a body of legally qualified teachers, some of whom are representatives of County Associations, in convention assembled in the City of Toronto, this 9th day of August, 1886, being desirous of increasing our own efficiency and of promoting the cause of education, recognize the existence of many hindrances to the successful prosecution of our calling in such a manner as is demanded by the necessities of the country, the spirit of the age, and in accordance with our excellent system of education.

Some objections were offered, not to the principle of the motion, but on the ground that the matter had better be left over until the action of the Ontario Teachers' Association in regard to the proposed College of Preceptors could be known. If a College of Preceptors were formed, it would occupy, it was urged by some, the whole ground covered by the resolution. Others thought it better to organize in a quiet way and work up till the College of Preceptors was reached. The resolution was, however, carried.

R. W. Dawson, B.A., head master of the Weston High School, moved, seconded by A. N. Miller, head master of the Vienna High School,

That long experience has proved that not only has the isolated nature of our position tended to hinder the growth of fraternal relations among us, but that even such loosely bound organizations as are in existence have failed to effect that unity of purpose with its corresponding influence which ought to characterize us as teachers, and that, therefore, the promotion

of such fraternal relations should, in our opinion, be a main object of any proposed organization.

This motion was also carried.

It was moved by Mr. J. H. Miller, late Inspector of South Huron, and seconded by Mr. Lewis,

That, in our opinion, the time has come when the teachers of Ontario should take such steps as will enable them to assist each other in the improvement of their intellectual, social, material, and political condition, and as we are fully convinced that whatever tends to the advancement of the teacher must ultimately promote the advancement of the country, that we proceed immediately to organize ourselves as the Ontario Educational Society, whose objects shall be to advance the cause of education, to afford all members such information as may enable them to apply intelligently for situations, to discountenance advertisements asking applicants for situations to "state salary," to discourage the issue of permits and interim certificates, to gain some measure of control—through its representatives—over the examination of teachers, to have a voice in the selection and authorization of text books, and to purge the profession of unworthy members.

This resolution gave rise to prolonged discussion, objection being urged on the same grounds as against the first resolution, also to the introduction of the word "political," etc. It was, finally, on motion of Mr. Dawson, amended as follows and passed,

That the word "political" be struck out of the resolution, and that the following be added:—And that a committee of nine be forthwith appointed to take the question of union into consideration and to report a basis of union at a meeting to be held on Wednesday at 7 o'clock.

The following gentlemen were appointed to constitute the committee:—Messrs. McIntosh, Lent, A. N. Miller, Boyle, McMaster, Dixon, McMurchy, Willis, and Dawson. The meeting was then adjourned.

The adjourned meeting of the organizers of this society was held in Stewart's Hall, Wednesday evening; Mr. Dawson, head master of Weston High School, in the chair. The committee appointed to consider the scheme for the formation of the society recommended, amongst other things, that the Ontario Education Society be incorporated; that its members be those regularly qualified to teach, and teachers in training who comply with other requirements of the society; that a branch be in each inspectorate; that the Provincial body be composed of delegates, one from each local branch; the Provincial board, amongst other officers, to have a paid secretary-treasurer to look after their affairs, and whose duties will include the compilation of a history of all school sections, giving their past and present condition, and furnish copies, if any, to all members desiring it; the society being governed by a directorate elected from the delegates.

Mr. D. H. Lent, the secretary, in submitting the report, explained that the proposed society was not antagonistic to the College of Preceptors, which could not be got into shape for some five years. This was one for immediate relief, which could be easily handled and quickly put into force.

Mr. Richard Lewis said that this society was necessary even if the College of Preceptors were in working shape. This society had distinct duties from the other, and while co-operating with the other in objects with which they agree, goes further, and elevates the teacher, socially, financially, and in every way.

Mr. A. Miller, Vienna High School, said that this is the first time in his experience of 27 years that anything really practical for the improvement of teachers had been proposed.

Mr. Steel, Orangeville High School, said that the weakness of the teaching profession is the antagonism which causes some to undermine others to obtain their positions by injuring their character or offering to accept lower salaries. He spoke favorably of the ability of lady teachers, and their high character and desire for large salaries, no less than those of teachers of the sterner sex.

After the different sections of the constitution had been adopted, the meeting adjourned.

At the adjourned meeting of "The Educational Society of Ontario," Mr. Robt. Dawson, President, presided; Mr. C. H. Lent acted as Secretary. There was a large attendance of teachers. Forty new members were enrolled. The meeting was principally occupied with making and adopting rules and regulations to govern the association. The following officers for the ensuing year were elected:—

President—Mr. Robt. Dawson, of Weston High School.

Vice-President—Mr. R. Lewis, Toronto.

Directors—Mr. Henstidge, Kingston; Mr. Hicks, Parkdale; Mr. A. Miller, Vienna; Mr. R. Sanderson, Harriston; Mr. D. H. Lent, Richmond Hill; Mr. D. McPherson, Prescott; Mr. McIntosh, Madoc; Mr. Thos. Carson, West Middlesex; Mr. McMaster, Thorold; Mr. R. Steele, Orangeville.

After the general meeting had adjourned a meeting of the directors was held, when Mr. D. Boyle was unanimously elected secretary-treasurer. A sub-committee was chosen to attend to printing and other necessities. The meeting then adjourned to meet again at the call of the President.

ONTARIO TEACHERS' ASSOCIATION.

The 26th Annual Meeting of this Association opened at the Normal School on Tuesday, the 10th inst. The attendance was good. The session was opened with religious exercises.

The annual statement of the treasurer, Mr. W. J. Hendry, showed the receipts, including a balance of \$514.10 from previous year, to be \$886.02; expenditure \$342.68, balance in hand \$543.84. The report was referred for audit to Messrs. Wetherell, McIntosh and Powell.

The Association decided to meet at 2 p.m., and adjourn at 5.30 p.m., to meet again at 7.30 p.m., and adjourn at ten o'clock each evening during the session.

On the reassembling of the Association after adjournment, Mr. William Houston, M.A., Librarian of Ontario Legislative Assembly, gave notice of the following motion: "That a special committee be appointed with instructions to ascertain what steps have been taken by governments, universities, colleges, teachers' associations, and other learned bodies to secure the general introduction of a simple and more phonetic system of spelling English words than the one at present in force."

Mr. O. J. Jolliffe, M.A., of Ottawa, read a paper on the subject of "Our Profession." We intend to publish this and other papers presented at the Association, so that all our readers may be able to peruse them at leisure. We, therefore, withhold comment in passing.

After a little discussion, bearing mainly on the subjects of professional organization and the examinations, further consideration of the paper was postponed.

The next paper presented was by Mr. J. E. Wetherell, M.A., Head Master of Strathroy Collegiate Institute, on the subject of "Conservatism and Reform in Educational Methods." A discussion followed, eliciting, as was to be expected, considerable difference of opinion in regard to the merits of "the Old Education" and "the New Education," respectively.

Dr. George Baptie, of Ottawa, followed with a paper on "Science Teaching." The writer advocated the giving of science a prominent place on the curricula of the public schools. This point gave rise to considerable debate, many speakers contending that those curricula are already too extensive. During this discussion the algebra and literature papers set at the recent examinations came in for some pretty sharp criticism.

The evening session was occupied with the address of the President, Mr. S. McAllister. This address reviewed the history of the Teachers' Association, and dwelt on the numerous educational reforms which had originated in these conventions. We hope to be able also to publish this valuable address.

The convention reassembled on Wednesday at 2 o'clock. The attendance was much larger than on the preceding day. By a change of programme, Mr. Dickson, Principal U. C. College, read his paper on the proposed Ontario College of Preceptors. Mr. Dickson outlined the sphere and functions of such an institution as follows:—

I. ITS AIMS, broadly stated, should be to promote sound learning and to advance the interests of education by admitting to the teaching profession only those who are fitted for the work, to improve the position of the profession, and to protect the public from incompetent teachers.

II. THE MEMBERS.—For one year after the incorporation of the Society it is proposed to admit all persons actually engaged in teaching,

whether in proprietary or public institutions, on payment of a registration fee. The teachers registering would be subject to the conditions now affecting their work, except that an annual membership fee would have to be paid by each teacher to keep his or her name good on the register.

It is proposed that after the organization and incorporation of the Society, no one will be admitted without passing the examination prescribed by the Society. The members might be classed as follows:

(1) *Associates*: Corresponding to third class teachers. The examination for the standing of Associates should correspond to the matriculation or the preliminary examination for any of the professions.

(2) *Licentiates*: Corresponding to second class teachers.

(3) *Fellows*: Corresponding to first class teachers and to High School masters.

III. THE GOVERNMENT OF THE SOCIETY should be vested in a council elected by the Fellows and Licentiates.

IV. ITS POWERS.—The Society should have power to manage its own affairs, to enact by laws for the admission and government of its members, to impose fines and penalties for the violation or non-fulfilment of duties prescribed, and to settle all matters of dispute arising among teachers.

V. CERTIFICATES AND DIPLOMAS.

(1) *Certificate of Associate*. A membership certificate entitling the holder to the standing of

(a) Third class teachers, as at present recognized.

(b) Private school teachers, in their present status.

(2) *Licentiate*. A certificate authorizing the holder to teach, subject to the conditions affecting second class certificates.

(3) *Fellows*. A diploma issued to first class teachers of all grades and to High School masters.

VI. PENALTIES. For the efficient working of the College, penalties, similar to those enforced by the College of Physicians and Surgeons, Ontario, should be enacted, say,

(1) For teaching without a license.

(2) For non-payment of fees.

(3) For other violations, such as unprofessional conduct, etc.

VII. FEES. (Suggested.)

(1) For admission to the Society and issuing certificates (Associate and Licentiate), \$5.00.

(2) For diplomas, \$10.00.

(3) Annual membership fee, \$2.00; or commutation fee for Life membership, \$30.00.

(4) For each examination, \$5.00.

VIII. RELATION OF THE SOCIETY TO TEACHING INSTITUTIONS.

The Society should be an examining and not a teaching body. It should conduct, independently of the Education Department, both the professional and non-professional examinations for all grades of teachers' certificates and diplomas.

As a fair equivalent for the work done by the Teachers' Society, the Province should support, in part, the system of Normal and Model Schools now established; but they should confine their work to methods of teaching, school organization, school discipline, school law, together with such subjects of study as aid in the practical working of schools.

The theory of education and the solution of educational problems should be left to the University in which a Chair of Education should be founded and endowed.

IX. ITS RELATION TO THE STATE. It is analogous to that of the Law Society of Upper Canada, and its parallel points of resemblance may be thus summarized:

The State demands and pays for the proper administration of justice as a matter of public weal; it also demands, and for the same reason, that only those who are properly qualified (as determined by examination,) shall be entrusted with this work; but the duty of deciding who are qualified to practice law is left to a society composed of legal practitioners, who, in their corporate capacity, have the power of conducting all examinations of candidates as to their fitness to practice law.

Similarly, the State demands and pays for public education as a contribution to the public well being; it also demands, and for the same reason, that only those who are properly qualified shall be entrusted with the work of teaching in schools receiving Provincial aid; and the duty of deciding who are qualified should be entrusted to a society composed of teachers qualified for any position in the public system of education.

The Teachers' Society should hold the same relation to the State and to the educational institutions of the Province that the Law Society holds to the State and to the law courts of the Province.

The Law Society decides who shall practice law; the Teachers' Society should decide who shall practice teaching. The right of teachers to control the admission of members to the teaching profession rests on the same grounds as that of the Law Society to the control of its membership.

The Law Society demands that all positions requiring a knowledge of law shall be held by its members; in like manner the Teachers' Society should demand that all positions requiring a practical knowledge of schools and school teaching, should be held by members of the teaching profession, and by them alone.

X. Besides these practical matters this Society would be competent to deal with the question of *Life Insurance, Sustentation Fund, Superannuation Allowance, Teachers' Bureau*, and all that concerns teachers and the teaching profession generally.

There are many advantages which the scheme suggests as likely to follow its adoption, and a few of these may here be mentioned:—

1. *To the Public*:

(a) Fuller protection from incompetent teachers.

(b) Better work in the schools.

2. *To the Cause of Education*:

(a) As the information of the Teachers' Society will certainly give more permanency to the profession it will induce a larger number of able teachers to remain in the work.

(b) The danger of misdirected energy will be lessened.

3. *To the Teacher*:

(a) He will obviously have a better social position, a fuller recognition as a member of an organized profession.

(b) He will have the support and encouragement that a society formed for mutual protection and benefit confers.

(c) He will have a voice in the government of the Society that regulates his work, and which admits to membership in the profession; overcrowding in the ranks may thus be dealt with by teachers themselves.

(d) The defects of our system of examinations can be corrected by this organization without appealing to political bureaucracy for redress.

Having now laid this matter thus fully and in its varied aspects before you, some questions will likely arise in your minds as to the relations of the projected Society to the chief executive officer of the Department of Education. The matter is a delicate one, particularly as I discuss it without having had the advantage of conferring first with the Honorable the Minister; but the benefits of the scheme are so obvious that I venture to think they will commend themselves, not only to you and to the profession at large, but to one who, in the person of the present Minister of Education, happily combines, with a thorough and practical knowledge of all branches of school work, an enthusiastic interest in the profession of teaching, and a laudable regard for the teacher's status and welfare. It may be taken for granted that the work of the college would relieve the Minister of many duties that are of necessity irksome and sometimes embarrassing. What these are, in the political connections of the Minister's functions and office, I need not refer to; they will occur to the minds of all of you.

The organization and operation of a Society such as is here outlined will not lessen, in the slightest degree, the necessity for an executive head of the Department of Education. It will be necessary, indeed, that the details of the whole scheme should receive his concurrence, and that the aims and objects of the Society should meet with his full and cordial approval. It would be advantageous, moreover, were he to become an *ex officio* member of the college with special powers. With his sanction and co-operation, and the hearty endorsement of this meeting and the profession at large, our undertaking should not fail of immediate and assured success.

We are indebted to the *Globe* for the following summary of the debate upon this important question.

Mr. J. Miller believed there was a radical change in the present system of education involved in this project. He was inclined to think that while they should attach a great deal of value to the suggestions it would be wise to act judiciously in this matter. A College of Preceptors had been established in England, but notwithstanding this, Ontario had made greater strides. Teachers could not be compared with lawyers; in the manner in which Mr. Dickson had made a comparison. Teachers did not deal directly with the public as lawyers or doctors.

Dr. Kelly moved that the principle of Mr. Dickson's paper meets the approval of this convention. He said that if this scheme received the approval of the Minister of Education and the House of Assembly, they would have established a grand move towards making teaching a profession.

The lawyers could fine those who practised without a license. They could strike a delinquent member or an unprofessional member off the roll. The only protection which honest teachers had was that the Minister of Education could cancel the certificate of an unprofessional teacher. He had great pleasure in moving his motion.

Inspector Morgan stated that during the past year the musicians of the Province had made a move such as that proposed by the teachers. This was in accordance with the success of a similar movement in Europe. The movement elevated the standard of music and gave musicians a status in the land. If a success with musicians, it should certainly be a success with teachers. The difficulties could be removed, and success would be sure. He seconded the motion.

Mr. J. O. Pomeroy, of Oakwood, was decidedly opposed to this

whom). They were in his opinion proceeding on false lines altogether. The teachers' calling was already a profession. The teachers in towns get just as good salaries and occupied just as good positions as the clergymen, doctors, or lawyers. (Cries of "No, no.") He spoke from experience. (Laughter.) If the teachers had self-respect others would respect them. He could not see how in a college would prevent overcrowding. He was in favor of a union within themselves, not interfering with the sphere of the Government. The Government had the responsibility now and they would not part with it. It was argued that the women were crowding out the men. Let them crowd. All he had to say was:—"Give them fair play and no favor and they will hold their own every time." (Laughter.)

Mr. F. W. Merchant wished the scheme to be discussed throughout the Province. It should be taken up by each of the County Teachers' Associations. He moved in amendment that the scheme for a College of Preceptors be submitted to the Teachers' Associations for their consideration, and that a committee be appointed to confer with the Minister of Education to consider the details of the scheme.

Inspector McKeo, South Simcoe, seconded the amendment in order that the teachers and all interested might have plenty of time to consider such a radical change.

Mr. H. T. Strang was in favor of the motion with the amendment that the matter be referred to the associations for discussion. The delegates should report the feeling of the different associations. If such a change was carried out within two years they should be satisfied. One reason for the adoption of such a scheme was the constant complaint about suitable examination papers. (Hear, hear.) He understood that the Algebra paper had been cancelled this year and the Drawing paper was cancelled last year. This should not be so. The teachers should apply for a charter. They should ask the Government for a change. If they abused the powers given them the Government could cancel their charter.

The Chairman ruled the amendment out of order.

Mr. Pomeroy wanted to delay the committal of this Association to the principles of the scheme until the teachers of the Province had thoroughly discussed the matter.

Mr. MacMurchy was in favor of the affirmation of the principle, but he would not object to the matter being delayed until the feeling of the teachers could be got. The Association could meet again on the 28th December and hear the reports from the County Associations. After the feeling of the teachers was ascertained they could approach the Minister of Education in the matter. He agreed with Dr. Kelly that teaching was not now a profession. They were a body of men entirely under the control of outside parties. This, in his opinion, was an injury to the educational interests of the country. He would like to see the matter fully discussed.

Inspector Brebner declared himself in favor of the principle.

Mr. J. M. Taylor also favored the principle. If it was necessary to protect the public from an illegitimate class of lawyers and doctors, much more necessary was it to protect the public against worthless school teachers. (Hear, hear.) There were great evils in the colleges in existence to-day, and it would be a mistake to give the College of Preceptors too great a power for fear they might abuse it.

Mr. Strang then moved the following resolution (which had been consented to by Dr. Kelly), seconded by Mr. MacMurchy:—

1. That this Association expresses its approval in general terms of the principle of the scheme proposed by Mr. Dickson in Section I., but recognizing the necessity for the fuller consideration of the details, agrees to have this paper printed and sent down to the various local Associations with the request that they will consider it, and report to the general secretary any action taken by them in regard to it.

2. That a committee to be named by the President be appointed to collate the results as received by the Secretary, and lay them before this Association for consideration at its next annual meeting.

Rev. Mr. Gordon, Inspector of Schools, heartily affirmed the principle proposed by Mr. Dickson.

Mr. John McMillan, Ottawa, thought the teachers should look out for themselves. The Government could take care of themselves. They could all agree to the principle, and send the scheme to the Associations for fuller consideration.

Mr. Pomeroy had an amendment. He wanted to define the general principle.

Mr. Pomeroy then moved, seconded by Mr. J. R. Sanderson:—That after the words "proposed by Mr. Dickson," in Mr. Strang's

motion the following be inserted:—"Namely the formation of a College of Preceptors for the promotion of sound learning, the improvement of the position of the profession, and the protection of the public from incompetent teachers."

This the mover thought would define the principle.

The amendment was lost.

After some further discussion the motion by Mr. Strang was carried, and the convention adjourned till 8 p.m.

At the evening session Dr. Dewart read a paper on "Education in its Relation to Human Progress," which will appear in due course in our columns.

On motion of Mr. McBride, seconded by Inspector Thom, it was resolved that the time for holding the meetings of the Ontario Teachers' Association, be changed from the midsummer vacation to the Tuesday, Wednesday and Thursday immediately preceding Good Friday. In support of his motion, Mr. McBride said his resolution, if carried, would necessitate the granting of a week's holidays at Easter.

The Board of Directors were instructed to wait upon the Minister of Education, asking him to allow the days at Easter, during which teachers attended the Association, to be counted as teaching days.

The meeting then adjourned.

On Thursday Mr. Houston moved the resolution of which he had given notice. It was seconded by Mr. Hendry. In support of his motion Mr. Houston spoke of the mis-statements and misapprehensions prevalent in regard to spelling reform, and of the desirability of the Association collecting trustworthy information for its own guidance. He also gave the names of a number of well-known English and American scholars who supported spelling reform.

The resolution was carried unanimously.

The Board of Directors recommended the following gentlemen as office-bearers for the ensuing year:—

President—Mr. H. I. Strang, Principal of the Collegiate Institute, Goderich.

Secretary—Mr. Robert W. Doan, Toronto.

Corresponding Secretary—Mr. D. H. Hunter, Woodstock.

Treasurer—W. J. Hendry, Toronto.

The report was adopted unanimously.

Mr. D. C. McHenry, M.A., Principal of the Cobourg Collegiate Institute, read an excellent paper on "Prizes and Scholarships." At the conclusion of his paper Mr. McHenry moved the following resolution which was seconded by Mr. Alexander, and adopted almost unanimously:

That, whereas the prize system in operation in our schools and colleges involves the expenditure of a large amount of money that should be devoted to better uses in advancing the interests of education; and whereas the incentives employed and the motives thus appealed to tend to retard rather than aid the teachers in trying to employ the higher methods of culture; and whereas competitive examinations are not sufficiently reliable in case of awarding prizes; and whereas the awarding of scholarships, ostensibly to aid needy students, is ineffectual and misleading.

It is the opinion of this Association:—

(1) That prizes, scholarships, and medals should be abolished in all our educational institutions. (2) That public money now devoted to this purpose should be used to increase the general efficiency of the Provincial University. (3) That prize money now derived from private sources, supplemented by as much more as may be available, should be used (a) to establish a Beneficiary Fund for needy and worthy students, to be disbursed according to a plan similar to that in operation at Yale College, including the principle of loans to such students, based on moral worth, present need and reputable scholarship, and independently of competitive examinations; (b) Any available surplus to be used to encourage original research and special post graduate work. (4) That instead of the present systems of prizes, scholarships, and medals, honor students should be classified in such a way that the highest distinction in the University shall be attainable by all whose scholarship reaches a certain standard—say that of present gold medallists (a higher if necessary); subordinate honors to be decided in a similar manner—the principle here involved to apply also to matriculation and ordinary sessional examinations. (5) That a copy of these resolutions be sent to the authorities of each university in Ontario as the expressed opinion of this Association.

Mr. Embree moved, seconded by Mr. Miller,—

That the regulation in force in 1883 be restored, requiring that no candidate shall be permitted to present himself for non-professional examination for second-class teacher's certificate until one

year shall have elapsed from the time of his obtaining his third-class non-professional certificate; provided, however, that should any candidate obtain forty per cent. of the aggregate number of marks at any third-class non-professional examination, he shall be permitted to write at the second-class non-professional examination in any subsequent year. One year's notice to be given before such regulation shall come in force.

Mr. M. I. Rowe delivered an interesting lecture on the vowel sounds, explaining some new discoveries which he had made.

The Association met again at eight o'clock, with the President, Mr. McAllister, in the chair. There was only a slim attendance.

Mayor Howland, who was present, delivered an address on "Industrial Schools." We take from the *Globe* the following summary: He opened by explaining the misfortune of boys who have bad parents. Instead of over-crowding the world with underpaid slaves doing clerical and other work of that sort, they should introduce trades. If a boy was once interested in working with tools he would in all probability stick to it. They should get a liking for labor. This was implanted with the constant use of the hands and muscles. He had never seen an Austrian who was a beggar. The Austrian hardly ever emigrated. They had become accustomed to work. In Austria there were 1,037 technical institutions, with about 98,000 scholars. Every way of utilizing the human senses and hands was known to these people. The Germans had a great number of agricultural schools, and the consequence was that many German farmers settled in the Western States. Then Denmark had agricultural high schools. In Ontario they had an immense Agricultural University. What was wanted in Canada was a lot of agricultural high schools. He then went on to explain the character of the technical and industrial institutions of Europe, and the grand results arising out of these institutions. He described an industrial school which he visited in Boston. This school was established as an experiment, and its success was marvellous. What the people wanted was good results. (Hear, hear.) In England they had thirteen industrial schools. In this respect we were behind other European countries. The influence of the teacher stopped when the pupil left the school. He believed in industrial schools from the bottom of his heart. Schools of reclamation were an absolute necessity. He wondered how some boys got through safely. There was a great deal of bad reading going about in the newspapers. When his boy could not find the paper one morning he said to him, "Pa, what have you done with the paper?" He had to tell him that there was something so bad in it that he destroyed it. A boy accepted what he read. Last year nearly 1,000 children were before the police court in the city. Of all the absurd things was the fact that the Government had no provision for the checking of wandering children but to send them to gaol. (Hear, hear.) After four years' persistent work he had got \$17,000 and eight acres of land for the establishment of an industrial school. Children never should be sent to jail. There should never be a child lost without effort. (Hear, hear.) In Toronto children were sent to jail, and they were lost without effort.

A vote of thanks was tendered to Mayor Howland for his address.

A resolution of condolence to be sent to the family of the late Peter McLean, Inspector of Schools for Parry Sound, was unanimously adopted.

The Association then adjourned till next Easter.

HIGH SCHOOL SECTION.

The High School section met at nine o'clock on Wednesday morning. Mr. D. C. McHenry, Principal of the Cobourg Collegiate Institute, occupied the chair.

Mr. Embree, one of the representatives of the High School masters on the University Senate, presented a report of the work accomplished during the year. Mr. Henderson moved, seconded by Mr. McMillan, that the Senate of Toronto University be requested to make the work in Classics for Junior Matriculation with honors the same as that of the first year pass. The resolution was carried.

Mr. Connor moved, seconded by Mr. MacMurchy, that the Senate of Toronto University be requested to apply to the classification of pass candidates the same principle as that now applied to the classification of honor candidates in the fourth year. Carried.

Mr. Merchant then moved, seconded by Mr. Houston, that a committee of seven members of the section named by the Chairman be appointed to take into consideration the relation between the so-called pass and honor courses of the University. Carried.

The following committee were appointed for this purpose:—Messrs. Miller, Embree, G. Dickson, MacMurchy, Wetherell, Merchant, and Dobson.

The following motion, moved by Mr. Embree, seconded by Mr. Christie, was also carried:—That a committee of the section be appointed to consider the advisability of making a change in matriculation, and first year university English. The committee appointed is composed of Messrs. Miller, Strang, Christie, McHenry, G. Dickson, and Embree.

A long discussion took place on the proposal to establish a College of Preceptors for Ontario, but no action was taken.

Mr. Embree read a paper on Increased Legislative Aid to High Schools, and a committee consisting of Messrs. Embree, Brydon, Miller, and Merchant, was appointed to frame resolutions regarding the paper.

The Section adjourned.

At the adjourned meeting of the High School Section on Thursday, Mr. D. C. McHenry, Principal of the Cobourg Collegiate Institute, occupied the chair.

On motion of Mr. Fessenden, seconded by Mr. Birchard, it was resolved:—

1. Inasmuch as it is impossible for any examiner to set papers uniform or nearly uniform from year to year while the average of thousand of candidates is nearly uniform; therefore, be it resolved that in the opinion of this Section it is desirable that to some extent the candidates—? should be made the standard of qualification.

2. Inasmuch as the candidates at the departmental examinations have been taught by masters who do not all follow the same line of thought, and it is not desirable that all masters should be forced to teach in the same way; therefore this section would recommend that two or more examiners set questions on the same paper, and that each paper contain more questions than the candidates is permitted to attempt.

On motion of Mr. W. McBride moved, seconded by Mr. J. E. Dickson, it was resolved:—

That in the opinion of this Section a Country Board of Examiners, composed only of the head masters of High Schools (or Collegiate Institutes) and the Public School Inspectors within the County, should read the answers of candidates for admission to High Schools, and that the Board of Examiners should have the full discretionary power of passing any pupil they think able to keep up with High School work.

On motion of Mr. Strang, seconded by Mr. Birchard, it was resolved:

That a committee consisting of Messrs. MacMurchy, Embree, Fessenden, McBride, J. E. Dickson, Jno. Henderson, Wetherell, and the mover be appointed to wait upon the Minister of Education after his return, and to call his attention to the objectionable character of many of the papers at the recent departmental examinations for admission to the High Schools, and for teachers' non-professional certificates.

Carried.

On motion of Mr. Embree, seconded by Mr. Fessenden, it was resolved:—

That while the High School masters have the undoubted right, individually and collectively, of expressing their opinions, adversely if need be, in regard to the character of examination papers, and any other papers affecting their interests, it is desirable that in all correspondence conducted by teachers the language and the sentiments expressed should be such as become scholars and gentlemen, and this Section hereby records its disapproval of the charges of corrupt motives made against two of the examiners.

The committee appointed to consider the advisability of a change in matriculation and first year English; reported as follows:—

(1) That for 1888 there should be substituted for Cowper's Task, Book III.—Lines on Receipt of My Mother's Picture, John Gilpin, The Castaway, and such others of Cowper's minor poems as will be an equivalent. (2) That for 1890 the English be Childe Harold, Canto III., and The Prisoners of Chillon or Epistle to Augustus, Ode to Napoleon, and Napoleon's Farewell. (3) That the play of Shakespeare, chosen for honor junior matriculation of 1887, viz., Timon of Athens, is quite unfit to be read in mixed classes. It is suggested that some other play be, if possible, substituted for it.

On motion the third clause was adopted. The first and second

clauses were referred to the Executive Committee and High School representatives on the University Senate.

The committee appointed to consider the question of increased legislative aid to High Schools reported:—

(1) That the annual legislative appropriation to the High Schools and Collegiate Institutes should be largely increased in view of the large amount of additional work provincial in its character, which is now performed by these institutions (2) That County Councils should be required to contribute to the support of High Schools and Collegiate Institutes, in addition to Government grants, whatever further amounts may be necessary to cover the proportion (as determined by attendance) which the county should contribute toward the current expenditure. (3) That the law should be altered so as to remove the difficulties under which schools situated in municipalities separated from the county are placed.

Moved by Mr. Embree, seconded by Mr. Christie, "That this High School Section expresses pleasure at the presence of lady members this year at the meetings of the Section." Carried.

The Committee on Assimilation of Entrance Examinations reported as follows:—

It is found:—(1) There is no present probability of the School of Practical Science exacting any matriculation examination whatever. (2) Some prominent members of the College of Physicians and Surgeons are of the opinion that the standard for matriculation ought to be raised. (3) There is a probability that if the various Universities would agree upon a common matriculation in medicine the Medical Council would adopt it as its entrance standard, instead of the third-class non-professional examination. Your Committee would, therefore, recommend that an effort be made to induce the various Universities in this Province to agree upon a common matriculation examination in medicine, conducted by a joint commission, the subjects being in the main identical with those prescribed for matriculation in Arts. As to Dentistry and Pharmacy your Committee is not in a position to make any recommendation at present.

The report was laid on the table for further consideration.

The following officers were then elected for the ensuing year:—

Chairman—Geo. Dickson, U.C.C.

Secretary—J. E. Wetherell, Strathroy.

Directors—Mr. Fessenden, Napanee; Mr. Strang, Goderich; Mr. MacMurchy, Toronto; Mr. MacMillan, Ottawa; Mr. Alexander, Galt.

Legislative Committee—Mr. D. H. Hunter, Woodstock; Mr. A. Steele, Orangeville; Mr. Connor, Berlin.

The Section adjourned.

THE INSPECTORS' SECTION.

The Public School Inspectors' Section met on Wednesday, Mr. Mitchell in the chair. The President nominated Messrs. Morgan, McIntosh, Tilley, Ballard, and Hughes a committee to organize the section for the Convention next year. Mr. Ballard then led in a discussion on the inspection of junior classes, dealing principally with arithmetic for the first year in school. After a full discussion, in which a number took part, Mr. Dearnness moved, seconded by Mr. Johnson, that Messrs. Hughes, Ballard, and Dr. Kelly be a committee to report on the practicability of having a Kindergarten in connection with the Model Schools. Mr. Morgan discussed the question: "Should schools be graded as well as certificates?" dealing with entrance examinations and Teachers' Institutes. Remarks were made by Messrs. Mitchell, Campbell, Brebner, Kelly, Thom, Deacon, and Hughes.

Mr. McIntosh moved, seconded by Mr. Campbell, that a committee be appointed to report on the entrance examination especially considering the following matters:—(1) The character of the recent examination. (2) The preparation of the questions and the revision of answers. (3) County Boards of examination. The following gentlemen were appointed on the committee:—Messrs. Morgan (Convener), Brebner, Tilley, Hughes, and McIntosh.

Mr. J. C. Brown then discussed graded schools, and was followed by Messrs. Farr, Morgan, Kelly, Deacon, MacIntosh, and Scarlett. The Section adjourned at noon.

The Inspectors' Section met again Thursday morning, with Inspector Mitchell in the chair.

Inspector Hughes gave an interesting address on a day's inspection in a rural school, which elicited a warm discussion. Professor Neff addressed the Section on his method of teaching reading, or as he termed it, "Thought-getting from printed language."

Inspector Morgan brought in the report on entrance examinations, which was adopted as follows:—(1) That the entrance examination should be retained. (2) That the general tendency of the papers was good. (3) That the English literature was rather difficult. (4) That the history was decidedly too hard. (5) That the grammar was ambiguous and so too hard. (6) That the lists of words on the orthography and orthoepy papers should never have been given. (7) That in future county boards consisting of Inspectors and High School Masters should have charge of the entrance examination. (8) That the questions should be kept strictly within the prescribed limits, viz.: IV. class work. (9) That the questions should be clothed in simple language. (10) That the standard should be made as nearly uniform as possible. (11) That in the preparation of the questions two Public School Inspectors should be associated with the High School Inspector so as to meet the double intention of the examination, and (12) that the section should nominate these two members subject to approval by the hon. the Minister.

The election of officers resulted as follows:—President, Inspector Brebner; Secretary, Inspector Barnes. Executive Committee—Inspectors Mitchell, Morgan, MacIntosh and Ballard. Legislative Committee—Inspectors Hughes, Dearnness and Fotheringham.

An animated discussion ensued on a motion to confine renewed third-class certificates to the county for which issued, the general feeling being in favor of so confining all third class certificates.

The Section adjourned after passing a vote of thanks to the retiring chairman, Inspector Mitchell.

PUBLIC SCHOOL SECTION.

The Public School Section met Wednesday morning, with Mr. F. C. Powell in the chair. There was a good attendance.

Mr. J. Suddaby, Berlin, read an interesting paper on Modified Forms of Kindergarten most suitable for Public Schools.

Mr. R. W. Doan, of Toronto, read a paper on Etiquette in Schools.

Mr. A. MacMurchy, of Toronto, then addressed the teachers on the question of the proposal to establish a College of Preceptors in Ontario. With regard to the examinations, he thought there must sooner or later be a change. If they had experienced and intelligent masters for examiners, he believed the examinations would be acceptable to the teachers. The proposed college would remedy what appeared to be an evil. The committee considering the matter had decided to adopt the style "College of Preceptors." College professors consulted by the committee were in harmony with this idea. The scheme contemplated that professional training and examinations should be in the hands of teachers. The college should also have an influential voice in the appointment of examiners to set the papers for the non-professional examinations.

After a vote of thanks to the speaker the section adjourned.

The Public School Section met again Monday morning. Mr. Barber reported on behalf of the committee appointed on the Kindergarten system the following:—That the Minister of Education be requested to take such steps as will secure the bringing of the subject before every County Association which has not yet considered the matter. (2) We are also of the opinion that if a Kindergarten class were established in Toronto, to commence say at the close of the schools in June, to continue some two or three weeks, it would prove to be a great help to those teachers who are anxious to obtain a knowledge of Kindergarten methods, and we doubt not would be largely attended. (3) It would be desirable that the Minister of Education should aid school officials in securing a supply of Kindergarten material, either by money grant or selling such material at cost. The report was adopted.

Mr. John Monroe, Ottawa, read a carefully prepared paper on "The Marking System," and concluded by moving, seconded by Mr. Osborne, and resolved, that in the opinion of this section of the Association it would be in the interests of true teaching to have the marking system abolished so far as it relates to the unwritten work of the pupils. The motion was carried.

Mr. Campbell moved, seconded by Mr. Brown, That a committee consisting of five experienced teachers be appointed to consider the following questions, and report at our next meeting:—1. What subjects should be taught in our public schools? Should the number be increased or diminished, or remain as they are under the present regulations? 2. Have our competitive and other examinations a tendency to produce a superficial education commonly designated "a cram," or is it the best means of laying the foundation of a thorough and practical education? 3. What effect has

our present system on the health of our pupils? If injurious suggest a remedy.

The motion was adopted, and the following committee was appointed to carry out the details:—Messrs. J. F. Kennedy, Alexander, Lewis, Brown, and the mover and seconder.

Mr. F. C. Powell then read a very comprehensive paper on "Principals and Assistants."

The following officers of the Section were elected:—Chairman, Mr. Coates; Secretary, J. A. Brown; Directors, Messrs. Powell, Munro, McQueen, and Barber; Legislative Committee, Messrs. Hendry, Doane, McAllister.

The Section adjourned.

Examination Papers Examined.

A copy of the following circular has been sent to the Head Master of each of the Collegiate Institutes and High Schools in the Province, and to the Head Masters of the Public Schools, in the towns and villages in which the High Schools are situated. It seemed impracticable to send copies to all teachers of every grade in the Province, as we should gladly have done. But as our aim is to elicit the widest possible expression of opinion, we shall be glad to receive replies from any other members of the profession engaged in either the High or Public Schools, who may feel disposed to favor us with their views. As the majority of the writers prefer to withhold their signatures from publication, and as there seems much force in the suggestion made by some, that the case is one in which the criticisms should *stand or fall on their merits*, we have simply numbered the replies in the order in which they happen to come to hand. Following is the circular:

DEAR SIR,—I observe there have been many and strong complaints of the character of some of the question papers set at the late Teachers' and High School Entrance Examinations. Will you have the kindness to give me briefly, for publication in the CANADA SCHOOL JOURNAL, over your own name or otherwise as you may prefer, your opinion on the following points? Your communication will be regarded as strictly confidential, if you so desire:

- (1). Were those Examination Papers, as a whole, such as to afford a fair and reasonable test of the fitness of candidates to receive non-professional certificates and to enter the High Schools, respectively?
- (2). If not, which of the papers were specially objectionable, and on what grounds?
- (3). What appears to be the cause of the faults indicated, and what remedy would you propose?

Yours respectfully,

Editor CANADA SCHOOL JOURNAL.

REPLIES FROM HEAD MASTERS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

I.

Question (1)—No.

(2). ENTRANCE EXAMINATION.—1. *Orthography and Orthoëpy*.—Single words given for spelling much too difficult. The written examination in Orthoëpy should be abandoned, and the test on this subject made orally in connection with Reading.

2. *Grammar*.—Some of the questions not clear even to examiners. Assume greater maturity of reasoning power than can reasonably be expected of entrance candidates. The paper does not give sufficient prominence to *practical English*.

3. *History*.—Altogether too difficult for this examination.

THIRD CLASS.—1. Grammar paper full of mysterious questions on points which the examiner apparently wishes to force upon teachers. Such radical changes in teaching this subject, if thought worthy of attention, should be effected by *suggestions to teachers*, rather than by such sudden surprises in examination papers.

2. *Literature and Composition*.—Aim at thorough preparation but are too difficult to begin with. Such papers *three years hence*, after gradually leading up to them, might be comparatively unobjectionable.

3. *Drawing*.—Double the time necessary for the work required.

SECOND CLASS.—1. *Grammar, Literature and Composition*, (same remarks as for Third Class).

2. *Algebra*.—Not at all suitable. *Almost without a commendable feature*

(3) 1. A lack of a suitably organized Board of Examiners, working uniformly and consistently according to recognized principles, and prescribed standards. As a result, a dangerous tendency to assert and thrust upon teachers the preferences of individual examiners.

2. Neglect properly to recognize in the Entrance Examination, the opinion of Head Masters of High Schools and Collegiate Institutes, as to the fitness of candidates for admission.

3. Too many written examinations—too much machinery to turn out good work.

REMEDIES PROPOSED.—A.—*For Examinations just concluded*.—1. Let no candidate be plucked on spelling paper (Entrance) if he spolls fairly on other papers. 2. Make due allowance for the inordinate difficulty of the papers in Grammar and History. 3. To this end, suspend the rule requiring at least one-third in every subject, and 50 per cent. of a total.

Third Class.—See 2 and 3 above, as to Grammar, Literature, Composition and Drawing.

Second Class.—See 2 and 3 above, as to Grammar, Literature, Composition and Drawing. No candidate should be plucked because he fails to pass in *Algebra*, on the paper given.

B.—*For the future*.—1. Let the Central Committee include regular representatives from our Public School and High School teachers; also from our Public School Inspectors.

2. All examination papers should be submitted to this committee for approval, before being issued.

3. Put the examiner in Second Class Algebra on Spelling, or some subject not requiring the special exercise of judgment.

II.

(1). I do not consider the examination papers, as a whole, a fair test of the fitness of a candidate for a Second Class Certificate, or for entrance into the High Schools.

(2). I object to the Second Class Algebra, and Second Class Chemistry, each of which I have been teaching for years. The Poetry Literature and the Grammar were difficult, partly on account of the way in which the questions were expressed, and one question on the Grammar I think cannot be fully answered without a knowledge of some inflected language, e.g. Latin or German. The Orthoëpy and History for Entrance, were beyond the capacities of pupils of the age of those who present themselves for examination, and I find that pupils from 12 to 14 years old pass the best examinations.

(3). (a) The causes may be various. One I believe is a desire on the part of the Examiners to raise the standard of entrance to High Schools, and also that of Second Class Certificates. Both of these are already high enough. Third Class teachers should be encouraged to obtain a Second rather than deterred from the attempt.

(b). Select examiners who have no hobby, and who from their own experience and observation, know the capacities of at least 50 per cent. of the candidates who are likely to present themselves for examination.

III.

I think none of the papers were particularly objectionable except the Algebra, Grammar and Literature of Second Class, the Grammar and Literature of the Third Class, and the Grammar, Dictation and perhaps History of the Entrance.

The Algebra was not at all such work as is found in the author prescribed. The Grammar was not so difficult, but was put in such a way that very few understood what was asked. This applies to II., III., and Entrance.

The Literature was, I think, too much in the way of criticisms of the authors, and also the terms used were not comprehended by the candidates. In both Grammar and Literature, the Examiner seemed very desirous of showing how thoroughly he himself understood the matter, rather than of finding out what the candidates knew.

In the Entrance, the list of words selected was too hard. When so many marks were lost in Dictation, Grammar and History, it was impossible for the candidates to make the total required to pass.

IV.

In reply to your communication of the 27th ult, I beg leave to submit the following:—

(1). I have no sympathy whatever with those who profess to believe the recent examination papers "altogether unsuitable," the preparers of such papers "cranks," etc. In my opinion the papers (with two or three exceptions) were all that could be desired by any reasonable teacher.

(2). The Second Class Algebra paper was *too difficult*, otherwise an excellent paper. Twenty per cent. should have been the pass instead of thirty-three and a third. The Grammar papers throughout, Entrance, Third and Second, were stated with *too much display of learning*. The chief difficulty frequently consisted in getting the meaning of the question. Such questions are quite suitable when set to university students, but not so when given to test the knowledge of Entrance candidates. The Drawing papers were good, but not suitable for those who know little or nothing about the subject; and *those* are perhaps three-fourths or more of the whole number of candidates. At the Entrance Examination of which I was presiding examiner, out of sixty not more than six did good work in Drawing. But, the subject is now to the teachers; they are studying it, and as *their* knowledge increases, the work of their pupils will improve. Keep up the standard, it is in the hands of a grand old man.

(3). For seven years I have kept the results of the Monthly examinations in this school and almost without a single exception, the results of the Departmental examinations have agreed with mine. How it will be at the present, of course, I do not know, but from experience I do not fear the result.

As to remedy, the "disturbing cause," is to a great extent political and therefore incurable so long as education is controlled by politics. A Chief-Superintendent instead of a Minister of Education, would perhaps be an effectual remedy.

V.

(1). I say emphatically that the papers were neither fair nor reasonable.

(2). The objectionable papers are Algebra, Drawing, English Grammar, English Literature and History.

The Algebra paper was altogether too long for the time, all the questions of almost equal difficulty, and if we consider the very great number of subjects require to be mastered by candidates for teacher's certificates, this paper was too difficult. It is absolutely impossible with the time at the disposal of teachers to prepare the great majority of pupils for passing such an examination paper creditably. The Drawing papers were altogether too difficult, and show clearly that the examiner was entirely unacquainted with the subject. The English Grammar papers were full of vagaries and some questions which if asked properly could be easily answered, were stated in language so ambiguous that the pupils could not define what was wanted. Any question no matter how simple the answer may be may thus be made a puzzle. This English Grammar paper set for second class candidates, is an example of pedantry on the part of the examiner not equalled in the history of education. Similar objections might be raised to the English Literature papers.

The History paper if fully answered would require a whole day instead of a couple of hours.

(3). The causes of these faults seem to be the incompetency and bad judgment of some of the examiners, and also their neglect to read and follow the prescribed regulations. A man is often appointed to prepare a paper who has made some particular subject, say Algebra a "hobby," and he naturally thinks that great proficiency in his department is the *sine qua non* of an education. He has in all probability had no experience in High School work, and moreover, the preparation of a paper should not be entrusted to the judgment of one man, without being submitted to a competent committee.

(3). That a College of Preceptors be appointed to prepare the papers for the examination of teachers. That this College of Preceptors consist of two professors from each of the four arts universities in Ontario. That these professors be men who formerly have had experience as High School teachers in Ontario, or at least men who are thoroughly conversant with the character of the work. That they submit these papers before they are sent abroad to a committee of reference consisting of the Minister of Education, the High School inspectors, and the principals of the two Normal Schools. That the head master and the county inspectors of two adjoining counties be appointed an examining board. That the county inspectors take charge of the candidates while writing as they do now, and that they along with the head master's, examine the papers in English, Mathematics and Science, and the papers in

Classics and Modern Languages be read by the other examiners. That the College of Preceptors who prepare the papers, send to the examiners solutions and answers to the questions, and general directions for the guidance of all the Boards, allowing at the same time a little latitude to the examiners. That the decisions of the local boards be subject to the Departments for confirmation or otherwise. That all appeals on the part of candidates be heard at the department by this revising committee. This method in my opinion would insure the setting of fair and at the same time difficult papers; these papers would be examined by men who are thoroughly competent, and some of the most serious objections to the present system would be removed. The advantages would far outweigh the petty objections to lack of uniformity, favoritism, etc. I shall reserve for my next a few thoughts on the entrance papers.

VI.

1. No.

2. For Second Non-professional, the Algebra, English Grammar and Prose Literature papers; for third Non-professional, English Grammar, Prose Literature and French Grammar papers; and for Entrance, Orthoëpy, Grammar, and History papers were unreasonably difficult.

3. (a). Either lack of judgment or want of care on the part of the examiner, or imperfect acquaintance with the capabilities of mind of the ordinary candidate.

(b). The appointment of a competent committee of revisers, and in the case of candidates for Non-professional certificates supplementary examinations for all who do not fail in more than two subjects.

VII.

"In reply to your communication of the 27th instant, I beg leave to say, that it is easier to find fault with examination papers than to prepare them. However, all examination questions should be asked in language with which the candidates are familiar, and which they therefore understand, and should be so framed as to test fairly their knowledge of the subject on which they are being examined. So long as text books are prescribed, the scope of the questions should not be beyond the information obtainable in these books. Some of the papers set by Messrs. Seath and Glashan presuppose a very extensive and accurate knowledge of the subjects and a premature development of the reasoning powers, and are sometimes put in language which some of the pupils do not understand. No person should be an examiner who has either directly or indirectly any interest in any book either issued or about to be issued, which treats of the subject on which the candidates are to be examined. An examiner who shows a lack of judgment in setting examination papers should not be re-appointed. Several questions of equal value should be on each paper, and the candidate should be allowed a choice, if say fifteen questions were asked, the candidate to answer ten of these.

VIII.

(1). No, in each Case.

(2). For Entrance the following papers were especially objectionable:—English Grammar, Orthography and Orthoëpy, and History. The questions in English Grammar were not clear, as for example, questions 1 and 4. The papers on Orthography, Orthoëpy and History, were entirely too difficult for ordinary Entrance Candidates. The paper on Orthography contained a list of 15 of the most difficult words in the language. The Orthoëpy paper was made up of difficult words, 4 of them being un-English. For Second Class the most objectionable papers were:—English Grammar, Prose Literature, Algebra, Chemistry, and the paper upon French and Latin Grammar, and Composition. For Third Class, I object to the English Grammar and Prose Literature.

(3). (a) Entrance Examination. I would suggest that in future the Examiner confine himself to an extract from some author without giving a list of difficult words in the Orthography paper. I see no necessity for setting a paper in Orthoëpy at this Examination.

(b). Third and Second Class Examination. The Department had no right to set a paper in Prose Literature at this Examination. I have a communication from the Department, stating distinctly that candidates would only be required to have a general acquaintance with the subject of the Essay on Macaulay as for the University.

I would suggest that in future the Examiner in Literature should

6. Add the numerators together for the numerator and the denominators together for the denominator of a new fraction, which, since the given fractions are all equal to one another, must be equal to each of them.

$$\therefore \frac{10(x+y-z)}{10(x+1)} = \frac{x+y-z}{6}$$

$$\therefore x+1=6 \therefore x=5.$$

Substituting this value for x ,

$$\frac{10+3y-4}{10} = \frac{15+4y-2z}{25} = \frac{5+y-z}{6}$$

$$\therefore 7y-16z = -20,$$

$$\text{and } 4y-7z = -5,$$

$$\therefore y=4 \text{ and } z=3, \text{ and as found, } x=5.$$

ANS.

7. By Division

$$\frac{x}{y} = \frac{11x+4}{11y-8}$$

$$\therefore -8x=4y \therefore y=-2x.$$

Substitute for y in first of given equations

$$x^2+2x^2=11x-4$$

$$\therefore 3x^2-11x-4=0$$

$$\therefore (x-4)(3x+1)=0.$$

$$\therefore x=4 \text{ or } -\frac{1}{3}$$

$$\therefore y = -8 \text{ or } \frac{2}{3}$$

ANS.

8. Clear second equation of fractions

$$(z-x)y = b(y-x)z$$

Substitute for x its value as given by the first equation, and divide the resulting equation by $y-z$.

$$\therefore ay = bz \therefore y = \frac{bz}{a}$$

A.

Substitute bz for ay in first equation

$$\therefore x-z = ax - bz$$

$$\therefore x = \frac{1-b}{1-a}z$$

B.

Substitute for x and y in third equation their values given by A and B, and divide the result by z^2 ;

$$\therefore \left(\frac{1-b}{1-a}\right)^2 = \frac{b^2}{a^2}$$

ANS.

9. Let x equal A 's rate in miles per hour, and $y=B$'s rate in miles per hour.

From the time A first overtook B till he overtook him again was 5 hours, \therefore during those five hours B , who had gone steadily forward, had made 5y miles progress.

A was one hour later in arriving at his destination than he would have been had he kept steadily on, and the delay occurred during the five hours between the two overtakings; $\therefore A$ made only 4x miles progress while B was advancing his 5y miles. But they made equal progress during the 5 hours,

$$\therefore 5y=4x \therefore y=\frac{4}{5}x, \text{ i.e., } B\text{'s rate} = \frac{4}{5} \text{ of } A\text{'s rate.} - \text{ANS.}$$

NOTES.

Q. 1 was set about two years ago to candidates for junior matriculation in Toronto University, and an examiner might reasonably suppose that mathematical masters in our High Schools would have made a note of it quite irrespective of the fact that it is a particular case of a well-known elementary theorem. The problem is a practical test of an examinee's knowledge of the meaning of an exponent.

Q. 2 can be worked by multiplication and addition, or be made an exercise in factoring as is done above.

Q. 3 (a) and (b) are simple exercises in the theory of divisors and the principle of symmetry. The examinees are told that the factors are linear.

Q. 4 is an example of the form in which homogeneous simple equations present themselves in actual investigations.

Q. 5 is an example of the most important use in algebra of the process for finding the H. C. F. of two expressions, and the solution as given above exhibits how the process may sometimes be shortened.

Q. 6 affords an illustration of the widely useful theorem

$$\text{"If } \frac{a}{b} = \frac{c}{d} \text{ then will } \frac{a}{b} = \frac{ma+nc}{mb+nd}.$$

The theorem may be applied to resolve the equations in the way

exhibited above, or to show that each of the given fractions is equal to 1; for each of them

$$\frac{(x+y-z)(+4x+2y-3z)-(2x+3y-4z)}{6+(4x-1)-(x+5)} = \frac{3x}{3x} = 1.$$

This reduces the equations to the simplest type.

Q. 7 is an easy simultaneous quadratic pair.

Q. 8 is a very easy problem in elimination, one of the commonest operations in algebra.

Q. 9 is an ordinary problem. It was taken, with a slight change to render it easier to work, from an algebra paper set to boys and girls in England.

Educational Notes and News.

Georgetown is to have a High School.

There are said to be 1,300 members of the Chautauqua Literary and Scientific Circle in Japan.

Mr. J. H. Markle has received the appointment of Science Master in Paris High School.

The Galt School Board received application from no less than forty-five lady teachers at a recent meeting.

W. Nichol, an honor graduate of Queen's College, has been appointed science master in Guelph Collegiate Institute.

John Hopkins University has this year conferred the degree of Doctor of Philosophy on Dr. Shosuke Sato, a Japanese.

It is stated that Rev. Wm. Clarke, M.A., Professor of Mental and Moral Philosophy at Trinity College, Toronto, will resign at the coming Christmas.

Mr. E. Oldum, M.A., head master of Pembroke High School, has been appointed to take charge of the preparatory department of Tokio College, Japan, in the Spring.

At a recent meeting of the Board of Trustees of Woodstock Baptist College, Dr. Rand reported that \$26,000 had been subscribed towards the proposed \$39,000.

Seventy-six out of eighty candidates were plucked at the Windsor High School Examination, and at Simcoe only four passed out of seventy-five. Similar results are reported from many other localities.

A teacher needs three things for enjoyment in his profession—some leisure; a little surplus of money to be devoted to such ends; a true and liberal education, extending far beyond the range of school subjects.—*London School Journal*.

Mr. S. B. Sinclair, Ph. B., has been appointed assistant teacher in Hamilton Model School. Mr. Sinclair holds a first-class professional certificate, and is said to be well acquainted with the most modern Canadian and American educational methods.

Mr. J. W. Johnson, F.C.A., Principal of Ontario Business College, Belleville, has just returned from a visit to Bermuda in the interests of the college, which is largely patronized by Bermudians. Several students accompanied him to Belleville.

At the Division Court on Tuesday, the 18th of July, before his Honor Judge Woods, Mr. A. W. Aytoun Finlay, B.A., late head master of the Chatham High School, obtained judgment against the High School Board for the amount of his full claim with costs.

Official announcement has been made that the celebration of the 250th anniversary of Harvard University will take place in the first week in November. The plans are for a grand celebration, which is to last four days, in which as far as possible the whole of Harvard College, from the earliest years downwards, shall take part.

The Teachers' Drawing-Class at the Stratford Collegiate Institute, completed its session on 31st July. About 25 teachers, as well as other students, have availed themselves of this opportunity of studying the now important subject of drawing. At its close an address was presented to the Class Instructor, Mr. W. Burns, Drawing Master, Brampton High School, expressive of their satisfaction with the manner in which he had handled the subject, and of their wishes for his future success in his profession.

The meanest teacher on record—and that means a great deal to children—is the one at Liegnitz, in Germany, who gave her class the following problem for a holiday task:—From 880,788,899 deduct 629 until nothing remains. The poor girls figured and figured for hours without making much headway; finally their tears attracted the attention of the parents. A simple division will show

that the figure 629 is contained in the larger one no less than 1,400,300 times. Allowing three deductions a minute and twelve hours' work a day, it would take over 500 days to do what had been given the girls as a holiday amusement. *Exchange.*

There are few sights more pitiable than the hack teacher, whose only interest in the work is in her monthly stipend, who sees the morning hour of nine with a shudder and hails the evening hour of release with unspeakable joy. She hates her work, and possibly herself for doing it. What kind of interest and spirit can such a teacher instil into the minds of her pupils? what kind of a leader is she? A mere time server—a worse than slave. We would to heaven that our profession might be rid of these creatures, who, while decrying the work of the teacher, detract from the dignity and worth of the profession.—*Central School Journal.*

The movement in aid of Recreative Evening Classes has made a notable piece of progress in having obtained from the London School Board permission to use two of the halls belonging to the Board—one for an evening home for girls at Haverstock Hill, the other for a working-men's club at the Ben Jonson School. Application for the use of these premises was made by the Gordon League, who propose to provide all necessary furniture and apparatus, and to be responsible for the good management of the institutions. The Girls' Home is for girls who have left school and are working for their living. The hall appropriated to them is to be made cheerful and attractive, a committee of young ladies will decorate it with pictures, a mirror or two, to be "removed every evening, will be provided, together with pieces of bright carpet, and other pleasing appliances. A piano is thrown in, and music and musical instruction will be part of the programme. The men's clubs are to unite social intercourse with recreative amusement, and with instruction, technical, physical, and intellectual. Newspapers, quiet games, such as chess, draughts, &c., will be provided, and there will be a smoking room. Occasional songs and recitations, with lectures, magic-lanterns, art training, and elementary science, complete the curriculum for the present. Certainly this is a great step forward, but it promises to do good, and we trust that the experiment soon to be made will be thoroughly successful. The Board has done well to grant the use of its premises; the zeal of the Gordon League will probably do the rest.—*English Exchange.*

Literary Chat-Chat.

Harper's Young People is one of the best of the illustrated weeklies for children. Its teachings are sound and pure, and its pictures cannot fail to delight the young eyes.

Our Little Men and Women for August (D. Lothrop & Company, Boston) comes to hand full, as usual, of charming little stories and illustrations to delight the hearts of the little folks.

The banishment of the Count of Paris, with other princes, from France will, it is said, delay the completion of the history of the American Civil War, in course of preparation by the former.

The Hon. John Carling, Minister of Agriculture, has issued a Dominion of Canada Guide Book, containing information for intending settlers. The book is very neatly printed, and abounds with maps and illustrations.

A prize of \$1,000 is offered by the American Sunday School Union, of Philadelphia, for the best book on "The Christian Obligations of Property and Labor." The book must contain between 60,000 and 100,000 words. All MSS. must be in by Nov. 1, 1887.

The Youth's Companion still maintains its excellence as a model paper for the young. Its articles and stories are full of interest and life, and yet morally healthful and invigorating. The editors of the *Companion* deserve great credit for keeping its columns free from all objectionable matter.

An interesting experiment in co-operation is being successfully tried by the publishing house of Cassell & Co. The employees of the firm now hold 5366 shares of the capital stock, with a market value of about \$325,000. During the last three year the management has paid a dividend of 10 per cent., besides adding \$50,000 to the reserve fund.

A very neat 72 pp. catalogue of Books for Teachers has just been issued by E. L. Kellogg & Co., of 25 Clinton Place, N. Y. It contains a list of 250 that are recognized as having practical value. Each book is classified, described, and indexed by author, subject, and title. To each is given the special teachers' price and postage.

Many of the more important have contents given. Under the department of Principles of Education 19 books are described, Methods of Teaching has 51, School Management, 7, Primary Education, 10; Kindergarten Education, 14, etc. It has also a short introduction on the selection of books. The printing and paper is very excellent, the cover being in two colors. Sent for 4c. in stamps.

Literary Reviews.

EASY FRENCH PIECES FOR UNSKILFUL TRANSLATION.—Selected and arranged by U. E. Russell, M. A., Assistant Master at Hailebury College.

SELECTIONS FROM MARTIAL.—Edited by J. R. Morgan, M. A., late Scholar of Jesus College, Cambridge, and formerly Assistant Master at Derby School.

The above two little works are published by the Messrs. Rivington, Waterloo Place, London, Eng. The selections seem carefully and judiciously made, the letter press is clear and good, and the Notes on the "Selections from Martial" are brief and to the point, and will afford a needed help to the young student.

THE MANUAL OF CORRESPONDENCE: a Practical Text-book containing exercises in Capital Letters, Construction of Sentences, Spelling, English, etc., together with numerous samples of business and social letters in type and photo-engraved. Published by Connor O'Dea, Toronto.

The authors of this work justly claim for it a certain measure of originality, as the first school text book on the subject of correspondence. The book contains much information that will be of value to teacher and pupil in connection with this important and too much neglected part of a practical education. The forms of letters of various kinds, the illustrations of addresses and salutations, and the miscellaneous Hints and Helps in regard to such points as abbreviations, address of envelope, titles, etc., will be found, we doubt not, specially helpful in many cases.

NEW SECOND MUSIC READER.—By Luther Whiting Mason. This volume belongs to the National Music Course, published by Ginn & Co., Boston. It is based largely upon C. H. Holmann, and contains first lessons in reading music at sight, together with one and two part exercises and songs, and directions to teachers. Among the novel features, designed to make it specially helpful to both teacher and pupil, are its Rhythmic Analyses, by means of Time-names, an invention of the author; also Preparatory Exercises in the Study of Two-Part Singing, German Chromatic Pitch-names, Special Exercises in Singing Chromatic Sounds, Test Exercises for Individual Reading, etc. The book will, no doubt, prove a valuable addition to the means for instructing the young in the very desirable knowledge of the elements of vocal music.

STUDIES FOR REAL LIFE.—By D. J. Bunnell Sawyer, with an Introduction by J. A. MacCabe, M. A., Principal of the Normal School, Ottawa.

This work, which is dedicated by permission to the Marquis of Lansdowne, will afford valuable help in an important class of subjects to business men and those preparing for business life. It contains, amidst a wide variety of kindred matter, treatises and illustrations on the various styles of penmanship, commercial law, correspondence, wood-engraving, photo-engraving, lettering, engraving and designing, business forms, book-keeping, etc.; also biographical notices, and photos of a number of Canadian and American penmen.

PIETARCH'S LIVES. Clough's translation, abridged and annotated for schools by Edward Ginn, with historical Introductions by W. F. Allen. (Ginn & Co., Boston).

We have before commended the excellent conception which underlies Ginn & Company's "Classics for Children." This book is the latest volume of the series which has reached us, and by no means one of the least valuable. We know few works better adapted to beget and foster the love of good literature, which is so desirable in the education of children. As a model of biography, the "Lives" is one of the most interesting of Grecian prose classics, and the one better adapted than almost any other to win the attention and improve the taste of the young. It is here set before them in a most attractive form. Nothing could exceed the clearness and beauty of the type, and the notes seem brief and to the point.

JOINT STOCK COMPANIES.—By J. W. Johnson, F.C.A., Principal Ontario Business College, Belleville.

This is a publication in pamphlet form of a clear and practical address, full of useful information on the subject indicated, delivered at a public meeting under the auspices of the Institute of Chartered Accountants, Toronto, January 21st, 1886.